

**INFLUENCE OF EDUCATIONAL EXTRA LEVIES ON STUDENTS PARTICIPATION
IN DAY PUBLIC SECONDARY SCHOOLS: A CASE STUDY OF KWANZA SUB-
COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment for the Requirement for the Award of the
Degree of Masters of Arts in Project Planning and Management, University of Nairobi.**

2015

DECLARATION

This research proposal is my original work and has not been submitted for an award in degree in any university.

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DEDICATION

This research project is dedicated to my family especially my wife Nancy, my sons Gillian, Larry and daughter Esther. I cannot also forget my parents , Hezron and Jane, for their prayers and encouragement that enabled me to push on . Not to be forgotten are my brothers and sisters.

ACKNOWLEDGEMENT

I wish to acknowledge with appreciation the help of those who contributed in the completion of this work .

First is my supervisor Mr.Patrick Cheben Simiyu who ,despite his busy schedule gave me unlimited attention academic guidance ,professional advice and suggestions when writing this project .I also thank all my lecturers at the Kitale Extra Mural campus for their guidance and support through my course.

Secondly, I wish to acknowledge the contribution of my colleagues and friends in the Project Planning and Management class. My entire family were present during the trying moment of preparing this project and thanks to the University of Nairobi staff for the much help they gave me during studies. Thanks to all those who contributed in one way or the other for the success of this proposal.

God bless you.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
EFA	Education For All
ESEA	Elementary And Secondary Education Act
FDSE	Free Day Secondary Education
FFE	Food For Education
HCT	Human Capital Theory
GDP	Gross Domestic Product
GER	Gross Enrollment Rate
ILO	International Labour Organization
IPAR	Institute of Policy Analysis and Programme
KESSP	Kenya Education Sector Support Programme
KIPPRA	Kenya Institute of Public Policy Research and Analysis
MDGs	Millennium Development Goals
MOE	Ministry of Education
NGOs	Non Governmental Organizations
OECD	Organization for Economic Co-operation and Development
PTA	Parents/Teachers Association
SCEO	Sub County Education Officer
SPSS	Statistical Package for Social Sciences
SSA	Sub-Sahara Africa
TIVET	Technical Industrial Vocational and Entrepreneurial Development
UPE	Universal Primary Education
UNESCO	United Nations Educational Scientific and Cultural

ABSTRACT

The Kenya Government offers Free Day Secondary Education(FDSE)but there are families that are unable to send their children to secondary school. The list of that a student has to meet before admission to a secondary school includes items as :school uniform, dictionary, Kamusi Ya Kiswahili, passport size photographs. This is an extra cost for parents and that lowers the participation rate of learners. The purpose of the study was to investigate the influence of educational extra levies ,based on Human Capital Theory (HCT),on participation in day public secondary schools ,Kwanza Sub-County .The study was guided by the following objectives :to establish tuition levies influencing participation in day public secondary schools ,to determine how revenue from remedial levies influence the supply of learning resources in schools, to establish how lunch levies influence participation and to investigate if school improvement levies influence learners to drop out and engage in child labour in kwanza Sub-County .The study was conducted using the descriptive survey design .The study used simple random sampling .It used questionnaires for teachers ,interview schedules for parents and focus group discussions for learners as tools of data collection .Descriptive statistics was used for data analysis and the results was presented using tables and narrations. The study found that despite day public secondary education being free there were levies that parents meet .For instance remedial teaching ,uniform ,stationary ,levies for school activities ,sports and clubs levies ,development funds, educational tours, examination fees, and salaries. In relation to learning resources ,FDSE was found to contribute to scarcity of resources as they become inadequate ,are delivered late ,government delays release of the funds or the parents simply relax on fees payment believing that the government will meet all costs of learning resources .Consequently students are sent home for the levies ,they skip school ,engage in child labour to pay for the levies .Regarding lunch levies ,majority of schools have a feeding program that is paid for by parents .Lunch levies influence student participation greatly. That was because learners who were unable to afford payments for lunch remained at home. School improvement levies influenced students because they missed learning looking for money. This influenced their performance negatively and in the long run called for extra tuition or private tutoring.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The Universal Declaration of Human Rights has emphasized education's importance as a fundamental human right and a necessary element of development (World Bank, 2009). Education encompasses the scope of social values, morality, tradition, religion, politics and history. It is the acquired body of knowledge that equips the emerging labour force with the necessary skills to ensure its active participation in economic development. (Kattan & Burnett, 2004). The acquisition of literacy, arithmetic and problem-solving skills improves the value and efficiency of labour. It creates a skilled and intellectually flexible labour force through training, expertise and academic credentials. A professional working force enhances the quality of a nation's economic productivity and guarantees its suitability for global market competitiveness (Grogan, 2006).

Evidence from around the world has demonstrated that investment in people's education is fundamental to improving a country's general welfare and economic growth as well as reducing poverty. In this 21st century, aptly dubbed 'the information age', a knowledge society has emerged where information has assumed an unrivalled importance as a resource. Information acquisition and hence knowledge development is what is stirring innovation and creativity whose engines have in turn become the drivers of modern economies (Levine & Birdsall, 2005).

It is against such background that education and training have become central to governments' overall development strategy. For example, in America, Kattan (2006) noted that the responsibility for kindergarten to grade 12 education rests with the states under the Constitution. There is also a compelling national interest in the quality of the nation's public schools. Therefore, the federal government, through the legislative process, provides assistance to the states and schools in an effort

to supplement not supplant, state support. The Elementary and Secondary Education Act (ESEA) authorizes grants for elementary and secondary school programs for children of low-income families; school library resources, textbooks and other instructional materials; supplemental education centres and services; strengthening state education agencies; education research; and professional development for teachers.

