

**INFLUENCE OF HIDDEN COSTS IN EDUCATION ON ACADEMIC
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN GATANGA
DISTRICT, KENYA**

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DECLARATION

I declare that this project is my original work and has not been presented for the award of a degree in any other university.

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DEDICATION

This research study is dedicated to my wife Eunice Wanjiku Njau, my daughters Leah Wanjira Njau and Clara Muthoni Njau, my son Martin Njoroge Njau and my late mother Leah Wanjira Njoroge who are a great source of inspiration in my social and academic endeavours.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDF	Constituency Development Fund
DEO	District Education Officer
EFA	Education for All
EPF	Educational Production Function
FPE	Free Primary Education
GNP	Gross National Product
GoK	Government of Kenya
IGAs	Income Generating Activities
IMF	International Monetary Fund
KCPE	Kenya Certificate of Primary Education
MoEST	Ministry of Education Science and Technology
PTA	Parents Teachers Association
NCST	National Council of Science and Technology
SAPs	Structural Adjustment Programmes
SPSS	Statistical Package for Social Sciences
SSA	Sub Saharan African Countries
UNDP	United Nations Development Program
UNESCO	United Nation Educational, Scientific and Cultural Organization
UNICEF	United National International Children Education Fund
UPE	Universal Primary Education

ABSTRACT

The study focused on influence of hidden costs in education on academic performance in public primary schools in Gatanga district. This mainly aimed at investigating the influence of extra school levies on academic performance, relationship of lunch expenses and academic performance, opportunity costs and its influence on academic performance, influence of transport costs on academic performance and relationship between expenditure on school uniform and academic performance in public primary schools. The study may contribute to the body of knowledge on influence of hidden costs in education on academic performance in public primary school. The findings of the study would be a source of knowledge to education and general leaders interested in hidden costs in education under free primary programme. The policy makers of the Ministry of Education and curriculum implementers would pay more attention to specific needs of pupils in public primary schools in Gatanga and provide relevant data and strategic that can be put in place to decrease or abolish hidden costs in education so as to encourage pupils from their areas to improve their academic achievement. Stakeholders of education would look into the possible ways of reducing inequalities in education for example engaging in income generating activities in schools in order to cater for these hidden costs. The study was based on education production function (EPF) as advocated by coleman, 1966 in psacharopolous and Woodhall (1985). In this theory academic achievement in the production function is seen as a function of many variables. The theory indicate that education process is seen as a production process where many inputs are expensed in a given ratio to produce good results (output). Its therefore clear that the quality of the output will be determined by level of inputs provided how well they are combined for maximum output and the quality of the inputs. In this study the academic achievement in the production process is a function of the hidden costs in education and hence are the inputs. If well catered for they are likely to produce the maximum output. This analysis on the education production function is about how inputs are transformed into outputs. The theory helps in examining the relationship between inputs and outputs in the teaching/learning process. The study was conducted in 30 public primary schools and adopted a descriptive survey design. The respondents included 30 head teachers, 120 teachers and 300 pupils. Stratified and simple random sampling procedures were used to select head teachers and teachers respectively. Data were collected using self administered questionnaires and interview guides. The data was analysed using descriptive statistics and content analysis. Statistical package for social sciences (SPSS) version 18.0 was used to analyse data. Findings of the study were that pupil who do not pay extra school levies, lunch expenses, opportunity costs, transport costs and school uniform all affect academic performance. Major recommendations were that government should intervene through disbursement of more funds to fully cover all these hidden costs in education. Measures should be put in place to ensure that while going after sees defaulters pupils are not forced out of school, the government through different stakeholders should try and combat the rise from the community by empowering the parents. Provision of school feeding programme and employment of enough teachers by the government to avoid overburdening the parents to employ their own.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education has been recognized as a catalyst to any country's in social and economic development. Its importance is reflected in the growing recognition since the early 1960s that investing in both formal and informal education and training provides and enhances the skills, knowledge, attitudes and motivation necessary for economic and social development (Psacharopoulos and Woodhall, 1985). The World Bank, which provides financial and technical help for the development of poor countries, has long recognized the importance of investment in education and has been active in this field since 1962 (world bank, 2008).

Education is financed through budgetary allocation, both public and private, on a rational basis to ensure equitable distribution of resources (GOK, 1999). Public financing of education is growing more difficult as enrolments expand. In most countries, both public primary and secondary education is free (World, Bank, 2008). During the 1960s and 1970s most developing countries made an ideological commitment to free education. The tuition fees in the public sector tend to be reduced or even abolished. The rapid increase in government expenditure that followed however, some developing countries began to consider reintroducing tuition fees, while others introduced charges for boarding and lodging (Psacharopoulos & Woodhall, 1985).

Tax finance is the suitable source of finance for services. In most countries the major source of finance for education comes from tax finance (Penrose, 1998). The World

Bank recognizes the critical role of primary education in the economic, social, and human capital development of nations around the world.

Historically, primary education has often been neglected in developing and financing educational systems, but today its vital importance cannot be ignored (World Bank, 2005). Since World Bank lending for education began in 1962, the Bank has played a prominent role in assisting developing countries in their efforts to expand primary education and to improve the quality of institutions and programmes. The Bank is now the largest single source of external financing for education in developing countries.

The World Bank (2008) estimates indicate that the proportion of GNP devoted to education in developing countries rose on the average from 2.3% in 1960 to 4.5% in 1984 but since then the proportion of the national government budget and their GNP devoted to education had begun to decline. Early bank lending for education concentrated on Africa, and the Middle East, but today lending is significant in all regions. Primary education is at the forefront and increasing attention is being given to education needs of ethnic minorities and indigenous people (World Bank, 2008).

Sullivan and Glanz (2000) argue that in a world of increasingly rapid change, school administrators should adopt cost effectiveness analysis effectively. This means that when reallocating resources the cost and effectiveness of alternative combinations of inputs must be assessed in order to better education performance in our schools. This increases the quality of the output (student achievement). In developed countries, student related factors and school based factors affect student performance more than social-economic factors (Abagi, 1997).

In developed countries like the UK and the US concentrate on the improvement of education performance offered in schools while in developing countries like Kenya, more attention is needed on improving the pass rates in primary schools. Poor performance in KCPE mostly in Kenya public schools represents a challenge to all despite the introduction of free primary education. Issues of hidden costs in education in public primary schools also remains a big challenge to performance in schools. Payment of school levies like examination fees and remedial teaching fees among others remain a big problem. Most pupils find it hard to afford this amount (UNICEF, 2004).

Studies by Coombs and Hallak (1992) on managing educational costs shows that educational tours in public primary schools are also issues associated in poor performance. Many learners are unable to pay for these trips. These forces them to fail to be exposed to actual learning experience. Only a small population of pupils are able to pay for education trips. Issues of expenditure on lunch is also a big problem in many schools. As the saying goes that a hungry man is ugly it is important to note that no pupil will concentrate in class if he/she does not get food to eat in school such pupils are therefore likely to drop in performance since their brain will lead to reduced level of intellectual development and school performance (Leigh and Simmons, 1995).

Households in 25 sub-Saharan countries indicated that 31% of children aged between 5 and 14 are engaged in unconditional worst form of child labour in order to supplement their family income so that they can afford to meet the hidden cost in education (UNICEF, 2004). Republic of Kenya (2006) also recognizes this because it laments that child labour is a major problem in the country. The survey reveals that

788,000 children of school going age are working. East African standard 11th August 2006 quotes the Permanent Secretary for labour and Human Resources Development saying "children who represent 41% of the population in Kenya are engaged in child labour".

Children involved in Child labour do not attend formal classes frequently as organized work prevents many from benefiting from education. At the same time admission into secondary schools do not put into consideration circumstances of the working children. That is, when selection is done to join secondary schools, pupils who have been involved in child labour or household chores which contribute to poor performance in national examinations are not considered or given special attention considering their lifestyle (Njeru and Orodho, 1999). Opportunity cost can be analysed in two ways : resources devoted to education could have been used in developing other sectors such as agriculture, transport and health, learners could have produced goods and services and they not gone to school (Productivity foregone).

With increased poverty levels in many parts of Kenya, many parents cannot buy their children decent school uniform. Children without school uniform are most likely to drop out of the school system. Others are likely to remain at home for long and thus performing poorly in schools (World Bank, 2008). The private rate of return measures the relationship between costs and economic benefits for the individual. A hidden cost includes both the direct and indirect cost of education for the individual people or family (Psacharopoulos, 1985).

The direct cost includes school levies, for example, remedial tuition and examination fee, school uniform, travel to and from school and expenditure on lunch. The importance of fees varies considerably among countries but even when tuition is free,

out-of-pocket expenses on examination fees, school uniforms and other similar items may be substantial (Blaug,1995). In some developing countries, such as Mauritius, primary and secondary schooling is free, but parents still incur considerably private expenditure or private tuition to supplement regular school instructions in addition to the direct cost of education the individual learner or his family must also bear the indirect direct cost of earning foregone or the loss of a learner's productive work while in full time education.

Increase in poverty has continued to discourage parents from investing in their children's education for example, school uniforms, transport expenses, lunches, tuition fees among others. Parents and by extension many communities are not, in a position to meet the even increasing cost of schooling adequately. Although primary education is free in Kenya, Parents are expected to meet the hidden costs of their children education (Raja and Burette, 2004).Though child labour is outlawed in the children's act according to UNESCO (2001) child labour has become, crucial for family survival. This is because of high poverty levels of parents and hidden costs in education must be met by the child. Parents view the benefits of education as far fetched and choose to preoccupy their children as casual labourers where immediate meager income guaranteed.

Since independence education was recognized as a basic human right and a powerful tool for human resource and national development. The policy documents have reiterated the importance of education in eliminating poverty, disease and ignorance. To date the Kenya government is committed to the provision of quality education to guarantee the right of every learner an education that offers a competitive edge in the global market. Such commitments has been recognized through the government's

efforts in financing education, reviewing the education sector, setting community development partners and other stakeholders to make substantial investment in education (GoK, 2003).

Despite such efforts, provision of quality education has remained elusive to inadequate financial resources and other inputs in education especially at school level where the cost sharing policy is in force. The most affected are usually the poor in the society, the urban poor and the rural poor. The resultant effects is that schools mostly located in poverty prone districts tend to be disadvantaged hence less quality compared to schools in better endowed regions (Paradhan and Singh, 2000).

Although there is no direct fees paid in public primary schools, there are various hidden costs borne by the parents. Mukundi (2004) indicates that the annual average expenditures on schooling by households show that about a half of the total expenditure is spent on uniforms and other indirect costs like meals and transport. This has a direct impact on the quality of education academic performance. It is argued that quality is at the heart of education and hence it influences what the pupils learn, how they learn and what benefits they draw from their studies. The quest to ensure that pupils achieve descent learning outcomes and acquire values and skills that help them play a positive role on their societies is an issue on every policy agenda of nearly every country.

Table 1.1 A comparison of KCPE performance in Gatanga district, Muranga county between 2009-2012.

