

**INFLUENCE OF HIDDEN COSTS IN EDUCATION ON STUDENTS'  
PARTICIPATION IN PUBLIC SECONDARY SCHOOLS IN KIKUYU SUB  
COUNTY, KENYA**

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**A Research Report Submitted in Partial Fulfilment of the Requirement for the  
Award of Master Degree in Educational Planning in the School of Education  
Department of Educational Administration and Planning of Nairobi University**

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## DECLARATION

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

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This research project has been submitted for examination with our approval as university supervisors

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## **DEDICATION**

This research study is dedicated to my dear wife Dorothy, my children: Mwathi, Kingori, Watetu and Kinyua for their awesome patience and support throughout the period and my parents: Kingori Kinyua and Lydia Watetu for their inspiration.

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## **ABBREVIATIONS AND ACRONYMS**

<b>FSDE</b>	Free Day secondary Education
<b>KIPPRA</b>	Kenya Institute of Public Policy and Research
<b>MDG</b>	Millennium Development Goals
<b>MOEST</b>	Ministry of Education Science and Technology
<b>PTA</b>	Parents Teachers association
<b>WFP</b>	World Food Program

## ABSTRACT

The purpose of the study was to investigate the influence of hidden costs of education on students' participation in public secondary schools in Kikuyu Sub County. The background of the study touches on efforts made to curb low participation and the progress made in other parts of the world. It touches on efforts made to improve participation and the challenges faced, which forms the basis of the study to find out the influence of hidden costs in education on students' participation in public secondary schools in Kikuyu Sub County. In the statement of the problem the students' enrolment data obtained from Kikuyu District Education office between years 2007-2014 shows that 5.7% of the students who enrolled in form one did not graduate in form four despite the fact that there is Free Day Secondary Education. This calls for a need to carry out a research on the causes. The study was guided by the following specific objectives: To determine the influence of lunch charges, to establish the influence of parents teachers association levies, to establish the influence of policy of school uniform and to determine the influence of opportunity costs on students' participation in public secondary schools in Kikuyu Sub County. The study will be significant to educational planners, administrators, parents and the community in general in devising measures that could ensure completion of the school cycle. The findings may be used as a basis of further research. Under the limitation of the study the researcher explained the importance of the study and guaranteed confidentiality of the respondents. Under the delimitation of the study; it was confined in the public secondary school and focussed on hidden costs of education. Literature review looked on how these variables have influenced transition in other parts of the world. The theoretical framework was based on education production function theory. The study employed descriptive design. The target population was the 28 principal, 434 teachers and 13949 students in all public secondary schools in Kikuyu Sub County. The sample size of this study was 28 principals, 196 teachers and 370 students. The sample in total consisted of 594 respondents. To select schools stratified sampling design was used and students and teachers from the selected school were selected using simple random sampling design. All the principals from the 28 schools were involved because their number was too small for sampling. The study utilized questionnaires and interview schedule. The reliability of the instruments was done by performing Pearson's product correlation. To enhance the validity, the instruments were approved by the supervisors in the department of educational administration and planning. The data was collected by the researcher. The data was analysed using descriptive statistics using the Statistical Packages for Social Scientists (SPSS) software. The data was presented using frequency tables, graphs and pie charts. The study found that the cost of school meals affect students' participation in education in Kikuyu, lowering the participation of students in secondary schools. PTA levies were found to contribute to students dropping out of school. It was also found that school uniform contributes to students dropping out of school. The findings indicate that opportunity cost also influence the students' participation in education. The study concluded that hidden cost have influence on students participation in education in public secondary school in Kikuyu Sub County.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

Education is the cornerstone of economic growth, social development and principal means of improving welfare of individuals (Republic of Kenya, 2003). Good performance in education may immensely contribute to any country's economic development by producing appropriate human resource capital that is integral in supporting productivity. Education is considered as a key determinant of earnings and an important escape route from poverty (MOEST, 2005). Kenya government is committed to the provision of equal access to quality and relevant education and training opportunities to all Kenyans. The country has embraced education as a basic human right by ratifying and signing of universal declaration of human right (1948), the Millennium Development Goal (MDG) and Education For All (EFA) by 2015.

Efforts to enhance participation in education have faced various challenges. The government of Kenya introduced cost sharing policy through a sessional paper no. 6 of 1988 as part of Structural Adjustment Programmes (SAPS) proposed by World Bank. As a result a heavy burden of cost of education was transferred to households. This affected participation negatively. There was decline of secondary school Gross Enrolment Rate (GER) from 29.4% in 1990 to 22% in 2000 (Oketch and Rolleston, 2007). The completion rate reduced from 86.4% in 1990 to 77.5% in 2000.

To counter low participation, in 2005 the government published a session paper no. 1 on education which was intended to lower the cost and to provide instructional materials to the needy public secondary schools. It also encouraged parents and communities to provide infrastructure and operational costs. A task force was formed to establish ways

of providing affordable secondary education. The task force suggested the introduction of tuition waiver but noted likely challenges such as sustainability, ineffectiveness, and politicization. (Institute of Policy Analysis and Research, 2007).

Kenya government introduced subsidized tuition fees in public secondary school in January 2007 in order to increase participation. The programme was launched on 20<sup>th</sup> February 2008 with objective of enhancing participation to secondary school through support for tuition and operation cost. This led to increase in enrolment in public secondary school from 1.37 million in 2007 to 1.47 million in 2008 (KIPPA, 2009). According to education support report (2011), the launch of Free Day Secondary Education (FSDE) in 2008 only reduced amount of payable school fees but other costs were never abolished. Many costs have been left in the hands of parents including P.T.A levies for example infrastructure development, cost of school uniform, cost of school lunch and opportunity cost foregone while the child is at school. Government financing of education does not consider these costs though the parents incur them in the process and educating their children. These costs are unseen and they are not reflected in the Ministry of Education provided fees guidelines which are expected to be followed by all secondary school management and therefore referred to as hidden costs. Even as the government moved to introduce subsidized secondary education households were expected to meet 60% of secondary education cost (World Bank, 2007).

World Bank (2004) has argued that, users' fee are a major obstacle to universal education in developing countries. Several countries in sub-Saharan Africa have eliminated school fees but other significant costs remains including the cost of providing uniform for a child. Government and non-governmental organization may intervene in any number of ways to encourage children to attend school including providing free uniform, free meals (Vermeersch and Kremer, 2004), free medication,

providing a combination package of benefits such as uniform, textbooks and classroom construction (Kremer et al 2012). The fact that households are expected to provide instrumental material and put up physical facilities, place a heavy burden on households. The worst hit are students from low income households (Njeru and Orodho, 2003).

The inability to meet school expenses by low income parents make their children be sent away from school, such frustrations affect academic performance resulting to withdrawal of children from school. To curb the problem of low participation the government of Kenya has further issued and gazetted fees guidelines for public secondary schools in Kenya to be followed by all public secondary schools management with effect from January 2015.

According to the gazetted fees structure maximum cost of the day schooling is Ksh. 22,244 while that of boarding schools stands at Ksh. 66,426 and Ksh. 69,810 for special needs secondary schools. With government capitation of Ksh. 12,870 for regular schools and Ksh 32,600 for special needs schools, the maximum payable fees by parents shall be Ksh. 9,374 for day school, Ksh. 53,553 for boarding schools and Ksh. 37,210 for special needs schools. According to the gazette notice, the government will further meet the full cost of examination for KCSE starting with 2015 candidates in public secondary schools.

The taskforce report on secondary school fees in Kenya that was as a result of concern raised by His Excellency the president and general public on high cost of secondary education had other key recommendations: The rationalization and downsizing of bloated non-teaching staff workforce in secondary schools; removal of the responsibility of development infrastructure from parents to C.D.F and county



governments; the merging schools to free the otherwise thinly spread teaching force; the redistribution of teachers by TSC throughout the country, the employment of adequate teaching staff for all schools thereby removing the burden of salaries of BOM teacher from parents and subsidizing the cost of electricity and water consumed in schools as it is done in special economic zones.(Kenya Gazette notice march 2013)

Low participation in secondary schooling continues to be a matter of concern for policy makers and practitioners worldwide (Cray & Mark, 2009) school dropout problem has reached epidemic proportions internationally and has become a global problem confronting education around the world (Bridge, Dilulio and Marison, 2006). Across the world 71 million teenagers are not attending secondary schooling, missing and on vital skills for future employment, thus does jeopardize economic growth and social cohesion (United Nations, Education, scientific and cultural organization (UNESCO, 2012).

In America almost one third of all public high school students and nearly half of all blacks, Hispanians and Native Americans fails to graduate from public high schools (Bridge et al, 2006). In New Delhi despite a small portion of children actually reaching secondary education the dropout rate as secondary level are found to be very high standing at 34.04% (Chugh, 2011).

In Morocco the Gross Enrolment Rate (GER) at secondary level in 2007 was 55.8% with the grade repetition and dropout rate remaining high (World Bank, 2008). According to United National Children Fund (UNICEF, 2000) 40% and 49% of girls under 19 in central and West Africa respectively drop out of school to 27% in East Africa and 20% in North and South Africa.

In Ireland the government adopted a system of non-payment of fees in all public secondary schools which included the cost of infrastructure, maintenance, teachers'

salaries and paying the capital expenditure such as building of all learning institutions. This led to increase in transition rate to 96.8% from 90% in 2000 and completion rate from primary to secondary to 80%. Though there was increased access to education, the cost of infrastructure and other components also increased (UNESCO, 2007).

Erickson (2002) studied Cuban's Education System that registered dramatic increase in enrolment at all levels of their education system due to government policy of free education to all Cubans. He observed that that secondary education net enrolment increased from 67% in 1985 to 85% in 1995, the survival rate increased to 71.5% while repetition rate dropped to 2.8% for basic secondary.

According to Levine and Birdsall (2005) governments all over the world strive provides free basic education for example India and Canada. However, hidden costs are always associated with free basic education because they are charges that parents have to pay despite basic education being free. Hidden cost affects participation all over the world. In Bangladesh Ardt et al, (2005) observed that children who could not afford cost of items not offered in free basic education fail to go to school until they can afford. In Indonesia, those learners who cannot afford to cater for hidden costs engage in child labour so that they can get enough money to afford such.

In Uganda (Stasavage, 2005) and in Ethiopia (World Bank, 2005) parents who could not buy uniform and textbooks retained their children home affecting participation. Afridi (2007) examined the feeding program effects on school's enrolment and attendance in Madhya Pradesh, India in 2004. The 74 schools surveyed were at different stages of transferring from providing either no food assistance or providing raw grains to students enrolled in schools to cooked school meal. Girl's attendance was found to increase by 10.5% in those schools. Alderma, Behrman, Lary and Menon

(2010) analysed the impact of food for education on children in refugee camps in Northern Uganda the program was found to generate an 8.9% increase in the probability of enrolment.

School based health and nutrition programme encourage parents to send children to school regularly. According to UNICEF report (2006), there was a strong correlation between children's health and their learning abilities. Children in poor health are more likely to face grade repetition and possibly eventually drop-out. According to UNESCO report (2000) high rate of child absenteeism from school are a serious impediment to economic growth in developing world. In 2000, an estimated 88 million children were out of school most of them in South Asia and Africa. Out of the measure taken by government in countries like India, Bangladesh, Swaziland or Jamaica to encourage school attendance is the provision of government subsidized school meals.

According to Colcough (2003) decision about educational investment depends on judgement about the balance between costs and benefits. These benefits are in turn based on a systematic comparison of economic benefit of education and its opportunity cost which is not measured by actual monetary expenditure but the alternative opportunity foregone when scarce resources are invested in education. According to Manson and Rozelle (1998) the cost of education gradually influences the attractiveness of investing and participating in education. These costs include both direct cost (for example uniform, school supplies, transport cost, lunch expenses among others) and indirect cost (for example opportunity cost of children's time). The opportunity cost 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.