Global Development and Welfare Indices (World Bank 2010) shows that illiteracy and poverty coincide with nations facing challenges of extreme poverty also fairing poorly in terms of knowledge and economy indices and availability of absorption of new technologies .After Jomtein conference on education for all (E.F.A),it was understood that it was by making basic education free that it would include poor children and therefore become universal. MDGs promised EFA by 2015 ,to date not all children have benefited from the promise. Extra levies affect participation all over the world. For example in Bangladesh, Ardt *et al.*, (2005) found out that children who cannot afford the costs of items not offered in Free Day Secondary Education fail to go to school until they can afford. In Indonesia, those learners who cannot afford to cater for extra levies engage in child labour so as to get enough money to afford such. In sub Saharan Africa some of the worlds poorest people have to pay for the previllage of sending their children to schools that lack qualified teachers, books and the basic infrastructure that can support learning. In Uganda (Stasavage, 2005) and Ethiopia (World Bank, 2005) parents who cannot afford to buy uniforms and textbooks retain their children home thus affecting participation (Tooley, Dixon & Stanfied, 2006). In Burkina Faso, Mali and Mozambique, one of the reasons for leaving school before completion is extra levies (World Bank, 2006).

In 2005, the government published Sessional Paper Number 1 on Education which was to lower costs and to provide instructional materials to the needy public secondary schools while encouraging parents and communities to provide infrastructure and operational costs .A task force

was formed to establish ways of providing affordable secondary education .The task suggested introduction of tuition waiver / subsidy but noted likely challenges such as sustainability ,ineffectiveness and politicization (IPAR 2007).

On 20th February 2008 the Government implemented the Free Day Secondary Education programme with the aim of providing more opportunities to the disadvantaged school age children (Otach, 2008). This is in line with Education for all (EFA) and millennium Development Goals (MDGs). The programme created a positive outcome because it resulted in significant increase in enrolment in a majority of the schools UNESCO (2012). The policy abolished tuition fees and other levies arguing that fees and levies posed a serious hindrance to children wanting to access education in schools. The Free Day Secondary Education policy has been described as laudable because of its effect on Gross Enrolment Rate (GER).According to UNESCO (2012) Free Day Secondary Education (FDSE) program provides children with staffed public schools to attend as well as avail learning materials. Nevertheless, as the years go by, the initial amount of money allocated per student annually Kshs. 10,265 has been going down in value due to inflation and rising prices of commodities . This has reduced the capacity of the government subsidy to supply students with learning resources. Others costs of education like uniform, food or transport to school are also not provided under FDSE policy. These costs are to be paid by the students' parent; many of whom live in the people's settlements (slums) and make less than a dollar per day. Therefore, they cannot afford to send them to public schools.

The Free Day Secondary Education saw many children particularly from poor families; enjoy an opportunity to be in school (UNDP, 2012). The number of boys and girls enrolled in secondary school has risen from 0.8 million to a staggering 1.4 million today. However, there are glaring obstacles that are keeping the learners out of school (Kaga, 2006). For example Nthiga (2006) revealed that there are extra levies associated with Free Basic Education in Tharaka District much as the Kenyan Government had banned payment of levies in Day Public Schools. These levies

include PTA fund to build classrooms ,uniforms, lunch,emolment fees and fees for field trips among others.

Table 1.1 G.O.K Subsidy

Vote head	GOK Subsidy per student (ksh)
Tuition	3600
Boarding equipment and stores (BES)	400
Repairs, maintenance and improvement (RMI)	400
Local travel and transport (LTT)	400
Administration cost	500
Electricity, water and conservancy (EWC)	500
Activity fees	600
Personal emoluments	3965
Medical	300
Total	10265

The Ministry of Education provides ksh 10265 per student per year in the day public secondary school. This subsidy made many children from poor families enroll in secondary schools. The number of boys and girls enrolled rose from 0.8 million to 1.4 million. Gogo (2011) in a study in Nyando District reported that though it would be ideal to reduce fees in schools ,principals felt this was not possible and that fees should be raised. They argued that prevailing budgets in public schools were the lowest in the face of consistent increase in prices of goods and services that affect trained school budgets so parents meet the obligation of paying for school uniform lunches development projects. Complaints from parents and head teachers arising from increased prices of

school uniforms ,stationery and food have persisted. The government grant is erratic in dispersement , inadequate and delayed .

In Kisumu, extra levies lead to school dropouts ,Oywa (2010).In Kibera it leads to insufficient sanitary facilities making learners who cannot cope to leave school .In Kisii, parents who are unable to meet the extra levies have their children sent home ,Ngwacho (2011). In Kiambu, Mwebia (2010) the learners become child labourers.

Hence, the question is if the government of Kenya can fully cater for the increasing number of needy learners in Day Public Secondary Schools in order to increase participation in these schools. Thus the need to investigate the influence of extra levies on students' participation in Day Public Secondary Schools in Kwanza Sub county.

1.2 Statement of the problem

In 2008, the government of Kenya introduced Free Day Secondary Education as a follow up of the Compulsory Free Primary Education that it started in 2003. The main reason was to increase participation and ensure high retention and completion rates in secondary education to all learners. Despite this, there are cases of drop outs in secondary schools due to extra levies of education. This is because the children of parents who are unable to meet costs like PTA funds, text books, uniforms, teacher motivation fees, food are always sent home from school to come with the same. Given that the government offers Free Day Secondary Education, it would be expected to cover all the costs of education but this is not the case. As a result tuition levies ,for example uniform, may end up influencing learner participation .Also remedial levies may influence supply of learning resources making them inadequate .Lunch levies and school improvement levies may force learners to drop and engage in child labour so as to get money for catering for the levies of education. This influences their participation and may affect their academic performance. Hence the need to

investigate how extra levies influence participation in Day Public Secondary Schools in Kenya.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of extra levies on participation in Day Public Secondary Schools in Kwanza Sub County.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To establish the tuition levies influencing participation in day public Sec schools in Kwanza Sub- County
- ii. To determine how remedial levies influence the supply of learning resources in Day Public Secondary Schools in Kwanza Sub- county.
- iii. To establish how lunch levies influence participation in Day Public Secondary Schools in Kwanza Sub- county.
- iv. To investigate if levies for school improvement in Day Public Secondary Schools influence learners to dropout and engage in child labour.

1.5 Research questions

- i. How do tuition levies influence participation in Day Public Secondary Schools in Kwanza Sub County?
- ii. How do remedial levies influence the supply of learning resources in Day Public Secondary Schools in Kwanza Sub County?