YEAR	M.S.S
2009	223.44
2010	231.11
2011	229.40
2012	238.46

Source: DEO Gatanga district, April 2013

This trend shows that the academic performance is very low explaining why the district have almost tailed in the county and hence needs to investigate whether hidden costs in education has an impact on the same.

1.2. Statement of the problem

Although efforts have been made to make primary education free and affordable among all the pupils in Kenya, challenges have continued to exist in and out of schools. Data obtained from DEO Gatanga district between 2009 to 2012 shows that the district have continued to perform poorly making it between 1st to 5th last position over that period in Muranga County with mean standard scores far below 250.

The parents, majority of who live on less than a dollar a day (World Bank, 2008) cannot afford to buy schools, uniforms, provide adequate lunch for their children, provide fare to school, pay school levies among others hidden costs in education (Mukundi, 2004). The researcher therefore intend to carry out a study on the influence of hidden costs in education on academic performance in the public primary schools

in Gatanga district and ascertain how these hidden costs may have contributed to the status quo in Gatanga district.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of hidden costs in education in academic performance in public primary schools in Gatanga district.

1.4 Objectives of the study

This study was guided by the following objectives:

- i) To establish how extra school levies such as examination fee activities and PTA funds affect academic performance of pupils in public primary schools.
- ii) To determine the influence of lunch expenses on academic performance in public primary schools.
- iii) To determine the extent to which learners related opportunity costs influence academic performance in public primary schools.
- iv) To establish the extent to which transport expenses influence academic performance in public primary schools.
- v) To assess the relationships between expenditure on school uniforms costs and academic performance in public primary schools.

1.5 Research questions

The following research questions guided the researcher in the study.

- i) To what extent do extra school levies (examination fee, activity and PTA fund) affect academic performance in public primary schools?

- ii) What are the influence of lunch expenses on academic performance in public primary schools?
- iii) What are the influences of learners related opportunity costs on academic performance in public primary school?
- iv) To what extent do transport expenses influences academic performance in public primary schools?
- v) What is the relationship between expenditure on school uniforms and academic performance in public primary schools?

1.6 Significance of the study

The study may contribute to the body of knowledge on influence of hidden costs in education on academic performance in public primary school. The findings of the study would be a source of knowledge to educators and general leaders interested in hidden cost in education under Free Primary Education Program. The policy makers of the ministry of education and curriculum implementers would pay more attention to specific needs of pupils in public primary schools in Gatanga District and provide relevant data and strategies that can be put in place to decrease or abolish hidden costs in education so as to encourage pupils from these areas to improve their academic achievements. Through the study, stakeholders of education would look into the possible ways of reducing inequalities in education. Income generating activities should also be put in place in order for schools to generate income which can cater for some of such hidden costs.

1.7 Limitations of the study

The researcher faced the following limitation when carrying out the study.

Some head teachers were not be willing to reveal some information especially about extra fees charged while other respondents were not be willing to reveal their background characteristics. The researcher took care of their limitation by assuring the respondents that their identities will be treated with utmost confidentiality.

1.8 Delimitations of the study

The study involved public primary school only in Gatanga district. Private primary schools ways of operation are different from those of public schools. Those hidden costs are catered for by the schools where high fees are charged and hence they have increased access to and participation in education especially at primary level and academic performance is reasonably better. However, this study did not investigate the influence of hidden costs in education on academic performance in private primary schools.

1.9 Assumptions of the study

In the study, the following assumptions were held;

- i) Pupils in the sampled schools are highly motivated to learn.
- ii) The sampled schools had adequate teaching and learning resources.

1.10 Definitions of Significant Terms

Academic Performance : Refers to successful completion of a given level of education.

Child labour : Refers to hard physical work that is not skilled and done by children under eighteen (18) years of age in order contributes towards the income of the family they belong to.

Completion rates : Refers to total coverage of a given level of education.

Cost-sharing : Refers to parents and local communities sharing part of the education costs.

Enrolment : Refers to the number of pupils who register as members of standard one at the beginning of the year.

Graduation rates : Refers to successful completion of one level of education.

Hidden costs : Refer to expenditure on school fees, lunch, transport, school Uniforms, opportunity costs met by the learner which are not covered under FPE program.

Opportunity costs : Refers to alternative activities a pupils is engaged in at the expense of education.

Participation : Refers to the process of maintaining and retaining pupils in schools without dropping out.

Poverty : Refers to lack of some basic necessities that may influence on access and participations of primary school pupils.

Private costs : Refers to direct and indirect costs of education that the school passes to parents.

Repetition : Refers to a case where a pupil spends more than one academic year in one class.

Retention : Refers to the ability the school to keep pupils within the school

system without dropping, repeating or transferring to any other school until they complete any level of education.

School levies : Refers to money paid for examination, remedial tuition, activity, PTA fund etc.

Stakeholders : Refer to those people with special interest in school recourses and organization of the school.

Transitional rates : Refers to accessing the next level of education.

1.11 Organization of the study

The study is organized into five chapters. Chapter One deals with introduction of the whole study; background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations, assumptions of the study and definitions of significant terms. Chapter Two focuses on the literature review which deals with related literature arranged into sub-topics; concept of costs of education, cost sharing in education, Constituency Development Fund, influence of hidden costs in education on academic performance and ends up with the summary of literature reviewed, theoretical framework and conceptual framework of the study. Chapter Three consists of the research methodology. It contained the research design, target population, sample size and sampling techniques, research instrument, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter Four contained data analysis, data presentations and discussions. Chapter Five contained the summary of the findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section focuses issues related of influence of hidden cost in education or academic performance. These include the concept of cost of education, cost sharing in education constituency development fund, influence of hidden cost in education on academic performance, summary of literature review, theoretical framework and conceptual framework.

2.2 The concept of cost of education

Education and training can be reviewed as investment where individuals and society make deliberate decisions to meet the total costs (direct and indirect) of education as a mechanism or tragedy of harvesting a wide range of direct and indirect benefits in the future. These are classified into private and social costs respectively (Woodhall, 1970). Education can be viewed as a private investment where individuals and their families make efforts and commitment to purchase education for the purpose of increasing benefits in return in the future. Private costs are further categorized into direct costs such as school fees (levies), expenditure on books, school uniforms, feeding programmes (lunch) transport costs, medical costs and indirect/opportunity earning foregone .The last refer to productivity/earnings foregone. The assumption is that the pupil would have been productive and hence contributes to the family substance had he/she have been in school.

It is estimated that at least 45% of the costs of education are borne by parents although the primary education in Kenya is free .They include private costs where by the parents are expected to buy school uniforms, pay school levies, cater for transport

and lunch expenses for their children as well as incur opportunity costs in order for their children to attend school (Republic of Kenya, 1976). According to UNICEF (2003) costs still remain a major constraint to primary education despite the fact that it is nominally free.

2.3 Cost-sharing in education

Penrose (1998) notes that cost-sharing is a term which combines the concepts of direct cost recovery and thus education pricing policies, and indirect contributions from the students, their parents and sponsors, which may be voluntary, quasi compulsory or compulsory. According to Rono (1988), educational policy of cost-sharing is that parents and governments share educational expenses of the students. Parents have to devote more of their income to the education of their children. Apart from paying tuition fees, they also meet medical expenses, uniforms, lunch expenses transport expenses and personal effects.

2.3.1 Constituency development fund (CDF)

The constituency fund (CDF) was established through the CDF act in the Kenya gazette supplement No 107 (Act No 11) of 9th January 2004 which had been enacted by parliament in 2003.

CDF vote head maximum allocation and restrictions according to the act governing CDF a maximum 15% of each constituency's annual allocation may be used for an education bursary scheme and can fund school fees examination fees and even continuous assessment and mock examinations.

CDF funds only projects of public interest and benefit not private. In the case of bursaries although it is individuals that benefit, it is in the interest of the community that poor children amongst it access education.

Due to the high demand for places in well performing schools parallel classes have been established for the fee paying students. Out of desperation parents accept the same offer. No specific budget allocation has been made for disabled children with special needs considering that under the children's act (2001), it is a human right that every child must enjoy and has to be protected by law. A number of schools have not engaged bursars leaving the Head teacher as the accounting officer. This has opened the fund to mismanagement and corruption by the head teachers.

There are no transparent procurement guidelines for schools. Often teachers end up as suppliers fuelling conflict of interest in the management of funds. There has been delay in the remittance the funds to the schools due to a number of factors such as; Low enrolment that is below 40 students per class in some area has passed a challenge, inconsistencies in enrolment records presented to the ministry of education. Ineligible bank account details presented by schools (in some cases banks have dissolved the supposed school bank account).

2.3.2 Disbursement of CDF

The ministry's guidelines state that the total annual budget will be split into three fractions.

The first tranche of Ksh. 5,00 per student released in December, In April the second tranche released to cover term two Ksh. 3000 and In August the third tranche released to cover term three Ksh. 2265. If accountability and transparency is properly followed

during the disbursement of CDF some of those hidden cost can be eliminated and hence performance uplifted.

2.4 Influence of education hidden costs on academic performance in public primary schools

The hidden cost in education which may influence academic performance includes school levies (examination fee, activity fee and PTA fund), lunch expenses, opportunity costs, transport expenses and expenditure on school uniform.

2.4.1 Influence of school levies on academic performance

School levies includes examination and remedial tuition fees. Many children are forced to miss classes because they are at home now and then collecting money. This tendency if continuously repeated in a school system makes the syllabus coverage difficult with only a few in class most of the time. Other pupils will opt to remain at home when the examination is done and hence difficult in get the entire image of the class. Another group of pupils may decide to remain at home when the remedial tuition is done and only come to do the examination. This will drop the school performance if such a cases involves a higher percentage of pupils. Examples can be found during the low tea picking periods where the workers and farmer receive very little tea harvest. On average at least only a half of pupils are left in school while the rest and sent home for the said levies

According to the Human Development Report in (2003) the standards of living in Kenya have generally decreased with the poor becoming poorer' (UNDP, 2003).Some of the poor parents cannot afford to provide the additional inputs required by to sustain the children in school .Due to the poverty level of parents, school levies is likely to bring family quarrels and disputes. The result of family disputes my cause

separation which may cause low academic performance of the pupils. On the other hand, parents who cannot afford the charged school levies are likely to bring bad politics which may hinder positive academic performance. It is almost important to note that pupils who are sent home due to lack of school levies are likely to suffer from inferiority complex and may lag behind in terms of syllabus average.

2.4.2 Relationship of lunch expenses and academic performance

There is significant evidence to suggest that school feeding can enhance the cognitive function of children by offsetting the effects of short-term hunger (UNESCO, 1999). However school feeding appears to be most effective in enhancing children's learning amongst already undernourished children. When a child is hungry due to skipped meals or much activity, their ability to learn is dramatically decreased. In many cultures, breakfast is not provided, meaning the child, may not have eaten since the evening before. That combined with long travel may mean that the child begins school hungry and unable to concentrate. The provision of even a small snack at the start of the day or mid-morning alleviates the short-term hunger and has been linked to an increased awareness activity and learning capacity (Briggs, 2008).