Bedi, Kamalu, Manda and Nafula (2004) points out that attending school has both direct and indirect cost. Such costs lower the resources available for household consumption. Consequently the household has to make a choice between benefit that accrue to education and household consumption foregone. If the opportunity cost of sending a child to school is high demand for education at household level will be lower; children involved in child labour do not attend formal classes frequently affecting their participation in learning. Some poor families keep children at home so that they can generate additional income to sustain the livelihoods through housework. In this case the opportunity cost take root in such a place as the expense of schooling.

According to Oxford Advanced Learner's Dictionary school uniform are special clothes worn by pupils at a particular school. According to Breitenbach, 2010 educators and politician considers school uniform as a vehicle to achieving school safety and students discipline. School uniform policies are designed to foster student's outcome.

According to World Bank report, 2011 several countries in Sub Saharan Africa (SSA) have taken studies towards meeting universal basic education by 2015 by eliminating school fees, but significant cost remains including the cost of school affecting participation. According to 2008 Education For All Global Monitoring Report (UNESCO, 2007) in many countries household expenditure on education is significant, regardless of school fees. Uniform textbooks and other supplies; significantly contribute a great cost for household income. A study for charity action in United Kingdom (2012) found that about 40% of income from poor parents pays for back to school costs including cost of uniform. This cost hinders learners' participation as poor households may not afford.

Commission of Inquiry into Education System of Kenya Report (2000) indicates that annual average expenditure on schooling in Kenya by families shows that about 50% of total expenditure is spent in uniform and other indirect costs. This places heavy burden on poor families who cannot afford the required school fees as per the government fees guideline and the extra fees not covered. According to GoK (2004) uniform makes all students to be equal. Therefore those who cannot afford feel inferior and discriminated from others. This affects their participation and some students opt to drop out.

Parents, Teachers Association levies are charges that are assumed to have been agreed upon by parents in an Annual General Meeting for support provision of education in a given secondary school. It covers the cost of construction of classroom, Purchase of buses, salaries for Board of Management' Teachers/Workers among other expenses. According to Maryan (2008) PTA in United States of America seek to promote welfare of the child and youth at home, in school and in the community. P.T.A also sought to bridge the gap between home and school by connecting educators with public in securing child friendly school. P.T.A in role in Nigeria is to ensure that civil society supporting government to ensure that all Nigerians have access to good quality education by 2015.

Verspoor (2008) argues that PTA levies are instrumental in provision to physical facilities in schools. Mbugua (2008) concurs that one of the areas where P.T.A levies are utilized in Kenya is in developing school physical facilities school management should therefore ensure that there is adequate facilities to enable teaching learning process to take place. Poor households who cannot afford to pay for P.T.A levies may end up having their children send home for the same affecting participation. Some may opt to drop out completely resulting to wastage.

Although there is FDSE, parents are expected to cater for children cost of education. Cheruiyot (2011), when studying effectiveness of subsidies in enhancing enrolment in public secondary schools found that though tuition waiver greatly reduces financial burden, parents still meet the hidden costs of school uniforms, PTA levies for example infrastructure fund, lunch charges and opportunity costs among others. It is in reference to this background that the researcher wishes to find out the influence of hidden costs in education on students' participation in public secondary schools in Kikuyu Sub-County, Kenya.

## **1.2 Statement of the problem**

Kenya Government has made effort to make secondary education affordable by introducing FDSE in 2007; however many learners continue to drop out of school due to hidden costs. Gatende (2010) noted that children from poor household drop out of school as their parents fail to equate the cost incurred and the value of education, they see it as a waste of resources and time. According to World Bank (2008), parents who live on less than a dollar a day cannot afford the hidden costs, for example, costs of school uniform, cost of school lunch, paying for PTA levies for example infrastructure fund, and indirect cost (opportunity cost) of learners being in school other than engaging in other productive activities at home. Ideally it is expected that through FDSE program the number of students who enrol in form one should be the number that complete the final year in form 4, this is not the case in Kikuyu Sub County. The data obtained from District Education Officer, Kikuyu Sub County between year 2007 and 2014 shows that a total of 2,848 students enrolled in form one in 2010 and four year later those who registered for Kenya Certificate of Secondary Examination in 2014 were 2,687 students. A total of 161 students did not graduate accounting to 5.7% of the students who either dropped out or repeated. Therefore there was a need to carry out a

study on the influence of hidden costs of education on students; participation in public secondary school in Kikuyu Sub county, Kenya

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the influence of hidden costs of education on students' participation in public secondary schools in Kikuyu sub-county, Kenya.

### **1.4 Objectives of the study**

The study was guided by the following objectives:

- (i) To determine how school meals' charges affect students' participation in public secondary schools in Kikuyu sub-county.
- (ii) To establish the influence of P.T.A. levels for example infrastructure fund on students' participation in public secondary schools in Kikuyu sub-county.
- (iii) To assess how cost of school uniform influence students' participation in public secondary schools in Kikuyu sub-county.
- (iv) To determine the influence of opportunity costs on students' participation in public secondary schools in Kikuyu sub-county.

### **1.5 Research questions**

- (i) How do school meals' charges affect students' participation in public secondary schools in Kikuyu sub-county?
- (ii) How do parents Teachers Association levies for example infrastructure fund affect students participation in public secondary school in Kikuyu Sub County?
- (iii) To what extent does the cost of school uniform influence students' participation in public secondary school in Kikuyu Sub County?
- (v) What is the influence of opportunity costs on student participation in public secondary school in Kikuyu sub-county?

## **1.6 Significance of the study**

The study may provide information on factors influencing students' participation rate in public secondary schools in Kikuyu Sub County. This information may be useful to educational planners, administrators, parents, learners, community and other stakeholders to device measures that could ensure that student joining secondary school complete the school cycle.

The Ministry of Education will also find the study useful when addressing factors that hinder transition even other parts of the country. The study may also add to the growth of knowledge on influence of hidden cost on students' participation in secondary school education. The finding of the study may also be used as basis of research in other part of the country.

## **1.7 Limitation of the study**

Limitation according to Best and Khan (1998) are conditions beyond the control of the research that may place restriction on the conclusion of the study and their application to other situations. In this study it was not be possible to control the attitude of respondents which may affect the validity of the responses. This may be because the respondent could give socially acceptable answer to please the researcher. However to ensure maximum cooperation and honesty of the respondents, the researcher explained the importance of the study and need for guaranteed confidentiality of the respondents.

## **1.8 Delimitation of the study**

The study was confined in the public secondary schools in Kikuyu Sub County. The study focussed on specific factors influencing students' participation in public secondary school which include school meal changes, PTA levies for example infrastructure fund ,policy on use of school uniform and opportunity cost.



## **1.9 Assumption of the study**

- (i) Data obtained from the respondents was be relevant and reliable
- (ii) The school sampled experience low students' participation rate.
- (iii) There was documented data relevant for the study.

## **1.10 Definition of Significant Terms**

**Access** – refers to making education available and affordable to targeted population.

**Foregone earnings** – income that could have been earned when not in school.

**Hidden costs** – expenditure on education which is not covered under FDSE yet parent have to pay for them, example expenditure on school uniform, school/meal, PTA levies for example infrastructure fund and opportunity costs.

**Opportunity cost** – alternative activity foregone for a student to enjoy full school time

**Participation** - refers to access, retention and completion of secondary course.

**PTA Levies** – fees charged to parents after approval by parents during annual general meetings.

**Public secondary school** – schools maintained or assisted out of public fund

**Retention** – ability of student to remain in school until they complete their school life cycle.

**School uniform** – is a unique clothes recommended for a student by the school

**Wastage** –refer to learners who do not complete secondary education in time or drop out of school.

**Meal charges**-money paid by student towards meals taken in school

## **1.11 Organisation of the study**

The study is organized into four chapters. Chapter one consists of the background of the study, statement of the problem, purpose of the study, objectives of the study,

research questions, significance of the study, assumptions of the study and limitation of the study. Chapter two consists of literature review under the following subtopics: Rationale of investing in secondary education, factors influencing participation in secondary education summary of literature review, theoretical framework and conceptual framework. Chapter three discusses the research methodology. It contains: research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four contains data analysis, interpretation and discussions. Chapter five contains the summary, conclusion, recommendations and suggestions for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section provides an in-depth literature review on influence of hidden costs in education on students' participation in public secondary school education in Kikuyu Sub County. It has been divided into the rationale of investing in education. Hidden cost of education affecting students' participation in secondary school education; school lunch program, parent teachers association Levies, school uniform, opportunity costs and summary of literature review.

#### **2.2 Rationale of investing in secondary school education**

Provision of quality secondary education is a critical tool for generating opportunities for social economic growth (World Bank, 2005). Many explanations that research has shown why governments and in particular people invest in education. World Bank report of 2010 in reference to economic return to investment in education says that individuals are willing to take more years of schooling partly because they can earn more and get better jobs on average with more education. For many more schooling can also be a source of social mobility. It further indicated that nations and regions interested in raising the average level of schooling in their population because they think by doing so this will improve productivity, rise of the quality of jobs in the economy, and increase economic growth (GOK 2010).

According to Newsman (2004), secondary education is important in that it utilises the output from primary education and prepare individual for higher vocational education or to train directly into a professional. According to Williamson (1999) education prepare individual for future life. From a societal point of view education is a vehicle

for development without which poverty prevails in the country. Therefore, secondary education plays a vital role in meeting this obligation. Kenya Institute of Public Policy Research and Analysis (2006) identifies secondary education as a vital link between basic education, world of work and for the training. Therefore, importance of secondary education in promotion of socioeconomic development demands that, all necessary resources must be provided to ensure access and successful completion of secondary education in order to tap talents, promote equality of education opportunities, empowering social mobility out of poverty.

### **2.3 Hidden costs of education in public secondary schools**

Hidden cost are indirect costs of education incurred by parents/guardians besides the direct costs of education as indicated in the fees structure approved by the government through the Ministry of Education. In this study hidden cost will include school meals, Parents Teachers Association (PTA) levies, cost of school uniform and opportunity costs which is not measured by actually monetary expenditure but the alternative opportunity foregone when scarce resources are invested in education.

#### **2.3.1 Effects of school meal charges on students' participation secondary education**

Lunch is one of the school meals provided to a child or a young person during the school break. School feeding programs are premised on the expectation that serving food at school may increase enrolment and daily attendance of students. The school feeding program are hypothesised to alter the school decision for families that would otherwise never send their children to school (Aldelman, Behrman, Lary and Menon 2001). According to UNICEF (2010), the school feeding program has helped more students being retained in school that could not afford to pay for school lunch program and ended up dropping out of school.

According to studies commissioned by Indian government planning commission in 2000 to compare the trend of enrolment and attendance in period before and after midday meal program was implemented in selected states, the results showed success of the program in raising enrolment and attendance rates. Afridi (2007) examined the feeding programme effects on enrolment and attendance of school in Madhya Pradesh, India where out of the 74 schools surveyed the attendance was found to have increased by 10.5% in schools which implemented the feeding programme. Therefore provision of school meal increases participation. This also implies that where meals are not provided and parents cannot afford to pay for it children opt to stay at home decreasing participation rate.

Ahmed (2004) noted that after the government of Bangladesh began a school feeding program by the World Food Program (WFP) in chronically food insecure communities, a year after inception enrolment increased by 14.2% while mean attendance per student increased by 1.34 school days per month (representing 6% of total days per month). The probability of dropping out of school decreased by 7.5% in school receiving school feeding program intervention. Kazianya, de Waque, and Alderma (2009) found that school feeding program intervention in Burkina Faso had a statistical significant impact on overall enrolment. Schools increased enrolment by 6.2%. A randomised study of pre-school feeding program in Kenya showed a 30% increase in school participation (Vermeersch and Kremers, 2005). According to Lee and Burkina (2001) provision of food through school feeding program has showed to have impact upon a student decision to remain in school or drop out. They also noted school tend to see more dropouts due to lack of food.