- iii. How do lunch levies influence participation in Day Public Secondary Schools in Kwanza Sub County?
- iv. Do levies for school improvement in Day Public Secondary Schools influence learners to dropout and engage in child labour in Kwanza Sub County?

1.6 Significance of the study

The study might be important to the Ministry of Education because it may bring together a range of literature on participation of learners in Free Day Public Secondary Schools and make it easy to compare the costs across counties and thus standardize the levies. With Education For All and Millennium Development Goals targeting access to education, studies such as this can help inform the Ministry of Education, head teachers, teachers, parents and learners on some of the complexities around school non-participation and bring new insights to policy makers and educational practitioners. The study may provide information that could form the basis for further critical assessment and evaluation of the FDSE situation by future researchers to facilitate more concrete and valid solutions to the problem. The results of this study might be of benefit to other researchers interested in this area of research.

1.7 Limitations of the study

There are limitations which may have affected this study. Due to fear of reprimand by higher authorities like education officers and principals of schools, the respondents could tend to give socially acceptable responses. The researcher could also not be in a position to control the attitudes of the respondents. However, the researcher assured the respondents of anonymity of their identity to encourage them to give information truthfully. The researcher also explained the importance of the study to the respondents in order for them to have an objective attitude towards the study.

1.8 Delimitations of the study

This study was carried out in Kwanza Sub County. It was done in the Day Public Secondary Schools in the region. This was because education in public schools is more influenced by government policy as compared to education in private schools. The study focused on four variables; tuition levies, and how remedial levies influence supply of learning resources, lunch expenses and school improvement levies. The study targeted the teachers, parents and students because they are affected by the issue of extra levies were likely to understand it well.

1.9 Assumptions of the study

This study was carried out on the assumption that the respondents were aware of the study. It also assumed that the sample population adequately represented the target population. It was assumed that the parents were willing to take their children to free day secondary school but the challenge was the levies

1.10 Definition of significant terms

Child labour refers to the employment of children who are otherwise supposed to be attending school instead of working so that they can get enough money to pay for extra levies of education

Extra levies are the charges that are not catered for by Free Day Secondary Education yet they have to be paid for like uniforms, PTA funds, lunch, teacher motivation fees, remedial class levies, computer levy.

Learning resources are things used to support the learning process like ink, paper, Text books.

Participation refers to the access to education, retention, performance and graduation of learners

School dropouts refer to the students who fail to complete the secondary school cycle of education

School levies refer to the fees which have to be paid for by the parents

1.11 Organization of the study

The study is organized into the following chapters; Chapter One contains background of the study, statement of the problem, purpose of the study, study objectives, research questions, significance of the study, delimitations, limitations, assumptions of the study, definitions of significant terms and organization of the study. Chapter Two reviewed the past literature regarding this topic. It also has theoretical framework, conceptual framework ,ethical considerations of the study, legal framework and a summary of the chapter. Chapter Three which is research methodology has the research design, target population, sampling procedure and sample size, data collection instruments, validity and reliability and methods of analysis and presenting data. Chapter Four investigated the influence of extra levies on participation of learners in Day Public Secondary Schools in Kwanza Sub County .It presents results from respondents and research findings that are laid out as per the study objectives. Chapter five presents a summary ,conclusion and recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of the study was to investigate the influence of extra levies on participation in Day Public Secondary Schools in Kwanza Sub county. This chapter contains a review of literature related to the study. It focuses on the empirical studies on the tuition levies influencing participation in Day Public Secondary Schools, how remedial levies contribute to inadequacy of learning resources in schools, how lunch expenses affect participation in day secondary schools and how school improvement levies lead to child labour. It also covers the theoretical framework, conceptual framework and a summary of the chapter.

2.2 Influence of extra levies on students participation

This reviewed the empirical studies which have been done on the tuition levies affecting participation in Day Public Secondary Schools, how remedial levies contribute to inadequacy of learning resources in schools, how lunch levies affect participation and how school improvement levies lead learners to dropout and engage in child labour.

2.3 Influence of tuition levies and learners participation in day public

Secondary schools

Tuition presents a case for extra levies. For example cost of uniforms occurs all over the world. In Bangladesh, Ardt *et al.*, (2005) found out that there are extra levies in the educational system that abolishing tuition fees do not address. Annual testing and activity fees exist in many schools and families often employ private tutors outside of school. If a family cannot afford a tutor, children often fail because of the limited time they have with the teacher, others may drop out of school.

Many schools also require a uniform. This problem is also evident in Latin America and parts of Australia where the extra levies of education, uniforms and transportation, make it difficult for all but the wealthy to send every child in a family to school. Kane (1994) investigating college enrollment of 18-19 yr old high school graduates in the USA found that a US dollar 1000 increase in net direct college costs is associated with a 5 % decline in the likely hood of college enrollment. The effect depends on race ,parental income and strongest in low income yoath. Although education is purportedly free in India, Dorleans (2006) noted that household expenditures are significant and the greatest costs appear to be uniforms and textbooks (approximately 80% of all spending). Despite Nepal's policy of providing free education, households spent a mean of 660 rupees on a primary school child, which amounts to 20% of the income of the poorest households (Glewwe & Kremer, 2005).

Stasavage (2005) noted that in Uganda, parents whose children attend public school spent an average of USh 33,460 on transport, 17,810 on private tutoring, 15,480 on food, 9,710 on tuition fees, and 6,470 on uniforms. Around USh 3,000 were spent on each PTA fees, development funds, and exam fees. Large urban/rural divides exist, particularly with private tutoring, where urban parents spent US\$ 32,700 and rural parents spent only 12,140. World Bank (2005) observed that even with fee abolition, Ethiopian parents collectively spend over 57.5 million Birr on primary school hidden fees, 56.7 million Birr on books, 30.3 million Birr on school supplies, and 47.1 million Birr on unspecified school related expenses. Despite fee abolition in 2001 in Sierra Leone, the share of financing by households is 50.4% in 2003/4. Aggregated, parents were contributing Le 50,330 million with the government contributing Le 49,542 million (World Bank, 2005).