Levinger, (2002) notes that meaningful cognitive improvement will only occur when a facilitative learning environment is present to complement the food that a child receives. Protein caloric malnutrition often leads to substantial impairment of physical growth, including altered brain development, particularly if the nutritional deficits are experienced early, severe and long lasting. It also is the case that children who have experienced protein caloric malnutrition tend to show reduced levels of intellectual development and school performance. This, therefore calls for the child's learning

environment to be intellectually facilitative with teachers engaging children as active partners in learning. In most developing countries this entails investment in teacher training textbooks, and other learning materials. Most school in the developing world is far from this mark hence for there children, who do not attend schools; little learning takes place hence poor academic performance in examinations (UNICEF,2003).

2.4.3 Learners related opportunity costs and it's influence on academic performance

Investment in a child's education is not just out-of-pocket costs but also the foregone productive contribution the child would have made to family for example, due to the high level of poverty in Kenya, children are employed as house girls, coffee picker and hawkers so as to augment family income. Therefore, if opportunity costs of sending a child to school are high, demand for education at the household level will be lower. Children involved in child labour do not attend formal classes frequently as organized work prevents many from benefiting from education. At the same time admissions into secondary schools do not put into consideration circumstances of the working children. That is, when selection is done to join secondary schools, pupils who have been involved in child labour or household chores which contribute to poor performance in national examination are not considered or given special attention considering their lifestyle (Njeru and Orodho, 1999).

Some poor families keep children at home so that they can generate additional income to sustain the livelihood of those families. Children between five and six years make important contribution to households through housework and childcare as productive work. In this case, the opportunity cost take roots in such places at the expense of

schooling. This means that the value of earning foregone or unpaid work in the household accounts for education among the poor. Psacharopoulos (1985) pointed out the girls are more affected than boys because they are more involved in domestic activities and agriculture in rural areas. Many poor families regard the education of girls as low priority, whereas of sons is considered as investment in security for old age.

On the other hand, the opportunity costs of child's time represent the value of foregone earnings and home production associated with a child being in or traveling to and from school. This opportunity cost is a function not only of hours a child spends in traveling to and from school but also of labour market and nature of home production (Mason and Rozelle, 1998). Using correlation analysis to determine the degree of association among variables that determines the quality of children in a household in rural Nyeri, Gichui (1995) indicated that there is a negative relationship between distance to the nearest school and child quality. As the distance to the nearest decreases the quality of the children increases.

2.4.4 Influence of transport expenses on academic performance

Transport expenses are likely to make some children fail to attend educational trips. In situation where the trips are compulsory, children from poor families may not afford and hence miss such opportunities. If this is repeated severally with very many pupils, the performance will be lowered. Indiscipline is also likely to occur with some pupils since they are exposed to different environments. For example matatus touts may not be disciplined enough to handle pupils the way the teachers would do particularly with the girl child. The opportunity costs of child's time represent the value of foregone earnings and home production associated with a child being in or travelling to

and from school. This opportunity cost is a function not only of hours a child spends in travelling to and from school but also of labour market and nature of home production (Mason & Rozelle, 1998).

2.4.5 Relationship between expenditure on school uniform and academic performance

In many schools in Kenya, it's a policy that all pupils should be in school uniform. Some families are forced to withdraw their children from school due to lack of school uniform. This has mainly affected pupils who come from poor backgrounds (World Bank, 2004). Some non-governmental organization working on education has called for the abolition of school uniform in certain areas in Kenya arguing that they add an unnecessary burden to parents. Pupils with no uniform lack concentration in class because they feel inferior and hence poor academic performance. In some circumstances, pupils are forced to borrow school uniform because they cannot afford resulting to low self esteem .There are other pupils whose uniforms are completely worn out and they fail to concentrate in class work and therefore weaken their academic performance (Mason & Rozelle, 1998).

2.5 Summary of literature review

According to the World Bank (1992), primary education in all developing countries yields more in the both more in both social and private rate of returns .Many developing countries sacrifice funding of other sectors in order to finance education. According to UNICEF (2003) increasing level of poverty, rising costs and rapid increase in the primary school age population, financing education has been a problem in many developing countries. This has continued to hinder good academic

performance in any primary schools since parent are required to meet other education costs (hidden costs).

The study of literature review reveal the concept of cost of education .Now that primary education is free in the public primary schools in Kenya; hidden costs in education hinders the academic performance of many pupils. The hidden costs of education covered in this section includes school levies, lunch expenses/feeding program, opportunity costs, transport expenses and school uniforms costs. This hidden costs in education is a major concern in almost all our public schools since majority of the parents cannot afford to meet them and hence academic achievements are affected to a large extent. Now that primary school education is free in public primary school in Kenya this study will be carried out to determine the extent the hidden costs in education will have on academic performance in the public primary schools in Gatanga district.

2.6 Theoretical framework

This study was based on Education Production Function (EPF) theory as advocated by Coleman, 1966 in Psacharopoulos and Woodhall (1985). In this theory academic achievement in the education process is seen as a function of many variables known as inputs i.e. $A = F(T, B, E, L, F, P\dots)$

Where

A = Academic achievement

T = Teacher pupil ratio

B = Textbooks

E=Equipments

L=School age abilities

F=Family background

P=Peer group character

As far as this theory is concerned, education process is seen as a production process where many inputs are expensed in a given proportion to produce good results (output). It's therefore clear that the quality of the output will be determined by level of inputs provided, how well they are combined for maximum output and the quality of the inputs.

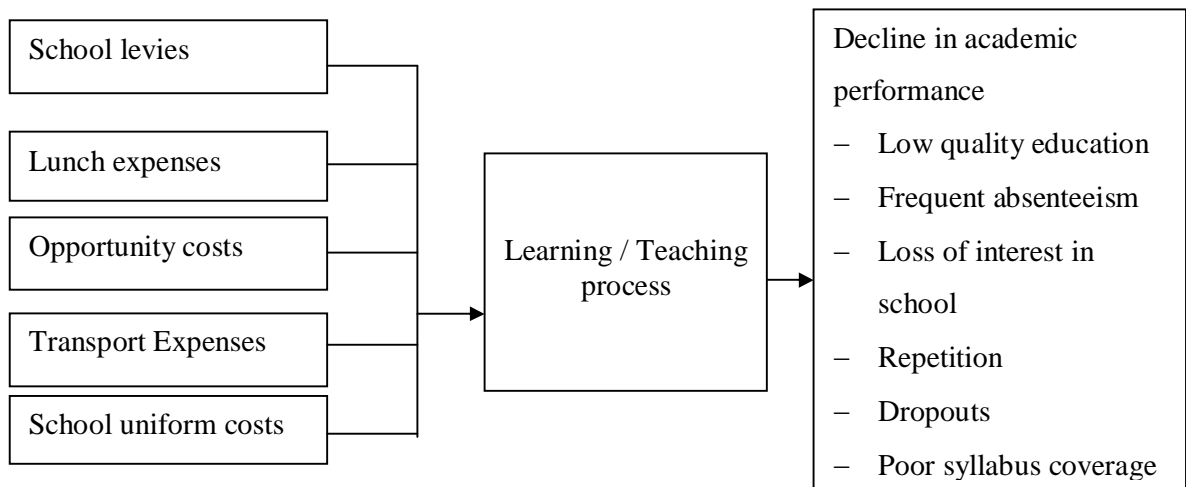
In this study, the academic achievement in the education process is a function of the hidden costs in education and hence are the inputs. If well catered for they are likely to produce the maximum output. Hence likened to the Education Production Function (EPF) advocated by Coleman in 1966. Even under FPE programme, this hidden costs have become a major challenge to many parents as they cannot afford them.

The inputs in this study includes hidden costs in education ranging from school levies, lunch expenses, opportunity costs, transport expenses and expenditure on school uniforms. This analysis on the education production function is about how inputs are transformed into outputs. The theory helps in examining the relationship between inputs and outputs in the teaching / learning process. The hidden costs in education hinder pupils from acquiring good performance. Those pupils who drop out and repeat classes due to lack of uniform, lack of lunch, lack of school levies and transport expenses may have a negative influence on the output. This theory is therefore appropriate in this study for the researcher to investigate the influence of hidden costs in education on academic performance of pupils in Gatanga district.

2.7 Conceptual framework

A conceptual frame work (figure 2.1) shows the conceptualization of how the independent and dependent variables relate.

Figure 2.1 Interrelationship of inputs in hidden costs of education, the teaching/ learning process and the output.



The independent variables are the school levies, lunch expenses, opportunity costs, transport expenses and school uniform cost. The process is the teaching/ learning and the output are the dependent variables. The independent variables will determine the effectiveness of the teaching/ learning process. Effective teaching/learning process in turn lead to the expected academic achievements.

Hidden costs should be addressed in order to avoid issues such as low quality education, frequent absenteeism, loss of interest in school, repetition and dropouts which finally might lead decline in academic performance as the output.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covered methods the researcher used in carrying out the study. It was divided into the following sub heading, Research Design, Target Population, Sampling size and Sampling Techniques, Research Instrument, Validity and Reliability of the instruments, Data Collection Procedure and Data Analysis Techniques.

3.2 Research design

Orodho (2009) defines a research design as schemes, outlines or plans that are used to generate answers to research problems. This study was based on descriptive survey design which means, an attempt to collect data from members of a population in order to determine the current status of the population (Mugenda and Mugenda, 2003). The design was suitable for this study because it enabled the researcher to obtain information of the existing conditions of performance so as to determine the relationship between education hidden costs and academic performance in Gatanga district.

3.3 Target population

Target population refers to the total of number subjects or the total environment of interest to the researcher (Oso and Onen, 2005). Gatanga district has three zones that is; Gatanga, Kihumbuini and Kariara zone. The total number of public primary school is 56 with 56 head teachers, 646 teachers, about 3,000 pupils in class eight. Gatanga zone has 22 public primary schools with 246 teachers, Kihumbuini has 14 public school with 181 teachers while Kariara has 20 public primary schools with 219 teachers. (Gatanga Education Office, January 2013)

3.4 Sample size and sampling techniques

Stratified sampling was used to select 30 schools which comprises of 10 schools from each of the 3 zones i.e. Kariara, Gatanga and Kihumbu-ini, yielding over 50 percent of the 56 public primary schools in the district. Thirty head teachers and 120 teachers were included in the sample. This is in line with Mugenda and Mugenda (2003) recommendation of 20–50% sample size. The selection of head teachers was through stratified sampling while selection of 120 teachers was through simple random sampling as the researcher sought for responses from four teachers from each school in any of the eight classes. Selection in each zone was done as follows, 10 school through stratified sampling, 40 teacher through simple random sampling while 100 teachers were selected through convenience sampling. The pupils sample was drawn according to Gay's (1992) 10% recommended sample size for a large population. Out of the about 3000 pupils, 300 pupils were included in the sample. Each school yielded about 10 pupils respondents which were selected through convenience sampling.