### **2.3.3 Effects of Parents Teachers Association (PTA) levies on students' participation in secondary education**

Parents Teachers Association is a formal organisation composed of parents and teaching staffs that is intended to facilitate parental participation in school. Parent teachers association levies are financial contribution by parent relating to cost of education agreed upon by parents/guardians during an Annual General Meeting. These levies include cost of remedial classes, motivation fee, salaries of PTA teachers, and infrastructure fund among others.

According to United States' National Parents Teachers Association's mission and purpose statement, the PTA seek to promote welfare of the child at home, in the school and in the community. Nigeria identified the National Parent Association of Nigeria (NAPTAN) as one of the strategic partners in ensuring that civil society support government to ensure that all Nigerian children have access to good quality education by 2015 through payment of levies to support school projects (Maryam, 2008). This is on realisation that delivery of education has four principal actors; the state as duty bearer, child as the right holder, parent as first educator and the teacher as a professional instructor. Laboke (2000) pointed that there were traditionally other sources of education financing in Ghana and these were being given serious attention for example, parents and guardians are being encouraged to give support to schools through payment of levies to be used to fund specific running cost of schools. Mbugua (2008) says that one of the areas where PTA funds were utilised in Kenya was in developing school physical facilities. PTA levies are instrumental in provision of physical facilities in school to enable teaching-learning process to take place (Verspoor, 2008).

#### **2.3.4 Effects of school uniform charges on students' participation in secondary education**

School uniform is a set of standardised clothes worn primarily for an educational institution. They are common in primary and secondary schools. When used they form basis of schools dress code. Hanna, 2012 in writing about school uniform cost said that the office of fair trade in United Kingdom wrote to all head teachers asking them to review the arrangements to make for school uniform. She said school choose single supplier or retailer where parents buy school uniform making them unable to buy uniform from cheaper shops. The office recommended that in order to address issue of poverty and barrier it gives to education, then the cost of uniform and school meals must be kept down.

World Bank (2004) has urged that although several countries in sub-Saharan Africa have eliminated school fees, significant costs remain including cost of providing uniform for a child, students are less likely to be sent away from school for failure to wear school uniform but still students feel stigmatised by failure to wear uniform and may be reprimanded by teachers. In Uganda Stasavage, 2005 and in Ethiopia World Bank, 2005 parent who could not afford to buy uniform and textbook retained their children home thus affecting participation. In Kenya it is a policy that students should be school uniform. Some families are forced to withdraw their children from school due to lack of school uniform. This has mainly, affected people from poor backgrounds (World Bank, 2004) Uniform makes all students to be equal, those without feel inferior and discriminated from others. This affects their participation in school and some opt to drop out (GOK, 2004), Kremer and Ngatia (2008) evaluated a random lottery that gives uniform to students in Busia district, Kenya. They found that there were improvement in attendance and performance for student who received school uniform.

### **2.3.5 Influence of related opportunity costs on students' participation in secondary school education.**

Opportunity costs refer to alternative activities a student is engaged in at the expense of education. If opportunity costs of sending a child to school are high, demand for education at 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. Some poor families keep children at home so that they can generate additional income to sustain the livelihood of those families. Craft (2002) in his study of southern Malawi indicates that children combine household and agricultural duties with schooling. The study indicated that forms of child labour create pressure on a Childs time and these children have erratic school attendance or increased instances of lateness. Guarlello, Lyon and Rosai (2005) said in their study carried out in five different countries that agricultural work is often seasonal which clashes with school timetables, leading to seasonal withdrawal from school. Though these withdrawals are temporary research suggests that they may lead to permanent withdrawal from school. According to UNICEF report (2004) Households in 25 Sub-Saharan countries indicated that 31% of children aged between 5 and 14 were engaged in child labour in order to supplement family income so that they could afford to meet the hidden cost of education. The survey reveals that 788,000 children of school going age were working children involved in labour did not attend formal classes frequently.

According to UNESCO (2001) child labour has become crucial for family survival. This is because high poverty levels of parents and hidden cost of education must be met by the child, parents views the benefits of education as for fetched and choose to pre-occupy their children as casual labour where immediate income is guaranteed. According to Survey conducted by Pradhan and Sign (2006) in rural India, the major



reason for non-enrolment is parent's perception of economic opportunities for children and quality of education, as most important reason explaining drop out accounting for 51% of non-enrolment. In Ghana, government funding covers part of the cost of education, senior secondary education depends heavily on cost sharing as a policy option to supplement public finance. Such policies are damaging to the poor households and many cases are reported where demand for education are influenced by the anticipated cost among poor households. For them education is one of the many options of investment. People calculate the loss and benefit and decide where to direct their resources. Therefore high educational cost can result to students' non-enrolment and dropping out (Boyle et al 2000). In addition the more education provision depends on household financial commitment the more the quality of education the student can receive is affected by their parents' ability to bear the cost.

According to ElimuYetu coalition (2004), many parents withdraw their children from school to supplement family income and production mainly between the age of 13 and 15 years due to high poverty. Often children leave school to contribute to family income by engaging in housework, on the family business or by working for wages.

Due to high level of poverty in Kenya, children are employed as house girls, coffee, pickers and hawkers so as to complement family income. Therefore if opportunity costs of sending children to school are high demand for education at the household level will be lower and children involved in child labour do not attend classes frequently. This affects participation rate.

## **2.5 Summary of literature review**

Secondary education plays a vital link between basic education and World of Work and Training (KIPPRA, 2006). Therefore all necessary resources must be provided to

ensure access and successful completion of secondary education. The Government of Kenya introduced Free Day Secondary Education to ensure that all students access secondary education. However there are hidden costs of education that the government does not cater for in FDSE. These costs are borne by households. They include cost of school meals, PTA levies, for example infrastructure development, cost of school uniform and opportunity cost which is not reflected in monetary term but foregone opportunities by the student when in school. These costs have continued to hinder students' participation since households are required to meet them.

From the literature review, hidden costs of education are major concern in all public secondary schools since majority of poor households cannot afford to meet them hence affecting students' participation. Therefore there exists a gap on influence of hidden costs of education on students' participation in public secondary schools education in Kikuyu Sub County, Kenya. This is even after introduction of FDSE by the government in 2008.

## **2.6 Theoretical framework**

The study will be anchored on Education Production Function (EPF) model as advocated by Coleman (1966) According to the model; academic achievement in education process is seen as a function of many variables known as input i.e.

$$A=f(T, B, E, L, F, P\dots)$$

Where: A= Academic achievement

T=Teacher pupil ratio

B= Textbooks

E=Equipment

L=School age abilities

F= family background

P= peer group character and so on

Using this model, education process is seen as a production process where many inputs are expensed in a given proportion to produce good results (output). Therefore the quality of the output will be determined by level of input provided and how well they will be combined. The relation between input and output from education system is referred to as production function

In this study students' participation in the educational process is a function of the hidden costs and hence is the inputs. In this study hidden costs in education ranges from PTA levies, lunch expenses, policy on use of uniform, and foregone earnings. Hidden costs of education hinder learners from participating in education. Those students who drop out due to the hidden costs influence the output. Therefore the model is appropriate for the study of impact of hidden costs' in education on students' participation in public secondary schools in Kikuyu Sub County.

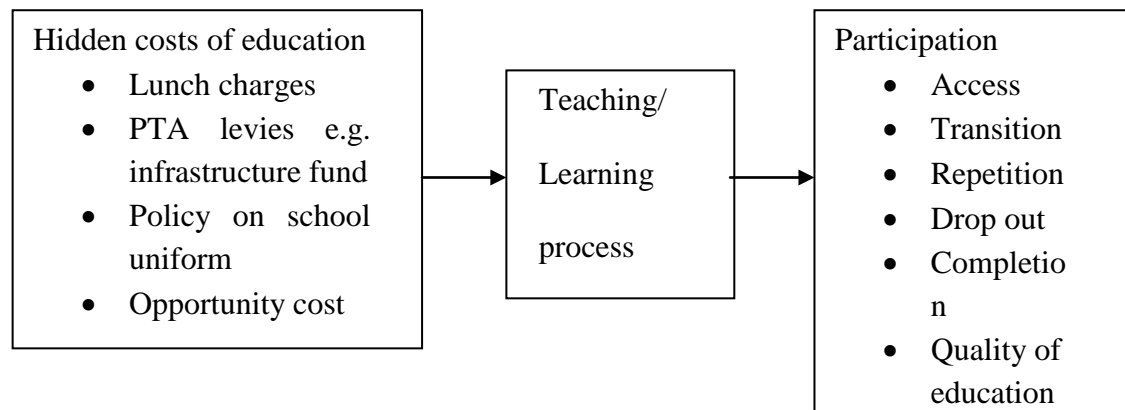
## 2.7 Conceptual framework

**Figure 2.1 Conceptual framework**

**Figure 2.1 Conceptual framework of the influence of hidden costs in education on students' participation in public secondary school in Kikuyu Sub County**

### Independent variables

### Dependent Variables



Orodho (2005) defines conceptual framework as a model representation, where a researcher represent the relationship between variables in the study and depicts them diagrammatically. Figure2.1 shows relationship between independent and dependent variables. Hidden costs are costs which are not seen on ministry of education gazetted fees guideline, they are independent variables. The independent variables will determine the effectiveness of teaching/learning process. Effective teaching learning process in turn affects students' participation. Inability to pay for hidden costs of education will affect dependent variables, access, transition, repetition, dropout completion and quality of education. These attributes therefore affect students' participation in secondary education. If their interaction is health the output should be good and vice versa.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section outlines the methodology that was used in the study. It include, research design, target population, samples size and sampling techniques, Research instruments, validity and reliability of the instruments, data collection procedure and data analysis techniques.

#### **3.2 Research design**

Research design refers to arrangement conditions for collecting and analysing data (Kothari, 2008). In educational research the most used research design is Survey (Cohen, Marion & Marion, 2004). Descriptive survey design allows the researcher to describe characteristic of a particular individual or group (Kothari, 2004). The study used descriptive survey design which is suitable because it allows collection of descriptive data regarding the characteristics of population, current practises, conditions and experiences in a way to give systematic factual information for decision making. The design was therefore be suitable to determine the influence of hidden cost in education on students' participation in public secondary schools in Kikuyu Sub County.

#### **3.3 Target population**

Target population is a group of individuals with one or more characteristics of interest to a researcher (Best and Khan, 2004). This is the universe to which the researcher's study result will be generalised. The target population was all the 28 principals, 434 teachers and 13,949 students, in public secondary schools in Kikuyu Sub County.

### **3.4 Sample size and sampling procedure**

A sample is a smaller group attained from the accessible population (Mugenda & Mugenda 2003). Sampling is a process of selecting a sub-set of cases in order to draw conclusion about the entire set. Any statement made about the sample should also be true of the population (Orodho 2002). Gay (1992) ascertains that for a survey design, a sample of 20% is justifiable and can be less or more depending on the target population. Therefore, from a population of 28 principals all of them were considered which was 100% of the target population. To get the teachers and students, the researcher used Krejcie and Morgan table (Mulusa 1988). According to the table 196 teachers were drawn from a population of 434 teachers and 370 students were sampled from a population of 13,949 students. Stratified sampling design was employed to select schools while teachers and students were selected using simple random sampling. This involved dividing all public secondary schools in Kikuyu Sub County into two homogenous subgroups (the above average and below average schools) and then taking a random sample from every category in their proportion. This ensured that the homogenous subgroup in the population was represented in the study in their proportion (Mugenda and Mugenda, 2003).