Oywa (2010) on a survey of extra levies of education in Kisumu Municipality reported that the survey is necessitated by frequent complaints by parents that schools were introducing too many levies. He said the school dropout is likely to rise because of the extra levies of education.

According to the report all public schools in Kisumu charge admission fees ranging between Ksh 200 to Ksh2,000 for new students. New entrants also buy their own desks and books. In some schools new students pay Ksh200 for an interview. One school with more than 1,000 students has been charging Ksh50 for the PTA per pupil per Year totaling to Ksh50,000 and a further Ksh50 activity fee per pupil per term. The report said that nearly all the schools sampled are charging between Ksh 50 and Ksh150 tuition fees per term and between 20 and Ksh50 for mock examinations per term (Oywa, 2010).

These studies show that despite the fact that secondary education is free in most countries, parents still have to pay for what the government does not cater for. This makes it cost-sharing and not Free Day Secondary Education.

2.4 How remedial levies of education are due to inadequacy of resources

Malawi where the budgetary resources necessary for erecting more classrooms, train more teachers and procure more textbooks were acutely inadequate .The devastating effect of this inadequacy is that the resources were stretched over a rapidly rising. Fuller (1990) reported the case of number of students ,resulting in decline in quality. UNESCO (2000) noted that availability of teaching and related equipment supplies, furniture and various forms of printed media for teachers and learners is critical in facilitating process of teaching and learning world wide. The report notes that an access to a range of resources and services enables teachers to enrich the teaching environment. The report notes that the developing countries incur high costs in teachers salaries which restricts the funds available to improve classroom and teachers resources by the government. Schools thus begin to charge fees for labour, sports or water bills. Often, these costs as well as the costs of clothing to attend school are prohibitive and students drop out. Others seek child labour in an effort to pay and go back to school . In Kibera, Tooley, Dixon and Stanfield (2008) found out that after the introduction of FDSE, schools that were suffering from insufficient sanitary facilities (toilets and

water) suddenly found themselves unable to cope. Despite the programme being dubbed ‘free’, there were still extra levies that parents were expected to meet. Others seek out child labour in an effort to pay and go back to school. Based on a review of several studies, Avenstrup, Liang and Nellemann (2004) reported that in Uganda, uniforms were the greatest cost; in Lesotho, transport and pocket money were the greatest cost. In Malawi, uniforms and PTA fees were the greatest cost, except in urban areas where transport and extra tuition were the greatest expenses. From 1991-1994, households in Tanzania spent the majority of their school expenditures on uniforms (48%) followed by: books/supplies (23%), UPE fund fees (16%) and others (3%) including registration and PTA funds, transport and lodging). Overall, total costs to education were less than 1% of total household expenditures. Out of the students who dropped out, 10% sought out for child labour to finance their education (Avenstrup, Liang & Nellemann, 2004) In Malawi, fee creep has occurred as Chimombo’s (2005) survey found that 80% still pay for learning materials, 70% for uniforms, 60% for school development funds, 33% for school meals. Unless revenues from officially sanctioned fees are replaced, informal fees and charges are likely to take their place. Fees were abolished clothing to attend school are prohibitive and students drop out.

2.5 Influence of lunch expenses on participation in public day secondary schools

There is a general consensus that Food for Education (FFE) programs increase school participation. For example, in America, the school nutrition programs are more important than ever, as more students participate in the free and reduced price categories. Nationwide, school nutrition programs serve as safety nets for families that are facing financial difficulties as the economy falters. Hinrichs (2010) discovered that the increase in food security does not have significant long-term health effects, but has a positive impact on participation in education. These results may suggest that subsidized lunches induce children to attend school. Ahmed (2004) also provides evidence of the impact of a food program provided to poor households in rural Bangladesh. He shows that the

program had fairly significant impacts on school participation, including an eight percent increase in primary school enrolment and a 12 percent increase in school attendance recorded during unannounced attendance visits. In Burkina Faso, Kazianga, Walque and Alderman (2008) noted a 6 percent increase in students' enrolment from a take-home rations program. They also found that food programs increased school participation by 19 percentage points for boys and 18 percentage points for girls on average. These results suggest that food for education programs remain an effective strategy for attracting children to school.

In Kenya, Uwezo (2010) noted that while the Free Day Secondary Education (FDSE) program has increased access to secondary education especially among poorer households, ancillary costs of secondary education (such as lunch expenses) continue to hinder the educational attainment of many children. While tuition is a major barrier, ancillary costs such as lunch also act as an impediment.

2.6 How School improvement levies and influence on participation of learners

Cumming et al 1995 reported World Bank studies showed China, El Salvador, Malaysia and Indonesia are serving communities that engage in school financing as a result of demand of alternative forms of education. In East Asia all kinds of fees are prevalent. Fees exist in 97% of the 79 countries surveyed by the World Bank in 2005. Fees are standard in South Asia as well, yet the recent trend has been for parents to transfer to the private system where although fees exist, the quality of the schools and availability of resources appear to be higher. In East Asia, all kinds of fees are prevalent, as is the added cost of private tutoring. Fees existed in 97% of the 79 countries surveyed by the World Bank (2005) of these, about 1/3 of all fees charged are unofficial. Most countries charge more than one type of fee and even countries which had recently abolished fees still had some fees. PTA contributions were the most common type of fee (71% of countries surveyed); followed by tuition fees (38%), textbook fees (47%), uniforms (49%) and other activity

fees (43%) (Kattan & Burnett, 2004). In Kenya provision of free tuition in secondary schools was to attract the poor and vulnerable groups into the secondary school system. However tuition charges vary from school to school with different names like education support program ,academic welfare .Such levies are approved officially and bursaries and grants come in to help vulnerable groups like those from slums. Day public secondary schools don't levy heavy tuition fees and this makes them to lack on infrastructure and teacher motivation thus performance in national exams is poor compared to boarding county schools and national schools.

Other levies charged include bus purchase, maintenance and insurance for schools that desire their own transport. In line with ICT integration in schools. Schools charge computer levies. The schools that have computer facilities seem to attract more learners than those without .So schools levy this charge to keep up with others that offer computer lessons.