3.5 Research instruments

The data pertaining to influence of hidden costs in education on academic performance was gathered using questionnaire and interview guide. The instrument was developed by the researcher. Two questionnaires were used to elicit responses from the head teachers and teachers. This is because questionnaires obtained more information than anticipated. The questionnaire for Head teacher and teachers of the sampled schools had several variables which are aimed at obtaining information about themselves, parents, pupils, and academic performance. The questionnaires were suitable because those involved were literate and capable of giving appropriate responses.

According to Orodho (2009), a questionnaire is an instrument used to gather data, which allows measurement for or against a particular view point. The two types of questionnaires consisted of ten items divided into two parts. Section 1 addressed background information and section 2 consisted of closed and open-ended items. The closed-ended items required ticking the appropriate answers. Others were on likert scale where the respondent required statement from the strongest to the weakest. Open-ended items required the respondent to fill in the blanks spaces giving their opinions. Each item in the questionnaire addressed a specific research question of the study. Questionnaires minimize bias on the side of the researcher and the respondent (Kombo and Tromp, 2005).

An interview guide as an instrument can be structured or unstructured. It can be conducted on a face to face basis or through telephone. An interview guide was used in the study because it provides first hand information which caters for some pupils who may not understand some questions and it also provide in-depth information. The

interview guide for the pupils elicited information that supplements those to be provided by the head teacher and the class teacher. It consisted of two sections. Section one includes the background information of the pupils while section two covers the hidden costs in education on academic performance.

3.6 Validity of the instrument

Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under investigation (Orodho, 2009). Content validity was used which means the extent to which a measuring instrument provides adequate coverage of the topic under study (Kothari, 2005).

To enhance validity the instruments was scrutinized and approved by the supervisors in the Department of Educational Administration and Planning whose comments will be considered by the researcher in making the necessary revision of the instrument. Pilot study for Head teacher, class teacher and pupils was carried out to improve on the face and content validity of the instruments by modifying any item found to be ambiguous.

3.7 Reliability of the instruments

Mugenda & Mugenda (2003) define reliability as the measure of the degree to which a research instruments yields consistent results or data after repeated trials. The researcher used the test-retest method. Three schools were used for piloting based on strata. The instruments were administered to respondents twice in a lapse of two weeks as recommended by Orodho (2009). The researcher tested reliability using Cronbachs Alpha formula since the items in the instrument used are not by dichotomous (Contina, 1993)

Cronbach's α can be defined as

$$\alpha = \frac{N \bar{r}}{1 + (N-1) \bar{r}}$$

where N is the number of items (variable)

\bar{r} is the average inter-item correlation among items in the instruments.

(Wikipedia at file:///G://cronbach's_alpha.htm). The reliability indexes for the head teachers and teachers questionnaires were 0.73 and 0.78 respectively. Lower indexes were realized for interview guide for the learners with 0.67.

Alpha value range from 0 -1 and a reliability of 0.7 – 1 is considered desirable. The researcher changed some questions in the interview guide which seemed to be ambiguous.

3.8. Data collection procedures

A research permit was obtained from the National Council of Science and Technology (NCST). A copy of permit was presented to the authorities in the area where the researcher visited the D.E.O Gatanga and Head teachers. Data was collected by administering instrument to the various respondents. A brief explanation on how to fill questionnaires was given to the respondent in a manner that was consistent for all schools.

The questionnaire for head teachers and teachers was delivered to their schools and collected after a week. The researcher identified a teacher from each school who was requested to follow up the questionnaires. During the interview, the researcher collected the data by note taking. The responses were recorded as the respondents talked to the researcher in a face-to-face interview. The researcher recorded the

interview's answer as they exactly expressed themselves. All respondents were assured of confidentiality.

3.9. Data analysis techniques

Data analysis deals with the organization interpretation and presentation of collected data (Oso & Onen, 2005).

Analysis of the data started with checking gathered raw data for accuracy, usefulness and completeness. The data were divided into the categories i.e. items from structured questions and open ended questions and then tabulated. This is in order to transfer classified data from the data gathered tools to the tabular form in which they were systematically examined, which is the coding of the data. Quantitative data analysis was done using descriptive statistics such as frequency distribution and percentages.

Qualitative data were arranged into themes as per the objectives and interpreted accordingly. The data analysis required the use of frequency distribution curves, tables, charts and graphs as was appropriate using statistical package for social sciences (SPSS). Items ranked on the Likert scale were scored as well as non ranked ones.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study on hidden costs in education that influence pupils academic performance in public primary schools in Gatanga district Kenya. Background information of the respondents are presented first then the other findings are presented according to the research questions. The data collected were therefore analysed, interpreted and presented using tables, pie charts, bar graphs while frequencies and percentages were used to discuss the findings

4.2 Instruments return rate

As per sample design, a total of 450 respondents were used comprising 30 head teachers, 120 class teachers and 300 pupils. A summary of the questionnaire return rates are as shown in table 4.1

Table 4.1. Questionnaire return rate

Categories	Expected responses	Actual responses	Responses rate (%)
Headteacher	30	30	100%
Class teachers	120	118	98.3%
Pupils	300	270	90%
Total	450	418	92.9%

According to table 4.1 30 head teachers were given questionnaire out of which 30 returned them duly filled forming a 100% return rate. The table further shows that out of the 120 class teachers issues with questionnaires 118 returned them dully filled

constituting 98.3% return rate. 270 pupils responded to interview guides which constituted 90% return rate, in overall the responses rate achieved was 92.9% which was considered as providing a relatively valid and reliable representation of the target population (Mugenda & Mugenda 2003).

4.3 General information on head teachers, teachers and learners

The general information considered in this study for the respondents included gender, teaching experience, recent mean standard scores, class enrolment, age, number of brothers and sisters and hidden costs in education charged in schools. The general information was necessary to identify the entry behaviour of respondents in terms of the above and to establish the relationship between the entry behaviour of respondents and influence of hidden costs in education and academic performance in Gatanga district, Kenya.

4.3.1 Distribution of the respondents by gender

Table 4.2 presents the respondents drawn from school head teachers, class teacher and the pupils on gender.

Table 4.2 Distribution by gender

Categories	Gender	Frequency	Percentage
Head teacher	Male	24	80%
N= 30	Female	6	20%
Class teacher	Male	48	40%
N = 120	Female	72	60%
Pupils	Male	140	46.7%
N=300	Female	160	53.3%

On the part of head teachers, respondents were unevenly distributed amongst the genders where 80% were male while 20% were female. The male class teachers were 40% while 60% were female. The male and female pupils were 46.7% and 53.3% respectively. Although both genders were represented their distribution was relatively uneven. However the gender ratio was good enough to give the information on influence of hidden costs in education on academic performance.

4.3.2 Distribution of the respondents by work experience

Responses were sought from head teachers and class teachers. The findings are presented in the table 4.3.

Table 4.3 Distribution of respondents by work experience

Categories	Length of service	Frequency	Percentage
Head teachers N=30	Below 5 years	1	23.3%
	5-10years	8	26.7%
	Above 10 years	15	50%
Teacher N=120	Below 5 yrs	20	16.7%
	5-10yrs	36	30%
	Above 10 yrs	64	53.3%

The results presented in table 4.3 indicates that 23.3% of the head teacher and 16.7% of the teacher had below 5 years of experience, 26.7% head teacher and 30% teachers had 5-10years respectively. Head teacher with above 10 yrs experience had 50% while 53.3% of teacher had above 10years of experience. The results of the study show that majority of the head teachers and teachers who participated in the study had a working experience above ten years. This gives them an added advantage of

understanding and dealing with pupils problem in relation to academic performance. With such an experience, head teachers and teachers with better placed to guide and counsel both pupils and parents and therefore the information given could be relied on.

4.3.3 Distribution respondents by teaching experience in the school

Asked to indicate their teaching experience in the school head teacher and teachers provided information as presented in the table 4.4.

Table 4.4 Distribution of respondents by teaching experience in the school

Categories	Duration in the school	Frequency	Percentage
Head teacher	Below 5 years	9	30%
N = 30	Above 5 years	21	70%
Teacher	Below 5 years	24	20%
N = 120	Above 5 years	96	80%

The findings show that 30% of head teacher and 20% of the class teacher has duration of below 5 years in their respective schools while 70% of head teacher and 80% of class teacher had above 5 years duration in their schools. The results of the study show that majority of the class teacher who participated in the study had a duration of over 5 years meaning that they added advantage of understanding the school very well and could be relied upon.

4.3.4 Distribution of the respondents by school mean standard score

Head teachers and teachers when asked to indicate their respective KCPE results/ class 8 schools since 2009 to 2012 they provided the information in the table 4.5 below.

Table 4.5. Distribution of the respondent by school mean standard score

Categories	M.S.S.	Year 2009-2012	Percentage
Head teacher N = 30	Below 200	6	20%
	200-250	21	70%
	Above 250	3	10%
Class teacher N = 130	Below 210	6	20%
	200-250	20	66.7%
	Above 250	14	13.3%

According to the study by the head teacher the M.S.S. of the below 200 since 2009 to 2012 is 20% between 200-250 is 70% and above 250 is 10%. This shows that majority of the pupils scored between 200-250 marks. Class teacher findings in the year 2012 alone shows that 20% had below 200, 66.7% had M.S.S between 200-250 while 13.3% had on M.S.S above 250. This explains that majority of the sample schools had an M.S.S 200-250. The finding from the head teachers and teachers demonstrated the district mean standard scores is very low ranging between 200 and 250 which concur with actual KCPE performance shown in table 1.1 between 2009-2012 i.e. MSS for KCPE 2009 was 223.44, year 2010 was 231.11 while year 2011 had 229.40 and year 2012 was 238.46.

4.4. Influence of hidden in education an academic performance

The aim of this study was to investigate the influence of hidden costs in academic performance in public primary schools in Gatanga district. The hidden costs under study were categorized as extra school levies, lunch expenses, opportunity costs, transport expenses and expenditure on school uniforms.

4.4.1 Extra school levies

Research objective 1. To establish how extra school levies affect academic performance of pupils in public primary schools.

In order to establish how extra school levies affect academic performance in public primary schools in Gatanga district, the researcher asked head teacher and class teacher to provide information by answering research items in the questionnaires.

The researcher sought from Head teacher some of the extra levies charged in school and the responses are shown in table 4.5.