### **3.5 Research instruments**

The researcher used the questionnaires and interview guide to collect data. Questionnaires were preferred because of their ability to ensure confidentiality of responses from the respondents (Saunders, 2003). Two sets of questionnaires were prepared consisting of both open ended and closed ended questions and they were administered to teachers and students. Questionnaires are considered to be the most suitable instrument of descriptive research for they would require less time, are less

expensive and permit collection of data from a wide geographical area (Orodho, 2005)The questionnaire sought information on hidden costs of education which includes: cost of school meals, PTA levies, cost of school uniform and opportunity cost of students' participation in secondary school education. Interview guide were used to get information from the principal. According to Orodho, 2004 an interview guide makes it possible to obtain the data required to meet the specific objective of the study.

### **3.6 Validity of the instruments**

Validity is the degree to which represents the phenomenon under investigation (Orodho, 2009). The procedure in assessing content validity is to use professional or expert in this field (Mugenda and Mugenda, 2003). To enhance validity the instruments were appraised by the supervisors in the Departure of Educational Administration and Planning whose comments were considered by researcher in making necessary revision to the instrument before collection of data.

### **3.7 Reliability of instruments**

Reliability is a measure if the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). The researcher used test- retest technique of testing reliability of the instrument. This is a technique of administering the same instrument twice in the same group of subjects. The questionnaires were then administered to the same selected sample again after one week. After the test-retest is done the Pearson's product moment correlation coefficient was determined. The value of correlation coefficient must be close to one for the questionnaire to be accepted as reliable (Mugenda and Mugenda, 2003).

Formula for computing the Pearson's product moment correlation.

$$r = \frac{\Sigma(x - \bar{x})(y - \bar{y})}{N\delta x\delta y}$$

Where x is score for test 1 and y score for test 2

- $\bar{x}$  Mean score of first test
- $\bar{y}$  Mean score for second test
- $\delta x$  Standard deviation of the x scores
- $\delta y$  Standard deviation of the y scores
- $N$  Number of respondents in the sample.

### **3.8 Data collection procedure**

After approval of the proposal by the supervisors, a research permit was sought from National Commission for Science, Technology and Innovation (NACOSTI) authorizing the researcher to carry out research. The researcher then presented the permit to Kikuyu Sub County education office for clearance. The researcher then visited the sampled schools for introduction, administering the questionnaires and conducting interview.

### **3.9 Data analysis technique**

Data analysis refer to the examining of what has been collected in a survey experiment in making deduction and inferences, that is, it is a process of inspecting, clearing, transforming and modelling data with the goal of discovering useful information, suggestion conclusions and supporting decision making (Kombo andTromp, 2006).The data collected was inspected to ensure it was complete and accurate. The data collected was both qualitative and quantitative. The qualitative data was classified and coded into themes and concepts for analysis based on objectives of the study. The data collected was then be analyzed quantitatively using the Statistical Packages for Social Science (SPSS). The computed data was then analysed using descriptive statistics. The statistics calculated included frequencies and percentages. The data was then presented in



frequency tables and graphs. The qualitative data generated was then be categorised into themes in accordance with research objectives and reported in narrative form along with quantitative presentation. Interpretation of data was then done within the framework of reference of research problem and conclusion drawn.

### **3.10 Ethical considerations**

The issue of ethics is very important in research (Oso and Onen, 2005). Therefore the researcher informed the selected respondents about the purpose of the study. They were informed that they were participating in the study voluntarily. The participants were assured of the confidentiality of their identity. Anonymity was also assured by asking respondents not to write their names on the instruments.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents the findings of the study on influence of hidden costs in education on students' participation in public secondary schools in Kikuyu sub county, Kenya. Background information of the respondents is 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 Questionnaire return rate

As per sample design, a total of 594 respondents were used comprising 28 head teachers, 196 teachers and 370 students. 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 (%)
Principals	28	14	50
Teachers	196	135	68
Students	370	300	81
<b>Total</b>	<b>594</b>	<b>449</b>	<b>75</b>

According to table 4.1, 28 principals were given questionnaire out of which 14 returned them duly filled forming a 50% return rate. The table further shows that out of the 196

teachers issued with questionnaires 135 returned them dully filled constituting 68% return rate. 300 students responded to questionnaires out the 370 that were targeted by the researcher which constituted 81% return rate, in overall the responses rate achieved was 75% which was considered as providing a relatively valid and reliable representation of the target population (Mugenda&Mugenda 2003).

### **4.3 General information on principals, teachers and students**

The general information considered in this study for the respondents included gender, teaching experience, age 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 on students' participation in public secondary schools in Kikuyu sub county, Kenya.

#### **4.3.1 Distribution of the respondents by gender**

The researcher sought to establish distribution of the principals by gender. The responses are as shown below.

**Table 4.2: Presents the respondents drawn from school principals and teachers on gender.**

<b>Categories</b>	<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Principals	Male	9	64.3
	Female	5	35.7
Teachers	Male	46	34
	Female	89	65

On the part of principals, respondents were unevenly distributed amongst the genders where 64.3% were male while 35.7% were female. The male teachers were 34% while 65% were female. 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 Principals Duration in their Schools**

The researcher sought to establish how long the principals have been in service in secondary schools.

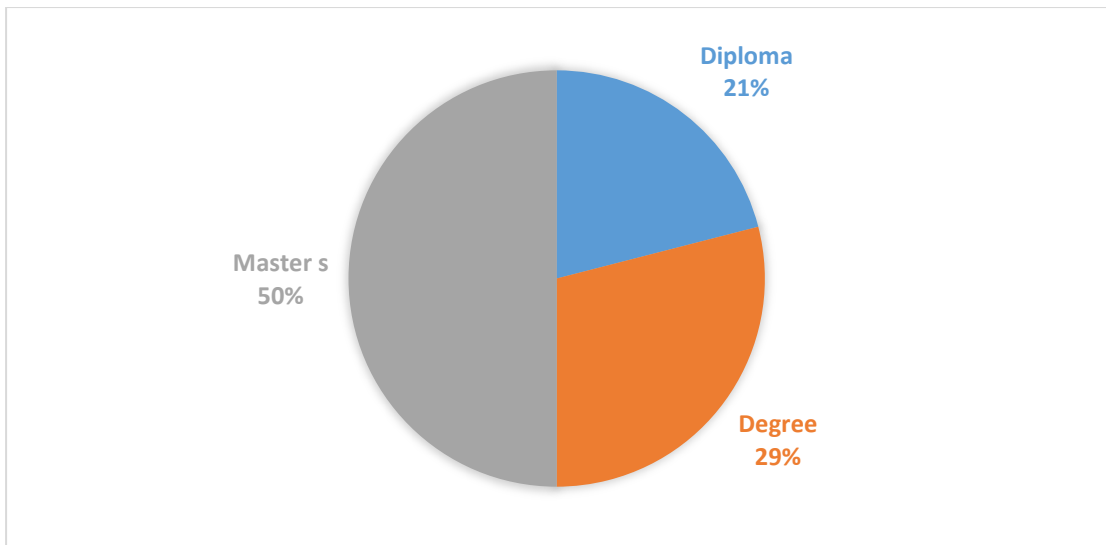
**Table 4.3: Principals Duration in their Schools**

	<b>Frequency</b>	<b>Percentage</b>
0-5 Years	1	7.1
6-10 Years	13	92.9
<b>Total</b>	<b>14</b>	<b>100</b>

From the table 4.3, 92.9% of the principals indicated that they have been in service between 6-10 years while 7.1% indicated that they have serviced as principals 0-5 years. Findings indicate that many of the principals have been in service long enough to understand most of the issues that influence the participation of learners in secondary education.

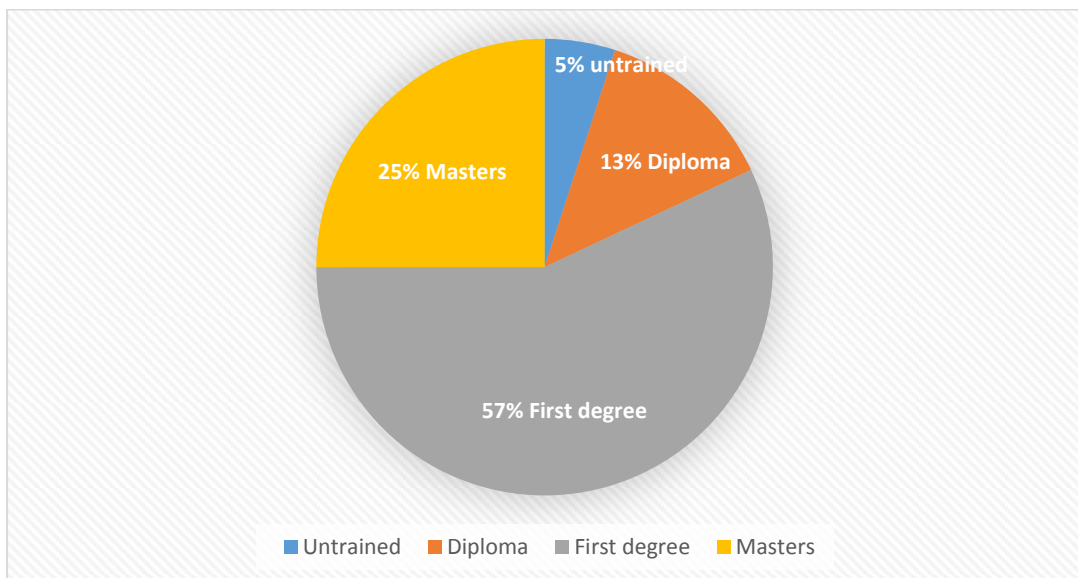
#### **4.3.3 Principals and Teachers Professional qualification**

The study sought to know the principals and teachers qualifications of the targeted area. The findings are represented below.



**Figure 4.1: Principals and Teachers Professional qualification**

From the figure 4.1, 50% of the respondents (principals) have already done masters, 29% have done degrees and 21% have done diplomas. The finding indicates that most of the principals are beyond the degree level which is clear that they have enough knowledge concerning their positions.



**Figure 4.2: Teachers' Professional qualifications**

From the figure 4.2, 57% of the teachers have first degree, 25% have masters, 13% have diploma while 5% are untrained. The results of the study show that majority of the

teacher who participated in the study had a attained first degree meaning that they had added advantage of understanding the school very well and could be relied upon.

#### 4.3.4 Length of service of the teachers

The teachers were asked for how long they have taught and their responses are as summarized in Table below.

**Table 4.4: Length of service of the teachers**

	<b>Frequency</b>	<b>Percentage</b>
0 – 1 year	12	9
2 – 4 years	17	12
5 – 9 years	17	12
10 – 14 years	18	14
More than 15 years	71	53
<b>Total</b>	<b>135</b>	<b>100</b>

As shown in Table 4.4, most teachers 53% had taught for more than 15 years. This means that most of the teachers in the study have been in the school long enough. This implies that such teachers are well capable of identifying the influence of hidden costs in education on students’ participation in public secondary schools as well as note the way such hidden costs affect participation of learners.

#### 4.3.5 School Category by Students and Principals

The principals and students were also asked to indicate their type of schools to which they responded as presented in below

**Table 4.5: School Category by Principals**

	<b>Frequency</b>	<b>Percentage</b>
Day	7	50
Day and boarding	4	28.6
Boarding	3	21.4
<b>Total</b>	<b>14</b>	<b>100</b>

Majority 50% of principals were from day schools 28.6% from day and boarding, while 21.4% were from boarding schools. This indicates that most of the principals who were involved in the research are from day schools.