2.7 Summary of the literature review

The study's dependent variable was secondary school participation. There were four independent variables: tuition levies ,remedial levies and inadequacy of learning resources, lunch expenses and school improvement levies . Previous studies on extra levies of education showed that despite the fact that secondary education is free in most countries, parents still have to pay for what the government does not cater for. These make it cost-sharing and not free education. As a result, some children whose parents cannot afford to buy the items the government does not buy like uniform, stationery are always sent home to get them. In Kenya, most studies on extra levies of education have been carried in other areas like Bungoma, Kisumu, Kisii, Kiambu and Nyeri but in Kwanza Sub county, there is limited research on this area. This made this study crucial.

2.8 Theoretical framework

The study was guided by Human Capital Theory. Human Capital Theory is a modern extension of Adam Smith's explanation of wage differentials by the so-called net (dis)advantages between different employments (McFadyen, 2006). The costs of learning the job are a very important component of net advantage and have led economists such as Gary S. Becker and Jacob Mincer to claim that, other things being equal, personal incomes vary according to the amount of investment in human capital; that is, the education and training undertaken by individuals or groups of workers.

According to the theory, Human Capital Theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings. It postulates that expenditure on training and education is costly, and should be considered an investment since it is undertaken with a view to increasing personal incomes. Human Capital Theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population (Mankiw, 2011). In short, Human Capital Theorists argue that an educated population is a productive population. It emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital.

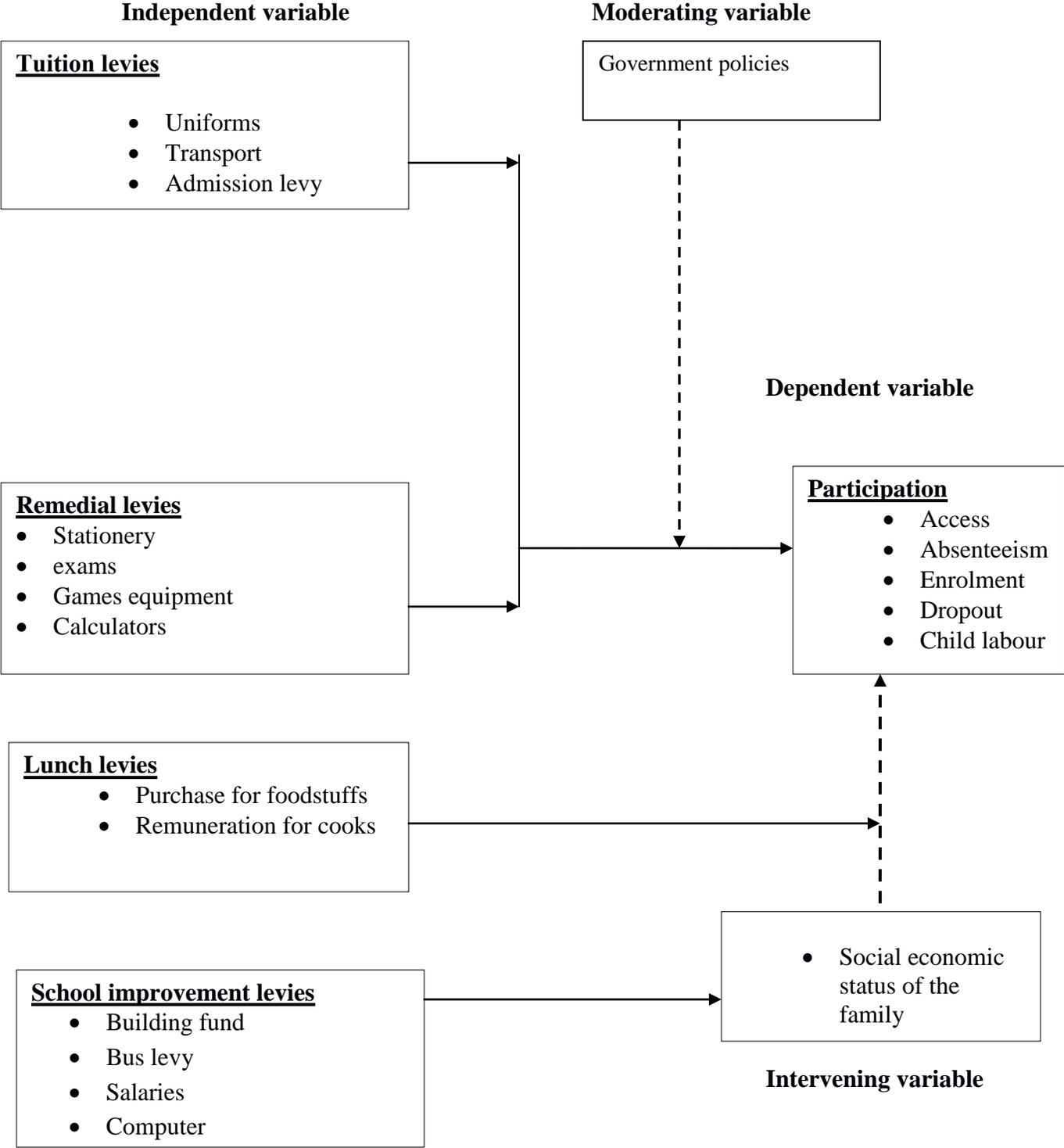
Human Capital Theory was applicable to this study because it applies to educational systems. However, there are implications involved, especially in relation to the differences in policies and expenditures in education (Olaniyan & Okemakinde, 2008). The Human Capital Theory emphasizes the need for policy makers to allocate significant resources to the expansion of educational systems. While some governments may be reluctant to invest in education, the positive returns from this

investment will significantly outweigh the costs. Many of the developing nations have thus realized that the principal mechanism for developing human knowledge is the education system. Thus, they invest huge sums of money on education especially through Free Day Secondary Education not only as an attempt to impart knowledge and skills to individuals, but also to impart values, ideas, attitudes and aspirations which may be in the nation's best developmental interest. However, since the government does not cover all the costs of education, some economically disadvantaged households may be unable to benefit from education. Their children would be forced to be sent home anytime they lack what they are supposed to have while others would be forced to adopt child labour or drop out of school for good. This according to Human Capital Theory would mean that they fail to explore their productive capacity in life.