4.4.1.1 Extra school levies according to head teacher

The researcher sought from head teacher some of the extra school levies charged in schools and the responses are shown in table 4.6

Table 4.6. Extra school levies according to Head teacher

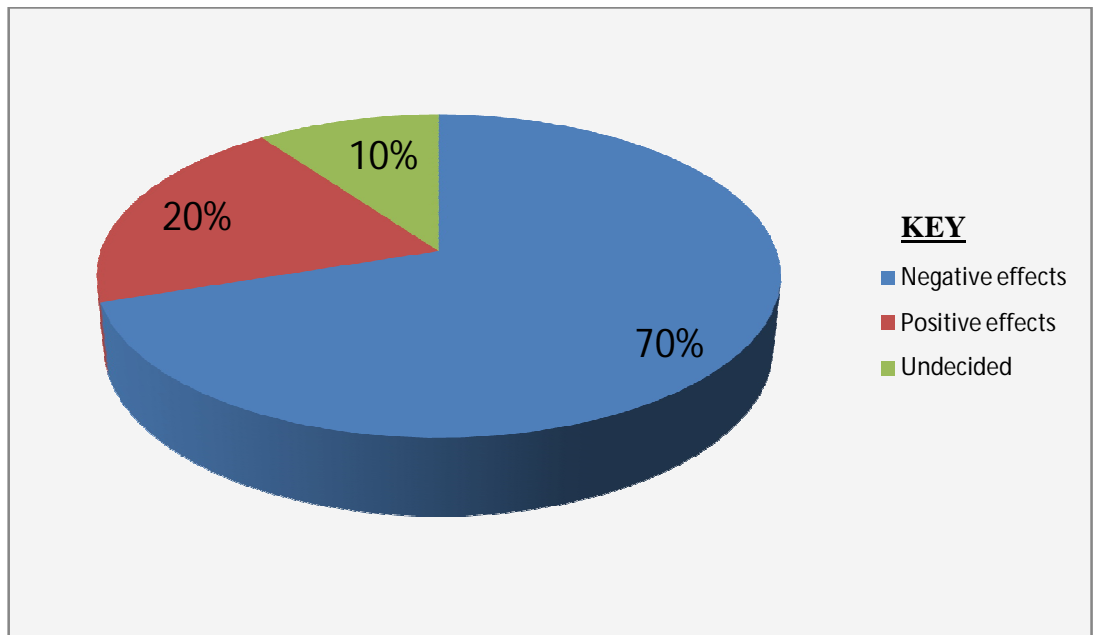
Extra school levies	Frequency	Percentage
Registration	6	20%
Remedial/tuition	8	26.77%
Examination	30	100%
Activity	30	100%
PTA teacher	27	90%
Watchman fee	0	0%
N = 30		

According to table 4.6, school charging registration fee was 20%, 26.7% charged remedial tuition fee, 100% of the schools charged examination, 100% charged activity fee, 90% charged PTAs fund while no school charged watchman fee. These shows all schools sampled charged schools levies hence concur with my findings suggested that most schools charge extra school levies which many parents cannot afford to pay and hence are sent home to collect them lowering the academic performance

4.4.1.2 Extra schools levies according to teachers

This part discusses the influence of extra school levies on academic performance according to teachers. Some teachers shows that it has a positive effects on academic performance, others say at has a negative effects and another group left it blank as shown in the figure 4.1.

Figure 4.1. Extra school levies according to teachers



Results in the figure 4.1 shows that 70% of the teachers reported that extra school levies have negative effects due to issues of absenteeism, extra burden to parents. About 20% of the teachers reported that extra school levies like exam, PTA fund and remedial tuition fee has a positive effects because pupils are exposed to examinations, have more teachers employed and remedial tuition fee create more contact time between teachers and pupils. The last group of teachers shows that 10% of them are undecided because they left it black.

This result made the researcher conclude that extra school levies have a negative effects on academic performance and the government should provide for all costs fully including hidden costs in order to have a level playing field for all learners in education.

These shows that poor academic performance is influenced by parents inability to pay school fees, parents withdrawing their children from school in order to have them engaged in income generating activities, inability of parents to provide basic needs, labour market conditions and level of financing by government and other stakeholders. These findings concur with Meenum (1997) quoted in Psacharopolous (1985) where he asserts that effective demand for education at each level is a positive function of income a fact further supported by Abagi (1997) when he said that low income among households has been identified as one of the factors that discourage parents from investing in their children's education and by extension some communities are not able to meet the ever increasing cost of schooling adequately.

4.4.1.3 Extra school levies according to pupils

Asked to indicate the extra school levies paid in schools pupils provided information as presented in the table 4.7

Table 4.7 Extra school levies according to pupils

Category of extra school levies	Frequency	Percentage
Activity	300	100%
Gifts	20	66.7%
PTA fund	250	83.3%
Exams	300	100%
Remedial tuition	50	16.7%
Computer	15	5%

Results in the table 4.7 shows that 100% of the pupils paid activity fee, 66.7% paid for gifts fee, 83.3% paid PTA fund, 100% of pupils paid exam fee, 16.7% paid for remedial tuition while 5% paid for computer fee.

From the data, almost all schools charge extra school levies only differing in percentages. The pupils interview guides further shows that all parents are not able to pay the all school extra school levies (UNICEF, 2003) and hence my findings concur with the results.

Despite the fact that these extra school levies must be paid while most of parents are poor, they struggle to maintain their children by providing what they need. These findings indicates that parents appreciate the fact that the government cannot provide free primary education in totality. The findings show that poverty is one of the major factors that negatively impacted on pupils academic performance in primary school education.

Unemployment was cited as one of the main factor contributing to family poverty leading to lack of basic necessities. Most parents are peasants, casual labourers or

with small business enterprises to cater for the basic needs of their children. Many families relied on rainfall for crop production and when it failed they were condemned to poverty.

Due to poverty and lack of basic needs children opted to look for casual jobs to supplement the family's income. The study found out that some parents encouraged their children to work so as to uplift the income of the family. The researcher concluded that poverty contributed to pupils poor academic performance.

4.4.2 Relationship of lunch expenses and academic performance

Research objective 2: To determine the influence of lunch expenses on academic performance in public primary schools

This section cover findings from head teacher, teachers and pupils concerning the school feeding programme (lunch) existence in schools, its organization procedure, its effects on academic performance and the way forward.

4.4.2.1 Expenditure on lunch according to the head teachers

Head teachers when asked to state the feeding programme in school they provided the information in the table 4.8

Table 4.8. Expenditure on lunch according to the head teacher

Respondent	Opinion	Frequency	Percentage
Head teacher	Agree	6	20%
N = 30	Disagree	24	80%

The results from the table 4.8 above indicate that most of the schools do not have any school feeding programme. 80% of the respondents said that there is no school feeding programme in their schools while 20% of respondents indicated that they have a feeding programme in their school.

The few schools with school feeding programme on the sampled schools agreed that they pay for the lunch in the school and it is organized within the school. The respondents with no lunch programme reported that their pupils bring lunch to school. These show that majority of pupils did not take lunch and hence cannot concentrate mostly in afternoon lessons hence the expected academic performance cannot be achieved hence my findings concur with poor academic performance attributed to lunch expenses. Responses were sought from head teachers on whether school feeding programme have an effect on academic performance and the respondents responded as shown in table 4.9

Table 4.9 Organization of school feeding programmes according to head teachers

Respondent	Opinion	Frequency	Percentage
Head teacher	Agree	30	100%
N = 30	Disagree	0	0%

As indicated in the table 4.9, all the respondents said that lunch have an effect on academic performance (100%). No respondents indicated that lunch has no effect on academic performance.

Some of the effects indicated by the respondents include lack of concentration in the afternoon, some children do not attend afternoon classes, some learners withdraw from group activities, poor health, inadequate syllabus coverage, development of vices e.g. stealing from others.

According to the results, the head teacher suggested that in order to improve on academic performance through this provision of lunch programmes the following measures needs to be considered, sensitive parents and stakeholders government to provide such public schools with feeding programme and school milk, NGO's to intervene.

4.4.2.2. Expenditure on lunch according to teachers

Responses were sought from teachers on whether the pupils who miss lunch perform well in class and the information presented in the table 4.10

Table 4.10 Expenditure on lunch according to teachers

Respondents	Opinion	Frequency	Percentage
Teacher	Agree	10	8.3%
N=120	Disagree	110	91.6%

The finding in the table 4.10 show that about 8.3% of the respondent lunch programme have no effect on academic performance. On the other hand about 91.6% of the respondents indicated that lunch programme affect academic performance. These responses confirmed the need to address the issues of school feeding programme through the MOE in all schools countrywide.

Looking at the responses provided by head teachers and teachers on the influence of lunch expenses on academic performance in Gatanga district there is a clear indication that it have a significant influence on academic performance. My findings concur with Levinger (2002) assertion that meaningful cognitive improvement will only occur when a facilitative learning environment is present to complement the food that a child receives.

Protein-caloric malnutrition often leads to substantial impairment of physical growth, including altered brain development, particularly if the nutritional deficits are experienced early, severe, and long-lasting. It is also in line with the fact that children who have experienced protein-caloric malnutrition tend to show reduced levels of intellectual development and school performance. This therefore calls for the child's learning environment to be intellectually facilitative with teachers engaging children as active partners in learning.

4.4.2.3. Expenditure on lunch according to pupils

The pupils were asked to indicate whether all pupils take lunch in their schools and they responded as in table 4.11.

Table 4.11 Expenditure on lunch according to pupils

Respondents	Opinion	Frequency	Percentage
Pupils	Agree	60	20%
	Disagree	240	80%
Total		300	100%

Table 4.11 shows that majority of the pupils do not take lunch representing about 80% while only about 20% do take lunch. Some of the reasons indicated for not taking lunch included poverty (lack of money and food), parents' ignorance and some pupils eat special diets (word bank, 2008).

My findings concur with UNESCO (1999) assertion that there is significant evidence to suggest that school feeding can enhance the cognitive function of children by offsetting the effects of short-term hunger. The findings also concur with the fact that

school feeding appears to be most effective in enhancing children's learning amongst already undernourished children. When a child is hungry due to skipped meals or much activity, the ability to learn is dramatically decreased. In many cultures, breakfast is not provided meaning the child may not have eaten since the evening before. This means that the long travel made by the child combined with school hunger make the child unable to concentrate. My findings further concurs with Briggs (2008) assertion that, the provision of even a small snack at the start of the day or mid-morning alleviates the short term hunger and has been linked to an increased awareness activity and learning capacity.

4.4.3 Opportunity cost and its influence on academic performance

Research objective 3. To determine the extent to which opportunity costs influence academic performance in public schools in Gatanga district, Kenya.

Many parents prefer their children to engage in other income generating activities in order to supplement their low income. It is with this in mind that the researcher sought to determine the extent to which opportunity costs influence academic performance in public primary schools in Gatanga district, Kenya.

4.4.3.1 Opportunity costs according to head teacher

The researcher sought from head teacher some of the opportunity costs pupils are involved in and how its affects on academic performance in Gatanga district and the responses are as shown in the table 4.12

Table 4.12. Opportunity costs according to Head teacher

Opportunity costs	Frequency	Percentage
Picking tea	8	26.7%
Domestic activities	7	23.3%
Picking coffee	6	20%
Other farming activities	5	16.7%
Facing boda boda industry	4	13.3%

N =120

Results on table 4.12 reveal that when head teacher were asked of the opportunity costs pupils are involved in 26.7% suggested picking tea, 23.3% said helping in domestic activities, 20% said picking coffee, 16.7% said other farming activities while 13.3% said joining boda boda industry.