**Table 4.6: School Category by Students**

	<b>Frequency</b>	<b>Percentage</b>
Day	124	45
Boarding	95	30
Day and boarding	75	25
<b>Total</b>	<b>300</b>	<b>100</b>

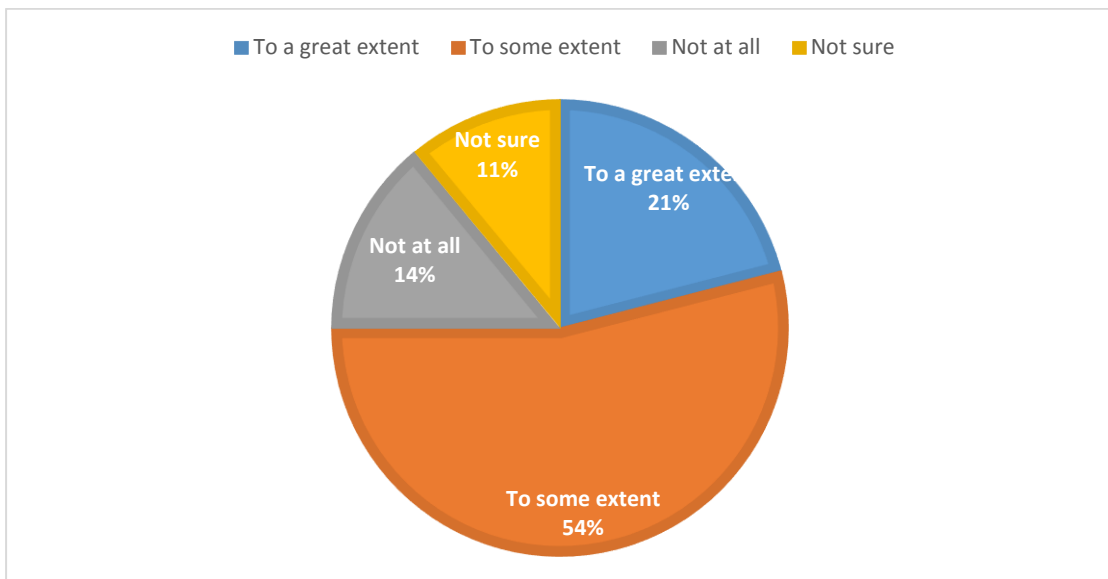
Majority 45% of students were from day schools while 30% and 25% of students were from boarding schools and day and boarding schools respectively. This indicates that most of the students involved in the study are from boarding schools.

#### **4.4 Influence of School Meals on Students Participation in Secondary Education**

The study was to investigate the Influence of School Meals on Students Participation in Secondary Education. The results are discussed below.

#### 4.4.1 Effects of Cost of school meals on students participation in Education

In order to establish the effects of cost of school meals on students' participation in education, the researcher asked students to provide information to what extent it does affect their participation in education. The responses are shown below.



**Figure 4. 3: Effects of Cost of school meals on students' participation in Education**

From the figure 4.3, majority of the respondents indicated that the cost of school meals affects their participation in education. This concurs with UNICEF (2010) that students who could not afford to pay for the school lunch ended up dropping out of school.

#### 4.4.2 The times Students are sent home for lack of money for School meals

The study was set to find out how often students are sent home for the lack of money to pay for school meals the principals. The results are shown below.



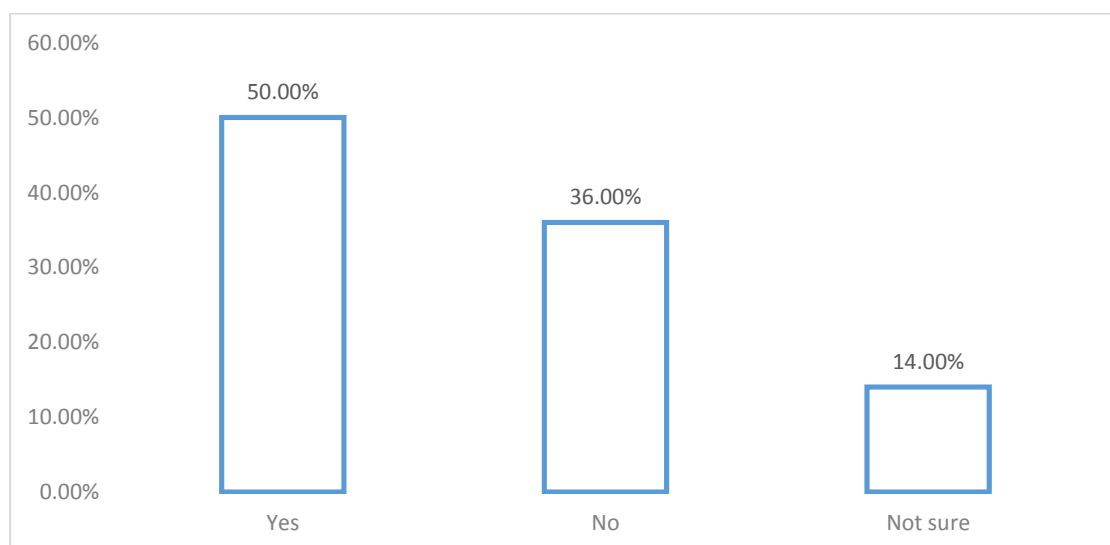
**Table 4.7: The times Students are sent home for lack of money for School meals**

	Frequency	Percentage
Rarely	3	21.4
often	11	78.6
<b>Total</b>	<b>14</b>	<b>100</b>

From the table 4.7, most of the respondents felt that students are home due to lack of money to pay for school meals. This concurs with finding by Lee and Burkina (2011). They found that providing meals at school have impact upon a student upon a student to remain in school or to drop out. From the findings, the lack of money for the school meals will affect the participation of students in secondary school education in Kikuyu.

#### **4.4.3 Influence of School meal Charges**

The study was set to evaluate whether the school meal charges have influence on students drop out from the teachers. The results are shown below.

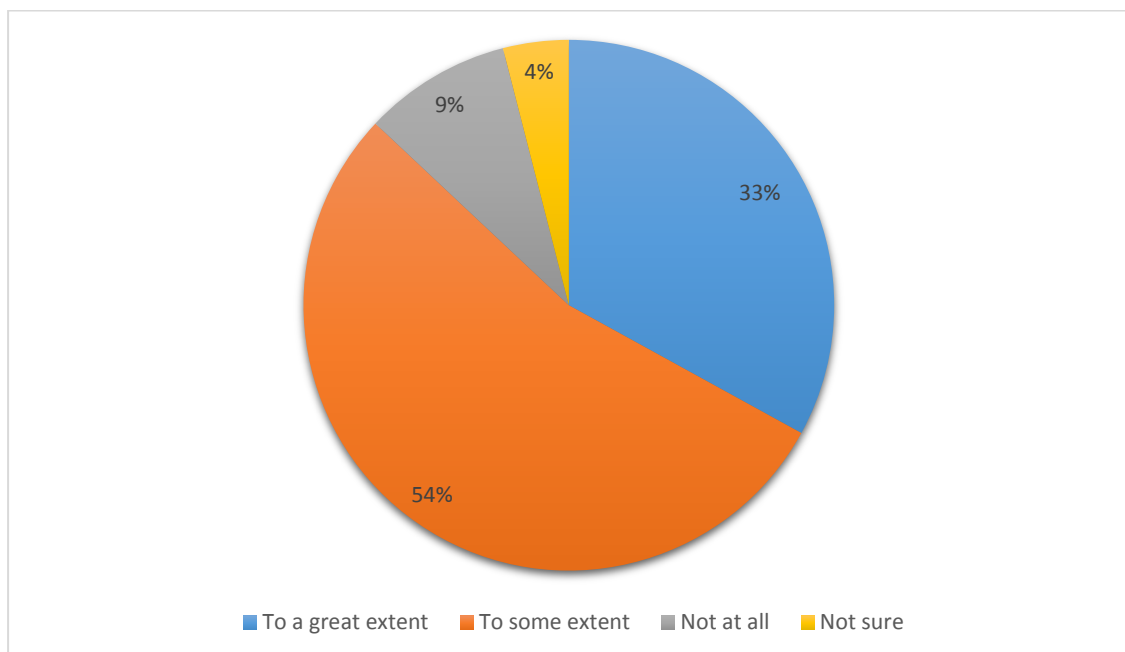


**Figure 4.4: Influence of School meal Charges**

From the figure 4.4, above majority of the teachers indicated that school meals have influence on students dropout. The findings indicate that there is a big influence of school meal charges on students' dropout since the highest number of teachers 50% agreed on this hence confirming the influence of School Meals on Students Participation in Secondary Education

#### **4.4.4 The extent to which school meal charges influence the participation of students in education**

The study further asked teachers to indicate to the extent to which school meal charges influence the participation of students in education. The results are shown below



**Figure 4.5: The extent to which school meal charges influence the participation of students in education**

From the figure 4.5, most of the teachers noted that school meal charges influence the participation of students in education . The findings indicates that school meal charges

influence the participation of students in education since majority of the teachers noted that it influences the participation.

#### **4.4.5 Influence of School meals on students participation in Secondary Education**

The researcher intent to find out the influence of School meals on students participation in Secondary Education. The results from the principals, teachers and students are shown below.

**Table 4.8: Influence of School meals on students participation in Secondary Education according to the Principals**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Students miss school due to lack of money to pay for school meals	14.3	50	14.3	21.4	0
Meals provided in school are adequate for the students	42.9	42.9	14.3	0	0
Students drop out of school due to lack of money to pay for school meals	0	64.3	0	0	35.7
School meals are supplemented by growing crops or keeping animals in school	14.3	28.6	0	0	57.1

From the table 4.8, majority of the principals agreed that Students miss school due to lack of money to pay for school meals, that meals provided in school are adequate for the students, that students drop out of school due to lack of money to pay for school meals and School meals are not supplemented by growing crops or keeping animals in school.

**Table 4.9: Influence of School meals on students participation in Secondary Education according to the Teachers**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Some students drop out of school due to lack of money to pay for school meals.	16.8	50.4	8	19.7	0
Some students drop out of school because they can't get adequate meal in school.	21.9	11.7	44.5	20.4	1.5
School meals are overcharged making it unaffordable to some parents.	44.5	25.5	24.8	3.6	1.5
School has made effort to subsidise school meals by growing food or keeping animals.	4.4	24.1	8.0	47.4	15.6

From the table 4.9, majority of the teachers indicated that students drop out of school due to lack of money to pay for school meals, that School meals are overcharged making it unaffordable to some parents, that Schools have not made effort to subsidise school meals by growing food or keeping animals. The findings indicates that students drop out of school because they can't get adequate meal in school which shows that there is an influence of school meals on student participation in secondary education. This concurs with a study by

Afridi(2001) in school in Paradesh India which found that school meals influenced students attendance.

**Table 4.10: Influence of School meals on students participation in Secondary Education according to the Students**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Students drop out of school because of lack of money to pay for school meals	4.4	18.8	17.6	22.6	24.6
Meal provided in school is adequate to sustain a student throughout the day	21.7	30.5	7.9	17.0	22.9
Students are often sent home to collect money for school meals	26.1	21.7	12.0	14.4	13.8
Schools has grown food crops or kept animals to supplement meals taken by students	12.3	17.0	7.6	9.7	41.3

From the table 4.10, most of the students strongly disagreed that Students drop out of school because of lack of money to pay for school meals, majority also indicated that that Meal provided in school is adequate to sustain a student throughout the day. Most of them also noted that students are frequently sent home to collect money for school meals. Majority also indicated that schools do not grown food crops or kept animals to supplement meals taken by student .The findings indicate that school meals has influence on the participation of students on secondary education.

#### **4.5 Influence of Parents Teachers Association levies example infrastructure fund on students' participation in secondary education**

In order to establish how extra school levies affect academic performance in public primary schools in Kikuyu, the researcher asked principals, teacher and students to provide information by answering research items in the questionnaires. The responses are shown below.