2.9 Conceptual framework

The conceptual framework shows the dependent variable (participation) and the independent variables which are; types of extra levies, learning resources, lunch expenses and child labor.

Figure 2.1: Conceptual framework on the effects of extra levies on participation in day public secondary schools in Kwanza Sub county



The dependent variable is participation while the independent variables are tuition levies ,remedial levies , lunch levies and school improvement levies . The independent variables are linked to the dependent variable. Tuition levies like the cost of uniforms may make learners fail to go to school hence affecting participation. As a result of remedial levies, learners may not have enough learning materials .Due to lunch levies some do not meet their nutritive needs. School improvement levies might influence some to drop out and engage in child labor. All these influence participation of learners in day public secondary schools.

2.10 KNOWLEDGE GAP

Table 2.1 Knowledge Gap

Variable	source	Findings	Gap
Extra levies	Ardt et al (2005)	Children In Bangladesh who could not pay levies failed to go to school	Have not told us the type of extra levies and whether these children could engage in other income generating activities to pay meet the cost
Learning resources	Bray (2004)	Found out that in South East Asia fees exists but it is standardized, however parents transfer children to private schools where resource availability is high.	Has not mentioned whether resources in public schools are poorly managed ,or delay to come or are simply lacking.
Lunch expenses	Hinrichs (2010)	Study in America found out that increase in food security had a positive impact on participation in education and that subsidized lunches induce learners to attend school	Has not told who meets the extra cost of the lunches or what the learners do when they fail to come to school because of lack of lunch.
Child Labour	Mwebia (2010)	In kiambu, Kenya, found out that a faulty education system can lead children to drop out of school due to various reasons among them being extra levies of education.	Has not told us why the children engage in child labour or if they go back to school after meeting the extra levies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of the study was to investigate the influence of extra levies on participation in day public secondary schools in Kwanza Sub county. This chapter dealt with the research methodology in the study. This includes the research design, target population, sample and sampling procedures, research instruments, data collection procedures and data analysis and presentation techniques.

3.2 Research Design

This study was conducted using the descriptive survey research method. Singh (2007) defined survey research method as a technique in which detailed information concerning a social phenomenon is gathered by posing questions to respondents. The result of such investigation makes it possible to find explanation of the social phenomenon in question. The survey design was chosen because it provides a means to contextually interpret and understand the influence of extra levies on the participation of public secondary school learners .It also helps in measuring the respondents' attitudes, opinions, habits or any of the variety of education or social issues in a large population.

3.3 Target Population

The target population for this study was the Day Public Secondary Schools in Kwanza Sub County. There are 42 Day Public Secondary Schools in this region with 504 teachers, 9, 663 students and 8,114 parents because they are the ones who cater for the extra levies of education.

3.4 Sample size and Sampling Procedures

The study used simple random sampling. This involved listing the schools and picking randomly. The schools which were selected out of the target population took part in the study. Simple random

sampling was as well used to select each category of the participants, that is, teachers, parents and learners. Simple random was preferred because it gives each subject an equal chance of taking part in the study (Calmorin, 2007). According to Calmorin (2007) a 10% sample can sufficiently represent a population. However, the bigger the sample is, the more representative of the population it becomes. In this case 21(50%) schools will take part in the study. For the teachers, parents and the learners only 10% (Calmorin, 2007) of each category was included in the study. This means the sample population had 50 (10%) teachers, 811(10%) parents and 966(10%) learners.

Table 3.1 Sample size of each category of participants

Category	Target population	Percentage	Sample Population
Teachers	504	10%	50
Students	9,663	10%	966
Parents	8,114	10%	811
Total	18, 281	10%	1,828

3.5 Research Instruments

This study used questionnaires for teachers, interview schedule for parents and focus group discussions for learners as the tools of data collection (Wiersma, 2000). The questionnaires had both closed and open-ended questions. Close-ended questionnaires were accompanied by a list of all possible alternatives from which the respondents selected the answer that best described their

situation. Open ended questions gave the respondents complete freedom of response (Kerlinger, 1973).The questionnaires were preferred because they collect a lot of information in a large population and their objectivity is high.

Interview schedules were preferred for parents because they could obtain detailed information about personal feelings, perceptions and opinions and they would achieve a high response rate (Connaway & Powell, 2010). In addition, interviews would enable data collection among parents who could not read. For learners, focus group discussions were preferred because they could obtain detailed information about personal and group feelings, perceptions and opinions and they could save time and money compared to individual interviews.

3.6 Validity of the instruments

According to Connaway and Powell (2010) validity of the instrument is the accuracy and meaningfulness of inferences which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. To enhance content validity, the questionnaires were pre-tested before the actual research and inconsistencies were corrected .A pilot study was conducted in five sub county day secondary schools from Trans Nzoia East Sub County (The schools did not take part in the actual research) and corrections on the questionnaires was done. In addition, the researcher consulted the experts in the field of research in order to ascertain and clarify that the test instruments measured what they were intended to measure.

3.7 Reliability of the instruments

Reliability of the research instrument is its level of internal consistency over time (Connaway& Powell, 2010). A reliable instrument therefore, is the one that constantly produces the expected results when used more than once to collect data from two samples drawn from the same

population. Reliability is tested through test-retest method. Individuals who were randomly selected were asked to fill the questionnaire and then fill the same questionnaire again after two weeks. The results from the two tests were then correlated to produce a stability coefficient. The Pearson r is the most commonly used measure of correlation, sometimes called the Pearson Product Moment correlation (Mertens, 1998).

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where

x = results for first test

$\sum x^2$ = A summation of the square of first test results

y = results for second test

$\sum y^2$ = A summation of the square of second test results

$(\sum x)(\sum y)$ = A product of the summation of first and second test results

$n\sum x$ = Product of number of scores and summation of first test

$n\sum y$ = Product of number of scores and summation of second test

It is simply the average of the sum of the Z score products and it measures the strength of linear relationship between two characteristics. The positive (increase, increase) correlation coefficient can range from 0.00 to 1.00. The closer to 1.00 the stronger the relationship.