They suggested that those parents withdrawing their children from school in order to have them engaged in income generating activities influenced academic performance. This findings concur with the fact that some poor families keep children at home so that they can generate additional income to sustain the livelihood of those families for example children between five and ten years make important contribution to households through housework and child care as productive work. In this case, the opportunity cost take roots in such places at the expense of schooling. This means that the value of earning foregone or unpaid work in the household accounts for education among the poor.

These findings further concurs with Psacharopoulos (1985) who pointed out that girls are more affected than boys because they are more involved in domestic activities and agriculture in rural areas. The findings suggest that many poor families regard the

education of girls as low priority whereas of sons is considered as investment in security for old age. The findings also shows that children involved in child labour do not attend formal classes frequently as organized work prevents many from benefiting from education.

These findings are in line with UNICEF survey of households in 25 sub-saharan countries which indicated that 31% of children aged 5 and 16 are engaged in unconditional worst form of child labour (UNICEF, 2004). The findings also concur with Zindi (1996) who carried research in Zimbabwe and South Africa and established that Zimbabwean parents prefer to educate their sons rather than their daughters.

4.4.3.2. Opportunity costs according to pupils

The pupils were asked to indicate whether opportunity costs have influence on academic performance and their response was as shown in table 4.13.

Table 4.13. Opportunity costs according to pupils

Respondents	Opinion	Frequency	Percentage
Pupils	Agree	240	80%
N=300	Disagree	60	20%

The information obtained from pupils as seen in the table 4.13 reveals that upon being asked if opportunity cost has an influence on academic performance 80% said it have, 20% said it does not have. These shows that pupils involved in other income generating activities are not good performer academically. Hence this have a strong impact on the academic performance in Gatanga district.

The study established that despite the heavy investment in education not all children in Gatanga district have been able to access education due to poverty. This poverty is threatening the very means meant to reduce or eradicate it. Despite the Free Primary Education policy introduced by the government in 2003, not all children have been able to participate in education due to the other costs which the parents have to bear. Therefore the researcher concluded that some pupils involves themselves in income generating activities not necessarily because of irresponsible parenting, but due to the family financial situation.

The study established that there is some form of child labour in the district and this has led to pupils poor academic performance. Some parents are irresponsible and other drug addicts thus making many children work to provide for themselves. Some parents are even inducing children to work to supplement for the family income. This is very common especially in public day primary schools. The study further reveals that parents/guardians gives their children activities such as cleaning, sweeping, tea and coffee picking, cooking, fetching water and firewood, weeding and looking after young siblings at home that lead to pupils poor academic performance.

All these activities make pupils perform poorly in their exams and eventually dropout of school to be full time employees. This was fueled by the fact that children involved in child labour had no time to do school assignments or to prepare for their exams. Irresponsible parenting according to the study was a factor which prompted children to get involved in child labour. Some families are brewing traditional beer for sale and often involved children in selling the beer.

Orphans and vulnerable children are also involved in child labour which interferes with their learning process. The study also shows that broken families, single

parenthood also make pupils look for employment and hence lowers academic performance. Unemployment among the educated was also established as an important factor that led to parents failure to support primary school education. Parents did not find the reason to invest in education which will be unprofitable in future. This was more common among the parents who were earning well without education.

The study also rated peer influence as a factor that make pupils engage in income generating activities. Negative peer influence pressure mostly came from the students who had dropped out of school and got easy paying jobs. The out-of- school youths dress 'better' and 'fed well' while others had boyfriends who took them out. The pressure of wanting to be better take and look like their colleagues, made pupils very vulnerable and eventually dropping out of school. These out-of-school youths often cured the pupils to dropping out by buying for them cheap things.

From these findings, the researcher concluded that both parents and teachers together with the community had a big role to play in the education of their children. Parents have to guide and counsel their children due to the both internal and external pressures that make pupils drop or perform poorly in school. Both teacher and parents must work together and cooperate in shaping the lives of the children.

4.4.4. Influence of transport cost on academic performance

Research objective 4. To establish the extent to which transport expenses influence academic performance in public primary schools.

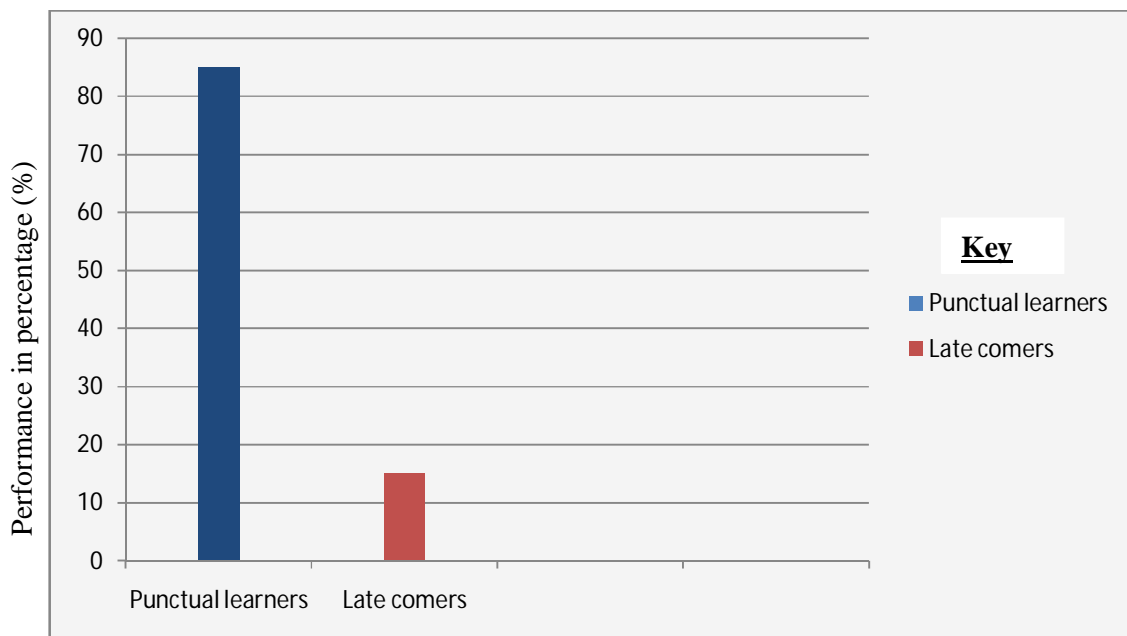
In order to establish the extent to which transport expenses influence academic performance in public primary schools, the researcher asked Head teacher, class

teachers and pupils to provide information by answering research items in the questionnaires and interview guide for pupils.

4.4.1 Transport costs according to head teacher

Most head teacher were of the opinion that pupils who travel long distance to school do not perform very well (85%). They gave the reason that they are exhausted and hence cannot concentrate with learning. Other Head teacher suggested that since they arrive late in school they are unable to cover the syllabus completely and hence cannot do well in class work (15%). Figure 4.2 present the head teacher response.

Figure 4.2 Transport costs according to head teacher



My findings concur the situation where long distances to school make pupils exhausted and hence unable to concentrate with learning. The study revealed that pupils who travel short distances are punctual in their learning programmes and hence perform well in schools. The head teachers associated this with adequate syllabus

coverage, adequately completed class work, punctuality in all learning activities and hence proper concentration in classroom/learning activities.

The study on the other hand reveals that pupils who travel long distances arrive to school late and they are unable to pay the necessary attention in learning activities because they not completely baked and hence poor in academic performance. These findings further concurs with Mason and Rozelle (1998) who pointed out that opportunity is a function not only of hours a child spends in travelling to and from school but also of labour market and nature of home production.

4.4.4.2 Transport costs according to teachers

This section covers findings from the specific question posed to the respondents to establish the extent to which transport expenses influence academic in public primary schools. Teachers perceptions were established on the bases of given statements. The range (1-5) was “Strongly Agreed” (5) to “Strongly Disagree” (1).

Table 4.14 Transport Costs according to teachers

Statement	Response	Frequency	Percentage
Pupils who walk long distance to school feel bitter or rejected N = 120	Strongly Agree (SA)	20	16.7%
	Agreed (A)	40	33.3%
	Undecided (U)	28	23.3%
	Disagree (D)	24	20%
	Strongly Disagree (SD)	8	6.7%
School tour reinforces classroom teaching and hence improves academic performance N = 120	Strongly Agree (SA)	108	90%
	Agreed (A)	12	10%
	Undecided (U)	-	0%
	Disagree (D)	-	0%
	Strongly Disagree (SD)	-	0%

According to table 4.14 pupils who walk long distances to school feel bitter or rejected was cited by 16.7% for these teachers who Strongly Agree (SA), 33.3% said Agreed (A), 23.3% said Undecided (U), 20.2% the were of new view Disagree (D) while 6.7% said they Strongly Disagree. School tour reinforces classroom teaching and hence improve academic performance was viewed by 90.0% for those teachers who Strongly Agree (SA), 10.0% said they Agree while the other responses for Undecided (U), Disagree (D) and Strongly Disagree (SD) did not attract any teacher hence had 0%.

Since it is only a small percentage can afford to pay for the said tour due to poverty levels. Then my findings concur with the fact that transport expenses affect academic performance. My findings concur due to the fact that pupils who travel long distance to school feel bitter or rejected and cannot therefore perform well academically

because they are psychologically stressed. On the other hand school tour reinforce classroom teaching and hence improves academic performance.

4.4.4.3 Transport costs according to pupils

Pupils when asked to whether they all able to pay for school trips they responded as in table 4.15

Table 4.15 transport costs according to pupils

Respondent	Opinion	Frequency	Percentage
Pupils	Agree	10	3.3%
N=300	Disagree	290	96.7%

The results in the above table shows that majority of the pupils cannot afford to pay for school trips (96.7%). Only 3.3% can afford to pay for school trips according to the findings of the sampled schools.

These findings concur with Meenum (1997) where he asserts that effective demand for education at each level is a positive function of income a fact further supported by Abagi (1997) when he said that low income among households has been identified as one of the factors that discourage parents from investing in their children education and by extension some communities are not able to meet the every increasing cost of schooling adequately.

4.4.5 Relationship between expenditure on school uniform and academic performance

Research objective 5. To assess the relationships between expenditure on school uniform costs and academic performance in public primary schools.

School uniform gives an identity of learners of various learning institution. It therefore plays a vital role to help learners have the feeling of belonging to a certain learning institution. In order to assess the relationships between expenditure on school uniforms costs and academic performance in primary schools, the researcher asked head teachers, classteachers and pupils to provide information by answering research items in the questionnaires (interview guides for pupils).

4.4.5.1 Relationship between expenditure on school uniform and academic performance according to head teacher

Asked to indicate whether all pupils are able to afford buying decent school uniforms, the head teachers provided information as presented in the table 4.16.

Table 4.16 Relationship between expenditure on school uniform and academic performance by head teachers

Respondent	Opinion	Frequency	Percentage
Head teacher	Agree	4	13.3%
N = 30	Disagree	26	86.7%

The findings in table 4.16 show that 13.3% of the pupils can afford buying decent uniform and 86.7% of the pupils cannot afford to buying decent uniform. Head teachers indicated that school uniform affect academic performance by having some

psychological side effects to pupils, feeling of dislike by other pupils feeling withdrawn and feeling of being stigmatized among others.