##### **4.5.1 Contribution of development funds to Students dropping out of school**

The study sought to determine to what extent the contribute to the dropping out of school of students. The results are shown below.

**Table 4.11: Contribution of development funds to Students dropping out of school as per Principals**

	<b>Frequency</b>	<b>Percent</b>
To a great extent	9	64.3
To some extent	5	35.7
<b>Total</b>	<b>14</b>	<b>100</b>

From the table 4.11, most of the principals indicated development funds contribute to the dropping out of school of students. This concurs with a study by Cheruiyot (2011) who found that even with government subsidy parents still have a burden to pay development fund which affect students' participation.

**Table 4.12: Contribution of development funds to Students dropping out of school as per Teachers**

	<b>Frequency</b>	<b>Percent</b>
To a great extent	22	17.5
To some extent	97	70.8
Not at all	16	11.7
<b>Total</b>	<b>135</b>	<b>100</b>

From the table 4.12, most of the teachers indicated that development funds contribute to the dropping out of school of students, 17.5% indicated it contributes to the great extent. While 11.7% noted that it does not contribute at all. Therefore the findings indicate that that development funds contribute to the students dropping out of school.

**Table 4.13: Contribution of development funds to Students dropping out of school as per Students**

	<b>Frequency</b>	<b>Percent</b>
To a great extent	39	13
To some extent	88	30
Not at all	112	37
Not sure	61	20
<b>Total</b>	<b>300</b>	<b>100</b>

From the table 4.13, the results indicate that majority of the students indicated development funds do contribute to the dropping out of school of students. This concurs with Maryam(2008) who indicated that civil society supports government through

payment of levies to support school projects where the student is from a poor household the student is pushed out of school due to lack of money to pay for the levies. Findings indicates that development funds contributes to the dropping out of school of students.

#### 4.5.2 Development Fund

The study further asked the respondents to indicate to what extent the development fund influence the participation of students on student education. The findings are tabulated below

**Table 4.14: Influence of Development Fund as per Principals**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Development fund is a major obstacle to students in participating in education	21.4	57.1	7.1	0	14.3
School projects are well funded by the government	14.3	50.0	0	0	35.7
Students are often sent home to collect money for development	28.6	64.3	0	7.1	0
Students drop out of school due lack of money meant for development	14.3	57.1	0	28.6	0

From table 4.14, the data shows that majority of the principals indicated that Development Fund is a major obstacle to students in participating in education, that School projects are well funded by the government, that Students are often sent home to



collect money for development and Students drop out of school due lack of money meant for development.

**Table 4.15: Influence of Development Fund as per Teachers**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
PTA levies charged is a barrier to students' participation in education	20.4	48.9	12.4	13.1	5.1
School projects are sufficiently funded by CDF kitty	3.6	8.8	4.4	65.7	17.6
Students are often sent home to collect money for development	23.4	54.7	12.4	4.4	6.1
Students drop out of school for lack of payment of development fund	23.4	46.0	13.1	14.4	6.1

From the table 4.15, the data shows that majority of the teachers indicated that School projects are sufficiently funded by CDF kitty. Most of the teachers indicated that levies charged is a barrier to students' participation in education, that Students are often sent home to collect money for development and that students drop out of school for lack of payment of development fund. This concurs with Mbugua(2008) who noted that PTA levies are utilised in development of school physical facilities. The finding indicates that development fund influence students' participation in school.

**Table 4.16: Influence of Development Fund as per Students**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Development Fund charged on parents contribute to students dropping out of school	19.6	25.5	11.4	14.1	16.4
School projects are well funded by the government	10.9	24.0	8.5	16.7	27.9
Students are often send home to collect money for development fund	26.7	32.3	5.0	10.3	13.8
Students drop out of school due to lack of money for school development	15.5	20.2	16.4	15.2	20.5

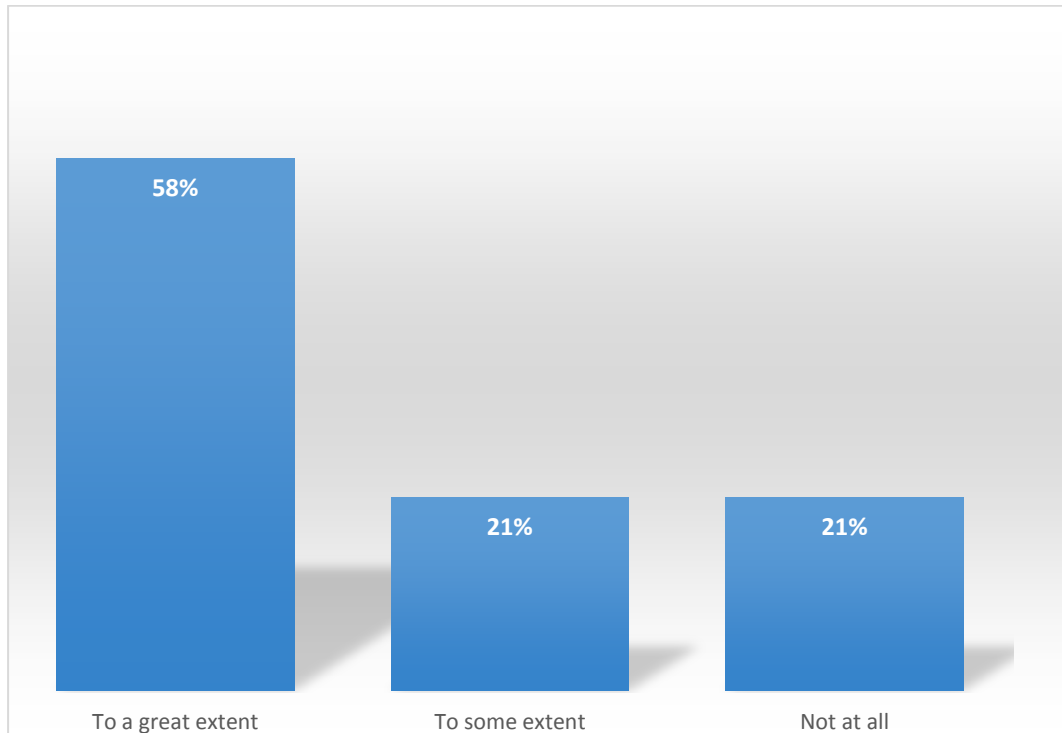
From the table 4.16, majority of the students felt that School projects not are well funded by the government. Most of them also indicated that Development fund charged on parents contribute to dropping out of school and that Students are often send home to collect money for development fund. According to Labook (2000) parents are encouraged to pay levies to be used to fund school projects. This influence student participation in education. Thus the researcher pegged the reason of low participation in secondary education due to extra levies.

#### **4.6 Influence of school uniform on student' participation in secondary school education.**

The researcher sought to find out the influence of school uniform on student' participation in secondary school education. The findings are shown below.

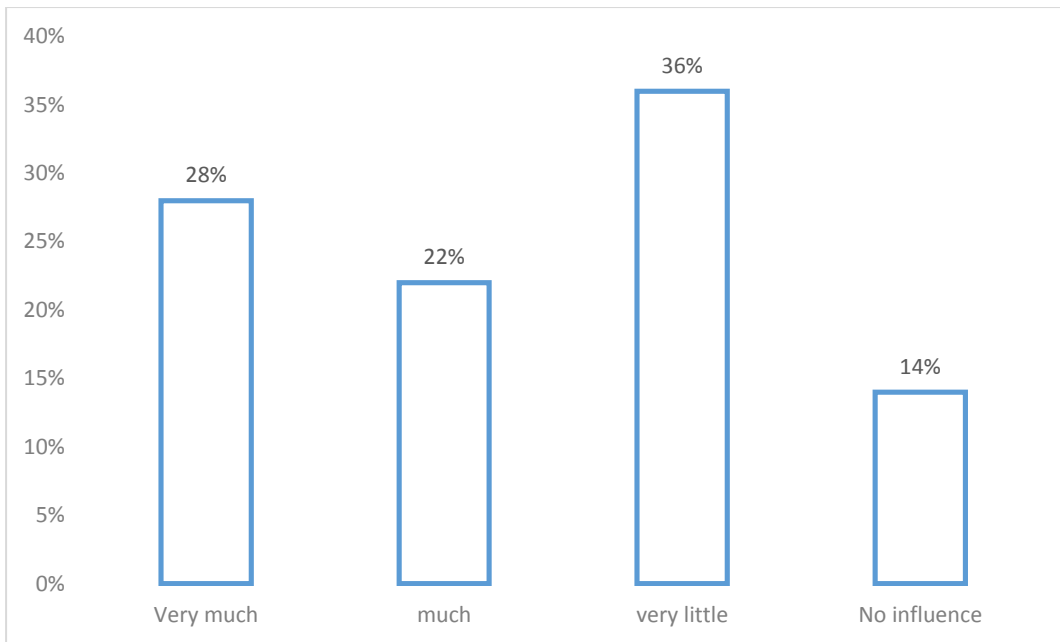
#### 4.6.1 Influence of school uniform on students' School Attendance as per the principal

The study sought to identify to what extent the principals do agree that the students school attendance is influenced by availability of uniform.



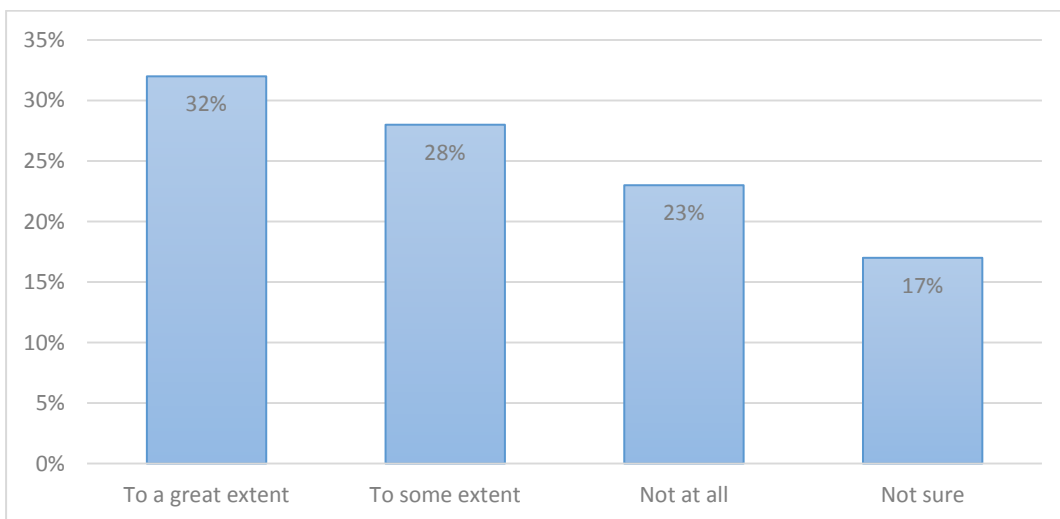
**Figure 4.6: Influence of uniform on School Attendance as per Principal**

From the figure 4.6, majority of the principals indicated that the students' school attendance is influenced by availability of uniform. This finding concurs with with a study by Stasavage(2005)who found that parents who could not afford uniform retained their children at home.



**Figure 4.7: Influence of uniform on School Attendance as per Teachers**

From the figure 4.4, majority of the teachers indicated that the students school attendance is influenced by availability of uniform. This concurs with GOK (2004) that uniform makes students equal and those without it feel inferior and discriminated and some opt to drop out



**Figure 4.8: Influence of uniform on School Attendance as per Students**

From the figure 4.8, majority of the students indicated that the students' school attendance is influenced by availability of uniform.

The respondents were also asked to indicate according to their feelings the what extent the statements given as per influence of school uniform on students' participation in secondary school education The results were as indicated below.