3.8 Data Collection Procedures

To carry out the study, permission and authority was sought from the National Council of Science and Technology. Subsequent clearance to carry out the study was obtained from the Sub County Education Officer (SCEO) , Kwanza Sub County .The researcher then paid a visit to the participating schools to inform them of the intended study and create some rapport. A pilot study was then conducted in neighboring schools that did not participate in the research and correction to the questionnaires was made. Then, afterwards, the researcher administered the questionnaires personally, and with the help of a research assistant, to the respondents in each school at different times. The filled questionnaires were collected one week after. Interviews for parents and focus group discussions for students was carried out according to the school schedule to avoid disrupting learning.

3.9 Data Analysis Techniques

Descriptive statistics was used for data analysis. The results of the questionnaire was first checked for completeness. Quantitative data was appropriately coded, analyzed and percentage established. Qualitative analysis involved five steps. Step one involved the coding of recurring words or themes relevant to the evaluation question. This was done by reading through the open-ended responses to identify themes and patterns which were recorded on a worksheet. This step involved determining the basic unit of analysis and counting how many times each word or theme appeared. Step two entailed creating meaningful categories to which the codes could be assigned. Categories were created and organized. Step three involved verifying that the codes could be easily and unambiguously assigned to the appropriate categories. Step four involved comparing the categories in terms of word-count frequencies and the performance of relevant statistical analysis. Step five involved drawing theoretical conclusions about the content in its context (Calmorin, 2007). Data analysis was done with the help of Statistical Package for Social Sciences (SPSS) (Norusis, 2000)

and the findings are presented in frequency tables.

3.10 Ethical consideration issues

The research agreed to comply with following principles which aimed at perfecting the dignity and privacy of every individual who in the course of the research work carried out under the project was requested to provide any valuable information about him/herself or others (herein after referred to as a subject to research) before an individual became a subject of research, his/her right to obtain from participation in research, right to terminate anytime and confidential nature of the replies. The identity and individual from whom information was obtained in the course of the project was to be kept strictly confidential. At the conclusion, any information that revealed the identity of individuals who were subjects to research was destroyed under the consent in writing its inclusion beforehand.

3.11 Operationalization of variables

Table 3.2 Operationalization of variables

Variables	Type of variable	Indicators	Measurement	Scale of measurement	Data analysis	Tools of analyzing
Participation	Dependant	Reduced - accesses, -absenteeism	Dimension of success	Nominal	SPSS	-interview -group discussion
Education extra levies	Independent	-Remedial lesson fee -uniform	-Payment made	Nominal	SPSS	-questionnaire - FGD
Learning resources	Independent	Textbooks Calculators	Availability	Ordinal/nominal	SPSS	-questionnaires -
Lunch expenses	Independent	Food purchased Payment for cooks	Availability of food	Ordinal	SPSS	Questionnaires
School improvement	Independent	New buildings	Motivated teachers	Ordinal	SPSS	Questionnaire
Government policies	Intervening	Presents of educations officers	Availability	Nominal	SPSS	Questionnaire
Social economical status of the family	Intervening	Wealth/poor	Capability	Nominal	SPSS	Interview

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, DISCUSSIONS AND INTERPRETATION

4.1 Introduction

The purpose of the study was to investigate the influence of extra levies on participation in Day Public Secondary Schools in Kwanza Sub county. This chapter presents results, discussions and interpretation of the research findings that are laid out as per the study objectives.

4.2 Response rate

Of the teachers who took part in the study, all of them 100% returned filled questionnaires. Out of the 811 parents who were to participate in the study, 796 were interviewed meaning that the response rate is 98.2%. Out of the 966 students who were to participate in the study, 796 participated meaning that the response rate is 82.4%.

4.3 General characteristics of the respondents

The general characteristics considered in the study were gender, age, education level, working experience for teachers and occupation for parents.

4.3.1 Gender of the respondents

Of the teachers who took part in the study, 40% were male while 60% were female. Among the parents, 40.1% were male while 59.9% were female. This implies that both genders were well represented among the teachers and parents.

4.3.2 Age of the respondents

In relation to their age, the participants responded as shown in Table 4.1

Table 4.1 Distribution of Teachers by age

Age	Frequency	Percent	Cumulative Percent
Below 25 years	5	10.0	10.0
25-50 years	40	80.0	90.0
Above 50 years	5	10.0	100.0
Total	50	100.0	

As shown in Table 4.1 majority of the teachers 80% were aged between 25 and 50 years. This implies that most were middle aged. Concerning parents, 90.1% were between 25 and 50 years old while only 9.9% were above 50 years old. This shows that majority of the parents were also middle aged.

4.3.3 Respondents' Education Level

In relation to their highest education level, the teachers and parents response

Is shown in Table 4.2

Table 4.2 Distribution of Teachers' by Education Level

Education level	Frequency	Percent	Cumulative Percent
Diploma	20	40.0	40.0
Bachelor's degree	10	20.0	60.0
Others	20	40.0	100.0
Total	50	100.0	

Table 4.2 above shows that most teachers either had a diploma or a bachelor's degree. This implies that based on their education level, all teachers could fully understand about extra levies and their effects on participation of learners. In relation to the education level of parents, the findings showed that 29.8% had a diploma, 20% had a higher diploma, while 10.1% had a bachelor's degree and the other 40.2% had other qualifications like "O" level and primary education.

This shows that 59.8% of parents were fairly educated hence could well understand the issue under study.

4.3.4 Teachers' Working Experience

The teachers were asked for how long they have taught and their responses are as summarized in Table 4.3

Table 4.3 Distribution of Teachers by Working Experience

Working experience	Frequency	Percent	Cumulative Percent
1-10 years	15	30.0	30.0
11-20 years	20	40.0	70.0
21-30 years	10	20.0	90.0
31-40 years	5	10.0	100.0
Total	50	100.0	

As shown in Table 4.3, most teachers 70% had taught for more than 10 years. This means that most of the teachers in the study have been in the school long enough and they witnessed the introduction of the Free Day Secondary Education programme. This implies that such teachers are well capable

of identifying the extra levies of Free Day Secondary Education as well as note the way such extra levies affect participation of learners.