These findings concur with the research study done by World Bank (2004) which found that some families from poor backgrounds are forced to withdraw their children from school due to lack of school uniforms. The findings further reveals that some non-governmental organization working on education has called for abolition of school uniform in certain areas in Kenya arguing that they add an unnecessary burden to parents. The findings are in agreement with Kibogy (2001) citing Aduda in the Daily Nation of 6th December 1999 said that school uniform affect mainly learners who come from poor backgrounds, therefore making it difficult to complete education cycle.

They thus suggested pupils without school uniform do not perform well in academic performance due to the above factors.

4.4.5.2 Relationship between expenditure on school uniform and academic performance according to teachers

This section covers findings from the specific question posed to the respondents to assess the relationships between expenditure on school uniform costs and academic performance in public primary schools. Teachers perceptions were established the basis of given statements. The range (1-5) was “Strongly Agree” (S), to “Strongly Disagree” (SD).

Table 4.17 Relationship between expenditure on school uniform and academic performance according to teachers

Statement	Response	Frequency	Percentage
Pupils without school uniform are the best performers in my class N = 120	Strongly Agree (SA)	6	5%
	Agree (A)	24	20%
	Undecided (U)	6	5%
	Disagree (D)	54	45%
	Strongly Disagree (SD)	30	25%
School uniforms are unnecessary burden to parents N=120	Strongly Agree (SA)	54	45%
	Agree (A)	6	5%
	Undecided (U)	6	14%
	Disagree (D)	12	10%
	Strongly Disagree (SD)	42	35%

According to the table 4.17 pupils without school uniform are the best performers in my class was cited by 5% for teacher who strongly agree (SA), 20% said Agreed (A), 5% said Undecided (U), 45% were of the view Disagree (D)while 25% said they Strongly Disagree (SD).

School uniform are unnecessary burden to parents was viewed by 45% for those teachers who Strongly Agree (SA), 5% said they Agree (A), 5% said they Undecided, 10% were of the view Disagree (D) while 35% said they Strongly Disagree (SD).

From the findings above, pupils without school uniform are the best performers in my class, it can be seen that 45% disagree meaning uniform has an impact on academic performance. Pupils without uniform have psychological problem for they feel neglected and thus perform poorly. On the other hand the statement that school

uniforms are unnecessary burden to parents attracted the highest number of respondents (45%) who strongly agree. This means most learners cannot be in decent school uniform and hence may perform poorly because sending them to come with uniform may take them along time to report back to class and hence academic performance may not be good.

4.4.5.3. Relationship between expenditure on school uniform and academic performance according to pupils

When asked why some pupils do not wear school uniform the pupils responded as shown in table 4.18

Table 4.18 Relationship between school uniform and academic performance according to pupils

Reasons	Frequency	Percentage
Poverty	238	79.3%
Ignorance/negligence	24	8
Transfer cases	38	12.7

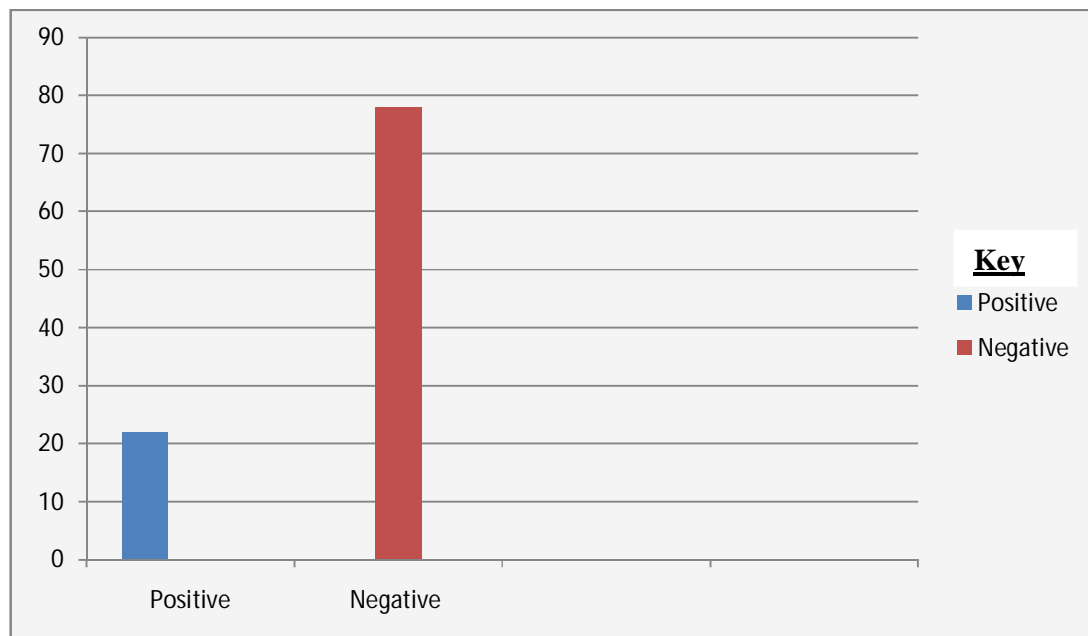
As indicated on table 4.18 upon being asked why do you think some pupils in school do not have school uniform, 79.3% of pupils attributed it to poverty, 8% said ignorance/negligence while 12.7% said transfer cases.

These findings concur with a research study done by psachoropolous (1985) which found that in Malawi the abolition of school uniform in 1994 led to 20% increase in participation rates and hence an improvement in academic performance.

4.5 Effects of hidden costs in education on academic performance

This section covers findings from the specific question posed to respondents through interview guides to state whether hidden costs in education have a negative or positive affect on academic performance, their response were as shown in figure 4.3 .

Figure 4.3. Effects of hidden costs in education on academic performance



Hidden costs influence

The findings indicated that 78% on the pupils are of the opinion that hidden costs in education have a negative influence on academic performance while only 22% of them said it has a positive influence. Just as confirmed in the literature review by World Bank (2008) that parental related factors such as poverty which lowers the parents capacity to pay extra school levies and also provision of other necessities such as food, school uniform among them could motivate their children to do well in school.

These findings concurred with UNICEF (2003) which pointed out that increasing level of poverty, rising costs and rapid increase in the primary school age population, financing education has been a problem in many developing countries. This has continued to hinder good academic performance in primary schools since parents are required to meet other education costs (hidden costs).

4.6. Suggestions on possible measures of addressing the issues of hidden cost in education by the government.

When asked the best way of addressing the issues of hidden costs in education by the government pupils responded as shown in the table 4 .19.

Table 4.19 possible ways of addressing the issues of hidden cost in education

Response	Frequency	Percentage
Government supplements	260	85.7%
Cost sharing	10	3.3%
Paying for the poor	30	10%

As indicated in figure 4.19 most of the pupils (86.7%) suggested that the government should supplement by paying all the hidden costs in education 3.3% said cost sharing while 10% of the pupils said paying for the poor either through Non-governmental organizations well wishers, government through bursary etc. would ease the burden among the most of the parents who are poor. This is in line with World Bank (2008) which found that majority of parents of who live on less than a dollar a day cannot afford to buy school uniforms, provide adequate lunch for their children provide fare to school, pay extra school levies among other hidden costs in education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of study findings, answers to research questions, conclusions and recommendations of the study. It also presents the proposed future studies.

5.2. Summary of study

The purpose of the study was to investigate the influence of hidden costs in education on academic performance in public primary schools in Gatanga district. The study adopted descriptive survey research method. The findings were presented in terms of frequency, tables, percentages, charts and graphs.

The objective of the study were to establish how extra school levies affect academic performance of pupils in public primary schools, to determine the influence of lunch expenses on academic performance in public primary schools and to determine the extent to which opportunity costs influence academic performance in public primary schools. Other study objectives included to determine the extent to which transport expenses influence academic performance in public primary schools and to assess the relationship between expenditure on school uniforms costs and academic performance in public primary schools.

5.2.1. Influence of school levies on academic performance

Foremost the study found that school levies have an influence on academic performance. Many respondents said that extra school levies are charged in almost all

schools. For example activity and examination levies are charged in all public primary schools. Pupils who are unable to pay the extra charged fee are finally summoned by the stakeholders and requested to collect the levy thus interrupting learning programmes. Due to poverty levies some learners are forced to remain at home for long and hence their academic performance normally decline.

5.2.2. Relationship of lunch express and academic performance

Most head teachers (80%) said that they do not have feeding programme in their schools and hence only a few who normally bring lunch to school. Most of the learners stay without lunch and hence said that they cannot concentrate well while hungry and at times are absent from school. They also develop poor health and finally poor academic performance is noted since only 20% have feeding programmes in their schools. Many respondents suggested that in order to improve academic performance through provision of lunch the following measures need to be considered sensitizing parents and stakeholders government and non-government organizations to intervene and provide feeding programmes.

5.2.3 Opportunity cost and its influence on academic performance

Most of the respondents suggested different activities pupils are involved in at the expense of learning due to poverty levels. These activities included picking tea (26.7%), helping domestic activities (23.3%), picking coffee (20%), other farming activities (16.7%), boda boda industry (13.3%).

Most learners tends to be attracted by the above income generating activities because they earn simple money very fast and hence decline in academic performance. About 80% of the respondent agreed that these income generating activities affect academic performance.

5.2.4. Influence of transport cost academic performance

Many respondents (85%) had the opinion that pupils who travel long distances to school do not perform very well. The reason given was that the learners are normally exhausted and hence cannot concentrate with learning. Fifteen percent of the respondents suggested, pupils who come from far perform well depending on their attitude and ability towards education.

Other respondents agreed that learners who walk long distances to school feel bitter or rejected (33.3%) while 90% of the respondents strongly agreed that school tour reinforces classroom teaching and hence improves academic performance. Only a small percentages who were against the two statements and hence they cannot hold any water.

Respondents said that 96% of the pupils cannot avoid school trips while only (3.3%) can afford hence majority of the pupils cannot learn through education visits.

5.2.5 Relationship between expenditure on school uniform and academic performance

Many respondents (86.9%) said that pupils cannot afford decent school uniform while only 13.3% can afford decent should uniforms. They further said that pupils without uniform suffer from psychological side effects, feeling of dislike by other pupils,

feeling withdrawn, feeling of being stigmatized among others. They said that there is a relationship between expenditure in school uniform and academic performance.

Many respondents (45%) said that school uniforms are unnecessary burden to parents while 79.3% said that poverty level of parents cannot allow them to have school uniform. It is therefore noted that expenditure of school uniform affect academic performance.

5.3 Conclusions

The following conclusions were drawn from the research questions and the findings of the study. The hidden costs in education should be addressed once and for all because they affect the academic performance to a large extent.

Extra school levies affects all public schools because examination must be done, co curricular activity must take place, government does not employ enough teachers and hence create need to employ teachers by the parents among others. This calls for concentrated efforts by all stakeholders in the education sector to put in place measures that are geared towards addressing these challenges.