**Table 4.17: Influence of uniform on School Attendance as per Principals**

	Strongly Agree	Agree	Disagree	Strongly Disagree
School uniform is unnecessary expense to the students	0	42.9	28.6	28.6
Cost of school uniform hinders students participation in education	42.9	21.4	0	35.7
Parents buy uniform from a shop of their choice	0	35.7	35.7	28.6
Uniforms are provided in school at a subsidised price	14.3	0	57.1	28.6

From the table4.17, most of the principals indicated that School uniform is a necessary expense to the students, cost of school uniform hinders students participation in education, that Parents do not buy uniform from a shop of their choice and that Uniforms are not provided in school at a subsidised price. The findings indicates that school uniform influences students' participation in secondary school education.

**Table 4.18: Influence of uniform on School Attendance as per Teachers**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
School uniforms are unnecessary expense to the parents	12.4	8.8	37.2	40.1	1.5
School uniforms influence attendance of student in education	16.8	37.2	8.0	17.5	19.0
School provides uniform at the prevailing market price	4.4	20.4	16.8	36.5	20.4
Parents are given an opportunity to buy school uniform for their students	8.0	28.5	8.8	37.2	16.1
Without uniform students would still participate in education effectively	8.0	17.5	8.0	53.3	11.7

From the table 4.18, most of the teachers felt that school uniform is necessary expense to the parents; they also felt that schools do not provide uniform at the prevailing market price; the majority also indicated that without uniform students would not participate in education effectively. This concurs with World Bank (2004) that although many countries in sub Saharan Africa have eliminated school fees, significant costs remain including cost of providing uniform.

**Table 4.19: Influence of uniform on School Attendance as per Students**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students would still participate effectively in school without uniform	31.1	10.6	4.1	9.7	32.6
Cost of uniform hinders students' participation in education	15.5	18.5	11.4	15.2	27.3
Parents can buy school uniform from the shop of their choice	36.7	16.4	1.2	15.5	18.2
Uniforms are provided at school at the market price	8.2	16.1	5.9	13.5	44.3

From the table 4.19, most of the students felt that Uniforms are not provided at school at the market price, they also indicated that cost of uniform hinders students' participation in education ,Students would still participate effectively in school without uniform and that Parents can buy school uniform from the shop of their choice. This is supported by Hanna (2012)who noted that parents should be allowed to buy uniform from cheaper shops.

#### **4.7 Influence of opportunity cost on students' participation in secondary school education**

The study sought to find out the Influence of opportunity cost on students' participation in secondary school education. The results are discussed below.

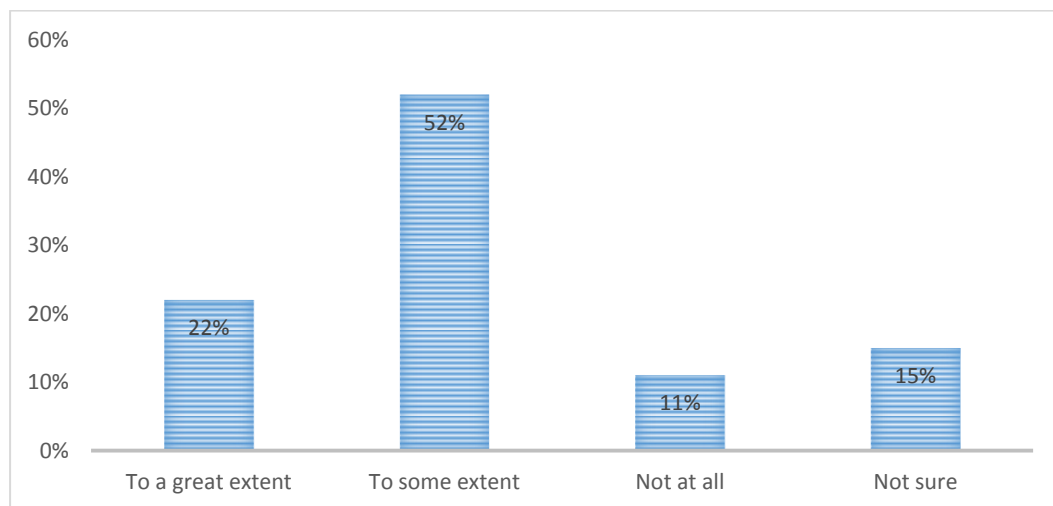
#### 4.7.1 Students drop out of School to earn

The study further asked the respondents to indicate to what extent they do agree with the following statement: Students drop out of school to look for money since economic gains from education are not realised faster than they thought. The table below represents the results.

**Table 4.20: The extent of students' drop out of school to earn as per the principal.**

	Frequency	Percentage
To some extent	10	71%
Not at all	4	29%
<b>Total</b>	<b>14</b>	<b>100</b>

From the table 4.20, the majority of the principals indicated that students drop out of school to earn since economic gain from education is not realised faster than they thought.



**Figure 4.9: Students drop out of School to earn as per the students**

From the figure4.9, most of the students indicated most students drop out of school to earn.



The study further requested the respondents to indicate to what extent they agree or disagree with statements that are in line with the Influence of opportunity cost on students' participation in secondary school education. The results are represented in the tables below.

**Table 4.21: Influence of opportunity cost on students' participation in secondary school education as per the Principals**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Students drop out of school to help in household work	14.3	42.9	35.7	7.1
Students drop out of school to get employed	92.9	0	7.1	0
Students drop out of school because they cannot realise immediate economic benefit from education	28.6	57.1	0	14.3

From the table above 4.21, majority of the principals indicated that Students drop out of school to help in household work,that Students drop out of school to get employed and Students drop out of school because they cannot realise immediate economic benefit from education.

**Table 4.22: Influence of opportunity cost on students' participation in secondary school education as per Teachers**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Students drop out of school to help in housework	49.6	8.0	29.9	10.9	1.5
Students drop out of school to get employed	7.3	40.9	12.4	34.3	3.6
Students drop out of school because to run family businesses	4.4	44.5	13.1	33.3	3.7
Students drop out of school because they cannot realise immediate economic benefit from education	20.4	38.0	8.0	24.8	3.6

In the case of teachers from the table 4.22, most of them felt that Students drop out of school to help in housework. This is supported by Craft (2002) who noted that children combine household duties with schooling. The majority of teachers indicated that Students drop out of school to run family businesses and Students drop out of school to get employed, that Students drop out of school because they cannot realise immediate economic benefit from education. This concurs with a report by UNESCO (2001) which indicated that parents view the benefit of education as far fetched and choose to pre-occupy their children as casual labour where immediate income is guaranteed

**Table 4.23: Influence of opportunity cost on students' participation in secondary school education as per Students**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Students drop out of school to help in doing work at home	5.3	24.0	11.7	21.7	25.2
Student drop out of school to get employed	9.1	41.3	10.9	8.5	18.2
Students drop out of school because they can't see immediate economic benefit from education	15.5	39.6	14.4	7.3	11.1

From the table 4.23, most of the studentssaid that students do not drop out of school to help in doing work at home. Majority said that students drop out of school to get employed and others drop out of school because they cannot realise immediate economic benefit from education. This is in agreement with Elimu Yetu Coalition (2004) that children often leave school to work for wages. The findings of the indicate that opportunity costs influences students' participation in education

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of study findings, answers to research questions, conclusions, recommendations of the study and 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 students' participation in public secondary schools in Kikuyu sub county, Kenya. The study adopted descriptive survey research method. The findings were presented in terms of frequency tables, percentages, charts and graphs.

The objectives of the study were to determine how school meals' charges affect students' participation in public secondary schools in Kikuyu sub-county, to establish the influence of P.T.A. levels for example infrastructure fund on students' participation in public secondary schools in Kikuyu sub-county, to assess how policy on use of school uniform influence students' participation in public secondary schools in Kikuyu sub-county and to determine the influence of opportunity costs on students' participation in public secondary schools in Kikuyu sub-county.

The first objective sought to determine how school meals charges affect students' participation in public secondary schools in Kikuyu Sub County. The findings indicated that the cost of school meals affects student's participation in secondary education. This was supported by the majority of the principals, teachers and students who indicated that students are sent home to collect money meant for school meals. Most of them agreed that school meals are overcharged and most schools do not supplement school meals by growing crops or keeping animals. The finding also indicated that students get

adequate meal to sustain them at school; however majority of principals, teachers and students affirmed that students are frequently sent home to collect money meant for lunch.

The second objective was to establish the influence of the PTA Levis, for example infrastructure funds on students participation. The following were the findings:

The findings indicated that development fund is a major obstacle to student's participation in secondary education. Majority of the principals, teachers and students indicated that students are often sent home to collect money for school development. Such students eventually drop out of school. These principals also indicated that the school projects are not well funded by the government.

The third objective sought to find out the influence of uniform on students participation in secondary school education. The following were the finding:

Majority of the principals, teachers and students indicated that student's attendance is influenced by the availability of the school uniform. The study also found that, the cost of the school uniform hinders student's participation in education. It also emerged that parents are not allowed to buy uniform from the shops of their choice, and that when uniform are sold from school it is not at a subsidized price. Tough there is no clear policy on use of school uniform, majority of the principals teachers and students indicated that school uniform is necessary in enhancing student's participation in education.

The fourth objective sought to find out the influence of opportunity cost on student participation in education. The findings indicate that majority of the principals concur that students drop out of school to earn. Most of the teachers and students felt that

students drop out of school to get employed as casual labourers because they cannot realise immediate economic benefits from education. Majority of the teachers indicated that students drop out of school to help in house work.

### **5.3 Conclusions**

The study has resulted to four main objectives:

1. School meals charges affect students' participation in education in public secondary school in Kikuyu Sub County. Students get adequate meals at school, however they are frequently sent home to collect money for school meals this affects their participation in education.
2. PTA levies for example development fund influence students' participation in education in public secondary schools. School projects are not adequately funded by the government. Therefore students are frequently sent home to get money for development of school projects; this affects their participation in education.
3. Availability of school uniform influence students' participation in education in public secondary schools. School uniform is necessary. School uniform is sold in school at unsubsidized price making it expensive for the parents hence students are often send home to get money for it.
4. Opportunity cost of education influence students' participation in secondary school education. Students drop out of school to earn, to help in house work or because they can't realise immediate economic benefit of education.

## **5.4 Recommendations**

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

### **5.4.1: Policy Recommendations**

1. The policy makers should come out clearly on policies concerning school uniforms where parents can procure uniform from shops of their choice to make it affordable.
2. The level of financing of education by the government and other stakeholders should be increased in order to cater for school development projects.
3. School management to come up with income generating projects to cushion parent against hidden costs of education.

### **5.4.2 Suggestions for further research**

The researcher suggested that further research should be carried out on the following areas:

1. The relationship between hidden costs and participation rates in private school.
2. Effects of income generating activities on students' participation in education.
3. Since the study was carried out in a Peri -urban setting, a similar study should be conducted in an urban setting and the results compared.
4. The relationship between hidden costs of education and academic performance.

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## APPENDICES

### Appendix I: Introduction letter

JosephNdiranguKingori  
University of Nairobi  
P.O. BOX 30197-00100  
Nairobi  
Mobile: 0722255448

To:.....

Dear Sir/Madam

#### **Ref: Request for Participation in Research Study**

Am a final year master student at the University of Nairobi, my area of specialization is Educational Planning. I am currently undertaking a research study on the impact of hidden costs of education on students' participation in public secondary school in Kikuyu Sub County.

I would be grateful if you could spare time and complete the enclosed questionnaire. Your identity will be treated with utmost confidentiality. Your timely response will be highly appreciated.

Yours faithfully

Josephn Ndirangu Kingori

## Appendix II: Questionnaire

### Principals Interview Guide

#### A: Background Information

(Please tick/fill spaces provided)

1. What is your gender?
2. How long have you been a principal?
3. What is your professional qualification? Diploma [    ]    Degree [    ]  
Masters [    ]    Others.....
4. Indicate category of your school: Day[    ]    Day and boarding[    ]  
Boarding [    ]

#### B: Influence of school meal charges on student' participation in secondary school education

5. How often are students sent home for lack of money to pay for school meals?

Rarely [    ]    often [    ]    very often [    ]

6. To what extent do you agree to the following statements? Key: strongly agree (SG), Agree (AG) undecided (U) Disagree (D) Strongly Disagree (SD)

	SG	AG	U	D	SD
Students miss school due to lack of money to pay for school meals					
Meals provided in school are adequate for the students					
Students drop out of school due to lack of money to pay for school meals					
School meals are supplemented by growing crops or keeping animals in school					

**C. Influence of Parents Teachers Association levies example infrastructure fund on students' participation in secondary education.**

7. To what extent do you agree with the following statement: Failure to pay for Development Fund has contributed to students dropping out of school?

- (a) To a great extent [   ]
- (b) To some extent [   ]
- (c) Not at all [   ]
- (d) Not sure [   ]

8 Indicate your feelings towards the following statements regarding development fund.

Key: strongly agree (SG), Agree (AG) undecided (U) Disagree(D) Strongly Disagree(SD)

	SG	AG	U	D	SD
Development fund is a major obstacle to students in participating in education					
School projects are well funded by the government					
Students are often sent home to collect money for development					
Students drop out of school due lack of money meant for development					

**D. Influence of uniform on students' participation in secondary school education.**

9. To what extent do agree with the following statement: Students school attendance is influenced by availability of uniform

- (a) To a great extent [   ]
- (b) To some extent [   ]
- (c) Not at all [   ]
- (d) Not sure [   ]

10. Indicate your opinion about the following statements:Key:strongly agree (SG), Agree (AG) undecided (U) Disagree (D) StronglyDisagree (SD)

	SG	AG	U	D	SD
School uniform is unnecessary expense to the students					
Cost of school uniform hinders students participation in education					
Parents buy uniform from a shop of their choice					
Uniforms are provided in school at a subsidised price					

**E.Influence of opportunity cost on students’ participation in secondary school education**

11. To what extent do you agree with the following statement; Students drop out of school because they value earning more than education.

- (a) To a great extent [    ]
- (b) To some extent [    ]
- (c) Not at all [    ]
- (d) Not sure [    ]

12. Indicate your opinion statement about the following statements:Key:strongly Agree (SG),Agree (AG) Undecided (U)Disagree(D)Strongly Disagree(SD)

	SG	AG	U	D	SD
Students drop out of school to help in household work					
Students drop out of school to get employed					
Students drop out of school because they cannot realise immediate economic benefit from education					

13. Which are some of the income generating activities students engage in when they the drop out of school?.....

**Thank you for your cooperation**

## Teachers Questionnaire

The questionnaire is designed to gather general information about effect of hidden costs of education on students' participation in public secondary schools in Kikuyu Sub-County. You are therefore assured that your responses will be kept confidential. The questionnaire is meant for educational research purpose only. Tick the required option with explanation if required.

### A Demographic Characteristic

1. Type of school Day  Boarding  Day and boarding
2. Indicate your sex Male  Female
3. How long have you been a teacher?  
0 – 1 year  2 – 4 years  5 – 9 years  10 – 14 years   
More than 15 years
4. Which is your professional qualification?  
Untrained  Diploma  First degree  Masters   
Others specify \_\_\_\_\_

### B. Influence of school meals on Students' participation in Secondary Education

5. Does school meal charges have any influence on students' dropout?

Yes  No  Not sure

6 To what extent do you think the school meal charges influence the participation of students' in education?

- (e) To a great extent
- (f) To some extent
- (g) Not at all
- (h) Not sure

7. Indicate whether you strongly agree (SG), Agree (AG) undecided (U) Disagree (D) Strongly Disagree (SD) with the following statement in relation to influence of school meals on student' participation in secondary education

	SG	AG	U	D	SD
Some students drop out of school due to lack of money to pay for school meals.					
Some students drop out of school because they can't get adequate meal in school.					
School meals are overcharged making it unaffordable to some parents.					
School has made effort to subsidise school meals by growing food or keeping animals.					

**C.Influence of Parents Teachers Association levies example infrastructure fund on students' participation in secondary education**

8. Development fund charged on parents has contributed to students dropping out of school.

(e) To a great extent [  ]

(f) To some extent [  ]

(g) Not at all [  ]

(h) Not sure [  ]

9. Indicate your feelings towards the following statements regarding development fund.Key: strongly agree (SG), Agree (AG) undecided (U) Disagree (D) Strongly Disagree (SD)



	SG	AG	U	D	SD
PTA levies charged is a barrier to students' participation in education					
School projects are sufficiently funded by CDF kitty					
Students are often sent home to collect money for development					
Students drop out of school for lack of payment of development fund					

10. In your opinion how would school projects be funded?.....  
 .....

**D.Influence of uniform on students' participation in secondary school education.**

11. Participation of students in secondary education is influenced by availability of school uniform.

Very much [ ] much [ ] very little [ ] no influence [ ]

12. Indicate your feelings towards the following statementsKey: strongly agree (SG), Agree (AG) undecided (U) Disagree (D) Strongly Disagree (SD)

	SG	AG	U	D	SD
School uniforms are unnecessary expense to the parents					
School uniforms influence attendance of student in education					
School provides uniform at the prevailing market price					

Parents are given an opportunity to buy school uniform for their students					
Without uniform students would still participate in education effectively					

**E. Influence of opportunity cost on students' participation in secondary school education**

13. What would you say about the influence of the following on students' participation in secondary education? Key: strongly agree (SG) Agree (AG) undecided (U) Disagree (D) Strongly Disagree (ST)

	SG	AG	U	D	SD
Students drop out of school to help in housework					
Students drop out of school to get employed					
Students drop out of school because to run family businesses					
Students drop out of school because they cannot realise immediate economic benefit from education					

14. In your opinion which activities would attract students to drop out of school?

.....

**Thank you for your cooperation**

## Students Questionnaire

You are kindly asked to respond to the questions below; the information you give will be confidential. Do not write your name on this questionnaire. Note questionnaire is meant for educational research purpose only.

### A. Demographic Characteristics

1. What is the type of your school?

Day       Boarding       Day and boarding

2. What is your age?

12-14 years     15-17 years     18-20 years

3. In which form are you?

Form I     Form II     Form III     Form IV

### B. Influence of school meals on Students participation in Secondary Education

4. Cost of school meals affects students' participation in education.

(a) To a great extent

(b) To some extent

(c) Not at all

(d) Not sure

5. Indicate the extent in which you agree with the following statements. Key: strongly agree (SG), Agree (AG) undecided (U) Disagree (D) Strongly Disagree (SD)

	SG	A	U	D	SD
Students drop out of school because of lack of money to pay for school meals					
Meal provided in school is adequate to sustain a student throughout the day					
Students are often sent home to collect money for school meals					

Schools has grown food crops or kept animals to supplement meals taken by students					
--	--	--	--	--	--

6. To what extent do you think cost of school meals influence participation of students in education?

- (a) To a great extent [    ]
- (b) To some extent [    ]
- (c) Not at all [    ]
- (d) Not sure [    ]

**C.Influence of Parents teachers association levies example infrastructure fund on students’ participation in secondary school education.**

7. P.T.A. development fund has contributed to students dropping out of school.

- (a) To a great extent [    ]
- (b) To some extent [    ]
- (c) Not at all [    ]
- (d) Not sure [    ]

8. Indicate the extent to which you agree with the following statementsKey:strongly agree (SG), Agree (AG) undecided (U) Disagree (D) Strongly Disagree (SD)

	SG	AG	U	D	SD
Development Fund charged on parents contribute to students dropping out of school					
School projects are well funded by the government					
Students are often send home to collect money for development fund					
Students drop out of school due to lack of money for school development					

**DInfluence of school uniform on students’ participation in secondary school education.**

9. To what extent do you think Students' participation in secondary school education is influenced by availability of school uniform for the students?

- (a) To a great extent [   ]
- (b) To some extent [   ]
- (c) Not at all [   ]
- (d) Not sure [   ]

10. Indicate your opinion about the following statements. Key: strongly agree (SG), Agree (AG) undecided (U) Disagree (D) Strongly Disagree (SD)

	SG	AG	U	D	SD
Students would still participate effectively in school without uniform					
Cost of uniform hinders students' participation in education					
Parents can buy school uniform from the shop of their choice					
Uniforms are provided at school at the market price					

**E. Influence of opportunity cost on students' participation in secondary education.**

11. To what extent do you agree with the following statement: Students drop out of school to look for money since economic gains from education are not realised faster than they thought.

- (a) To a great extent [   ]
- (b) To some extent [   ]
- (c) Not at all [   ]
- (d) Not sure [   ]

12. Indicate your opinion about the following statements. Key: strongly agree (SG), Agree (AG) undecided (U) Disagree (D) Strongly Disagree (SD)

	SG	AG	U	D	SD
Students drop out of school to help in doing work at home					
Student drop out of school to get employed					
Students drop out of school because they can't see immediate economic benefit from education					

13. In your opinion which activities would attract students to drop out of school?

.....

**Thank you for your cooperation**

## Appendix III: Research Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No. **NACOSTI/P/15/13067/8882**

Date:

**30<sup>th</sup> November, 2015**

Joseph Ndirangu Kingori  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of hidden costs in education on students participation in public secondary schools in Kikuyu Sub County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **30<sup>th</sup> November, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** 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.

  
SAID HUSSEIN  
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner  
Kiambu County.


The County Director of Education  
Kiambu County.

# Appendix IV: Research Permit

**CONDITIONS**

1. You must report to the County Commissioner and the County 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 without 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) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

**REPUBLIC OF KENYA**



**National Commission for Science, Technology and Innovation**


**RESEARCH CLEARANCE PERMIT**

Serial No. A **7360**

**CONDITIONS: see back page**

**THIS IS TO CERTIFY THAT:**  
**MR. JOSEPH NDIRANGU KINGORI**  
**of UNIVERSITY OF NAIROBI, 30197-100**  
**NAIROBI, has been permitted to conduct**  
**research in Kiambu County**  
**on the topic: INFLUENCE OF HIDDEN**  
**COSTS IN EDUCATION ON STUDENTS**  
**PARTICIPATION IN PUBLIC SECONDARY**  
**SCHOOLS IN KIKUYU SUB COUNTY,**  
**KENYA.**  
**for the period ending:**  
**30th November, 2016**

*[Signature]*  
**Applicant's**  
**Signature**



*[Signature]*  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**



## Appendix V: Budget

<b>BUDGET</b>	<b>TOTAL COST</b>
<b>Proposal writing</b>	
Typing and printing services	2,500
2 realms of printing and photocopying papers	800
1 realm of foolscaps	400
<b>Stationery</b> : 10 pens, 5 A4 exercise books	600
Internet services	3,500
Transport	3,000
<b>Data collecting</b>	
Printing, photocopying and binding	10,000
Travelling expenses	5,500
Meals accommodation	3,000
Communication with supervisor and respondents (Airtime)	2,000
<b>Data Analysis and report writing</b>	
Printing and photocopying	5,000
SPSS Services	6,000
2 reams of printing /Photocopying papers	1,000
Secretarial services	4,000
Contingencies	10,000
<b>GRAND TOTAL</b>	<b>57,300</b>

### Appendix VI: Time Schedule

Year 2014-2015									
No	Activity/date	Jan-Apr	May	June	July	Aug	Sept	Oct	Nov.
1	Preparation and submission of proposal								
2	Pilot testing of instruments								
3	Refining of instruments								
4	Data collection								
5	Data analysis								
6	Report writing								
7	Submission of final report								