It is worthy noting that a hungry child cannot learn. Since 80% of schools in Gatanga district do not have school feeding pogramme, this is an indication that most of the pupils cannot concentrate in class, have poor health, truancy hence poor academic performance. All stakeholders should once again join hands and put in place mechanisms on how pupils should get lunch in order to improves their academic performance.

On the issue of opportunity costs, the government should come in and create employment opportunities, encourage small business through creation of favourable business environment, reduce cost of basic commodities in order to enable those

people who have less income to have a decent living and be able to support their families. Pupils should also be sensitized on the importance of education. By so doing pupils may remain school and hence improve in academic performance.

On the issue of transport expenses government should provide schools with enough funds, so that pupils do not travel long distance to search for schools which charge less. At the same time fuels should be affordable so that school tours/trips attract many learners and hence they learn more through educational visits.

There is a positive relationship between expenditure on school uniforms and academic performance and hence need to ensure all pupils wear school uniform. This can be done if all stakeholders can intervene and provide fund for those who cannot afford. An alternative method is provision of more funds for the less fortunate members of the society.

5.4 Recommendations

Based on the findings of the study the following recommendations were made.

1. Measures should be put in place by school administrators to ensure that while going after fees defaulters, pupils are not forced out of school.
2. Provision of school feeding programme in schools should be made compulsory. Well wishers should be encouraged in poverty prone areas to assist in the provision of school feeding programmes.
3. Parents and communities should be sensitized on the need of their children to acquire education in order to avoid engaging children in generating additional income to sustain the livelihood of these families.

4. The level of financing of education by the government and other stakeholders should be increased in order to cater for some hidden costs.
5. Change of attitude towards education by parents can motivate and empower pupils to work harder and produce better results. Parents have a role to provide the basic needs and proper learning environment and involve them in costs sharing where necessary.
6. The government should employ enough teachers to avoid parents employing their own.

5.5. Suggestions for further research

The study made the following suggestions for further research.

- i) The relationship between hidden costs and participation rates.
- ii) Effects of income generating activities on academic performance.
- iii) Since the study was carried out in one rural setting, a similar study should be conducted in an urban setting and the results compared.
- iv) Determine the relationship of free primary education (FPE) and academic performance.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION TO RESPONDENTS

University of Nairobi,
College of Education and External Studies,
Kikuyu Campus,
P.O. Box 92,
Kikuyu.

The Head Teacher ,
_____ Primary School,
P.O Box _____,
_____.

Dear Sir/Madam,

Re: Permission to carry out a study in your school.

I am a post graduate student at the University of Nairobi pursuing a Master of Education Degree in Economics of Education. I am carrying out a study on the influence of hidden costs in education on academic performance in public primary schools in Gatanga district, Kenya.

I am kindly seeking your permission to gather information from you and your teachers through questionnaires and pupils using interview guides.

Your assistance will be highly appreciated.

Thank you in advance.

Yours faithfully,

Simon Njau Njoroge

APPENDIX B

HEAD TEACHERS QUESTIONNAIRES

This questionnaire is designed to gather information on the influence of hidden costs in education in public primary schools on academic performance in Gatanga district. The results of this study is expected to contribute to the improvement of academic performance .Your identity will be treated with utmost confidentiality. Please respond as per the instructions provided.

Section 1: Background Information

(Please tick / fill the spaces provided)

1. What is your gender?

Male

Female

2. For how long have you been a head teacher? _____ years.

3. How many years have you been teaching in this school? _____ years.

4. What was your KCPE mean standard score from 2009 to 2012

5. Please tick hidden cost in education charged in school

a) Extra school levies

b) Transport

c) Lunch expenses

d) Uniform cost

e) Opportunity cost

Section 2: Influence of hidden costs in education on academic performance.

6 i) Which of the following levies do pupils pay in your school?

Registration fees

Remedial tuition fee

Examination fees

Activity

PTA Teachers

Watchman Fee

Other(s) specify _____

(ii) Do the pupils pay the above levies promptly?

Agree Disagree

(iii) If no, what happens to those who do not pay?

Given time to pay

Sent home

Parent summoned by the Head teacher

(iv) In your school, do you have pupils who perform poorly because of school levies?

Agree Disagree

(v) If yes, what do you think are the reasons and if no leave blank e.g. exams activity and PTA fund?

7(a) Do you have school feeding programme in your school?

Agree Disagree

(b) If yes is 7(a) how is it organized?

School provide free lunch

Pupil pay for lunch

(c) If the school does not have any feeding programme indicates how pupil gets lunch?

Do not eat

Return home for lunch

Bring lunch to school

(d)(i) In your own opinion do you think lack of lunch have some effects on academic performance.

Agree Disagree

ii) Explain any two effects of lack of lunch on academic performance.

(iii) If yes, what do you think should be done?

Explain

8. (a) Which are some of the other alternatives/activities do pupil do when they are not in school?_____

(b) In your catchment area do you have pupils who leave school and get employment?

_____ Yes/No

(c) In case some happens to rejoin the school how do they perform academically?

9. (a) Pupils who come from very far and arrive at school late are good performers

_____ (True/False)

(b) If false give a reason and if No leave blank_____

10. (a) In your school are all pupils able to afford buying decent school uniform

_____ (Yes/No)

(b) In your own opinion does uniform affect academic performance

APPENDIX C

TEACHER'S QUESTIONNAIRES

This questionnaire is designed to gather information on the influence of hidden costs in education in public primary schools on academic performance in Gatanga district. The result of this study is expected to contribute to the improvement of academic performance. Your identity will be treated with utmost confidentiality. Please respond as per instruction provided. (Please tick/fill the space provided)

Section 1: Background Information

1. What is your gender? Male Female
2. What is your teaching experience?
Below 5yrs 5-10 yrs Above10yrs
3. How long have you been teaching in this school? _____ years.
4. a) How many pupils are there in your class?
Boys Girls
b) You are a class teacher of _____ class?
5. What was recent mean standard score of your class 8? _____

Section 2: Influence of hidden costs in education cost on academic performance

6 What effect do extra school levies have on academic performance? _____

7. Do pupils who miss lunch perform well in class? Agree Disagree
8. a) Do pupils go for school tour in your school? Agree Disagree
b) If yes, are all pupils able to pay? Agree Disagree

c) In case some pupils are not able to pay, do you think it can have any impact on their academic performance. Yes /No and which one?

9. The key below gives the responses and their corresponding abbreviations strongly Strongly Agree (SA), Agree (A) ,Undecided (U), Disagree (D) ,Strongly Disagree) (SD)

STATEMENT	RATING				
	SA	A	U	D	SD
Pupils without school uniform are the best performers in my class.					
Pupils who walk long distances to school feel bitter or rejected.					
School uniforms are unnecessary burden to parents.					
School tour reinforces classroom teaching and hence improves academic performance.					

10. (a) In your own opinion, what are some of influences of school uniform on academic performance. _____

b) Suggest any two effects of pupils who drop out the school system and rejoin later on academic performance _____

APPENDIX D
PUPIL'S INTERVIEW GUIDE

Section 1: Background Information

- 1) Age in years _____
- 2) Gender _____
- 3) Class _____
- 4) How many brother and sisters do you have in school?
Boys _____ Girls _____
- 5) Do all of them go to school?

Agree Disagree

Section 2: Influence of hidden costs in education on academic performance.

- 6) a) Do you pay any school levy in your school?

Agree Disagree

- b) If yes mention at least three

- c) In your own opinion are all parents able to pay school levy?

Agree Disagree

- 7) a) Do all pupils take lunch in your school?

agree Disagree

- b) If no, give at least two reasons _____

- 8) a) Why do you think some pupils in your school do not have school uniforms?

b) What happens to pupils without school uniform?

9) a) Do all children go for trips in your school

Agree Disagree

f) If yes, are all able to pay for all of them

Agree Disagree

10 i) In your own opinion do you think the opportunity cost have influence on academic performance?

Agree Disagree


ii) In your own opinions do you think hidden costs of education have negative or positive effect on academic performance? _____

iii) What do you think is the best way of addressing the issues of hidden cost in education by the governments? _____

APPENDIX E

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 786 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/763** Date: **22nd May 2013**

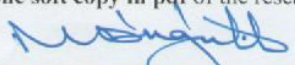
Simon Njau Njoroge
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 9th May, 2013 for authority to carry out research on *“Influence of hidden costs in education on academic performance in public primary schools in Gatanga District, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Gatanga District** for a period ending **31st July, 2013**.


You are advised to report to **the District Commissioner and District Education Officer, Gatanga District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.



DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Gatanga District



“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.

APPENDIX F

RESEARCH AUTHORIZATION FROM DISTRICT COMMISSIONER



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

DEPUTY COUNTY COMMISSIONER
GATANGA SUB-COUNTY
P.O. BOX 916-01000
THIKA.

Email:dcgatanga@gmail.com

REF: GAT/CORR 3/4/VOL 1/20

Date 09th July 2013.


TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION


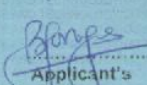
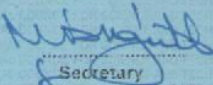
The above subject refers.


This is to confirm that Simon Njau Njoroge, a student at University of Nairobi has been authorized to carry out a research on "*influence of hidden costs in education on academic performance in public primary schools*" in Gatanga District Murang'a County.

Any assistance accorded to him is highly appreciated.


A.R. LAKERA DISTRICT COMMISSIONER
GATANGA
For. DEPUTY COUNTY COMMISSIONER
GATANGA SUB-COUNTY.

APPENDIX G RESEARCH PERMIT

<p style="text-align: center;">PAGE 2</p> <p>THIS IS TO CERTIFY THAT: Prof./Dr./Mr./Mrs./Miss/Institution Simon Njau Njoroge of (Address) University of Nairobi P.O Box 30197-00100, Nairobi. has been permitted to conduct research in</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Location</td> <td style="width: 50%;">District</td> </tr> <tr> <td>Gatanga</td> <td>Central</td> </tr> <tr> <td>Central</td> <td>Province</td> </tr> </table> <p>on the topic: Influence of hidden costs in education on academic performance in public primary schools in Gatanga District, Kenya.</p> <p>for a period ending: 31st July, 2013.</p>	Location	District	Gatanga	Central	Central	Province	<p style="text-align: center;">PAGE 3</p> <p>Research Permit No. NCST/RCD/14/013/763 Date of issue 22nd May, 2013 Fee received KSH. 1000</p> <div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  Applicant's Signature </div> <div style="text-align: center;">  Secretary National Council for Science & Technology </div> </div>
Location	District						
Gatanga	Central						
Central	Province						

<p style="text-align: center;">CONDITIONS</p> <ol style="list-style-type: none"> 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit 2. Government Officers will not be interviewed with-out prior appointment. 3. No questionnaire will be used unless it has been approved. 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively. 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice <p>GPK60553m(10/2011)</p>	 <p>REPUBLIC OF KENYA</p> <p>RESEARCH CLEARANCE PERMIT</p> <p>(CONDITIONS—see back page)</p>
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