4.3.5 Parents' Occupation

The parents were asked the occupation in which they were involved in and they responded as shown in Table 4.4

Table 4.4 Distribution of Parents by Occupation

Occupation	Frequency	Percent	Cumulative Percent
Business	301	37.8	37.8
Farmer	399	50.1	87.9
White collar jobs	96	12.1	100.0
Total	796	100.0	

As shown in Table 4.4, majority of parents were farmers. The others were business men and minority had white collar jobs. This means that most parents could understand about extra levies and its influence on participation of learners.

4.4 Free Day Secondary Education

The respondents were asked how they understood Free Day Secondary Education. Most of the teachers and parents described it as education provided by the government without having to pay for anything. This is in line with Levine and Birdsall (2005) and (Pilley, 2006). This implies that given that education is free, the parents are not expected to pay for anything related to education. This brings in the aspect of extra levies which are the expenses that the parents have to cater for despite

the fact that primary education is free. These findings were supported by Ardt *et al.* (2005); World Bank (2005; 2006); Tooley, Dixon and Stanfield (2006) and Oywa (2010). When asked about what the government provides for as far as Free Day Secondary Education is concerned, the respondents said stationery, course books, chalks, wall maps, exercise books, building classrooms, text books, pens, pencils, desks, rulers, rubbers, sharpeners and paying teachers.

In relation to whether Free Day Secondary Education (FDSE) is beneficial, all the teachers 100% and all the parents 100% said yes. This implies that despite the presence of extra levies of education, Free Day Secondary Education is still beneficial. The reasons given were that with FDSE, learners are not sent home regularly for fees and this increases their learning time. Poor parents also benefit because the government helps to pay for what they cannot afford. Students enroll in large numbers because education costs are relatively manageable.

4.5 Tuition levies and influence on students

In order to fulfill this objective, the research used various items as discussed in the following paragraphs

4.5.1 Items paid for by parents

In spite of day secondary education being free, there are still items which are paid for by the parents. The items are approved by MOE, school BOM and the county education board. They are shown in Table 4.5.1 as they vary among schools in amounts.

Table 4.5.1 Items paid for by parents

Items	Lowest amount (Ksh)	Highest amount (Ksh)
Lunch	4500	5500
Remedial teaching	1500	3000
Exams	1500	1500
PTA projects	2000	5000
School uniform	2000	5000
Others	500	1000
Total	12000	2100

Well established day schools charge high amount (ksh. 21,000) in order to improve most of their facilities while new day schools have to charge ksh 12,000 so that they attract more learners by the low fees charged.

Table 4.5.2 Tuition Items paid for by parents

Items	Frequency	Percent	Cumulative Percent
Admission fees	159	20.0	20.0
Caution money	80	10.1	30.0
Uniform	239	30.0	60.1
PTA fees	158	19.8	79.9
Educational tours	80	10.1	89.9
Others	80	10.1	100.0
Total	796	100.0	

Source: Field Data

As shown in Table 4.5, 30% of the parents reported that they still have to buy school uniform despite the fact that day secondary education is free, 19.1% said the uniform is provided by donors through the school, 10.1% pay caution money on admission in form one, 30% said they pay medical fees, while 20% said they pay admission interview fees and 10.1% said they pay for other costs like the costs of educational tours and trips. These findings were in line with Ardt *et al.* (2005) who found out that there are costs of education which are not addressed by Free Day Secondary Education. Findings on teachers showed that 80% parents buy uniforms, while other 10% teachers reported that donors buy uniforms for students, 70.0% agreed parents pay caution money and another 10% said they pay for admission fees.. These were in line with Dorleans' (2006) study findings which found out that household expenditures which were not catered for under FDSE were significant and the greatest costs were uniforms and textbooks. According to the learners, the parents have to pay for uniforms, caution money, admission fees, school activities such as sports and clubs, educational tours, medical fees and interview fees for those seeking admission.. These findings were in line with Glewwe and Kremer (2005) who discovered that despite Nepal's policy of providing free education, households spent a mean of 660 rupees on a school child, which amounts to 20% of the income of the poorest households. This implies that even if day secondary education is free, there are still many costs which have to be catered for by the parents.

4.5.2 Efficiency of FDSE in lifting off the burden of paying for education from parents

When asked how efficient FDSE is in lifting the burden of paying for education from parents, the participants responded as shown in Table 4.6

**Table 4.6 Efficiency of FDSE in lifting off the burden of paying
for education from parents**

Efficiency	Frequency	Percent	Cumulative Percent
Very efficient	20	40.0	40.0
Efficient	10	20.0	60.0
Moderately efficient	20	40.0	100.0
Total	50	100.0	

According to Table 4.6 all the teachers were of the opinion that FDSE is at least moderately efficient in lifting the burden of paying for education from parents. Findings on parents showed that only 10.1% found FDSE very efficient in lifting off the burden of paying for education from them, 20.15 said it is efficient while the majority 59.8% said it is moderately efficient and 10.1% said it is inefficient. This shows that even if FDSE has helped the parents, its efficiency in so doing is in average. The reasons for saying it is efficient are that it helps the poor parents to educate their children without stress, the parents who could not afford to pay for their children’s education can now do so while the reasons for inefficiency are that much more funds still have to come for parents as observed by World Bank (2005) which found out that the share of financing by households is 50.4% in 2003/4 with parents contributing Le 50,330 million and the government contributing Le 49,542 million.

4.5.3 Extent to Which Secondary Education is Free

When asked the extent to which day secondary education is free, the participants responded as shown in Table 4.7

Table 4.7 Extent to which secondary education is free

Extent	Frequency	Percent	Cumulative Percent
Very great extent	10	20.0	20.0
Great extent	10	20.0	40.0
Moderate extent	30	60.0	100.0
Total	50	100.0	

According to the teachers and as shown in Table 4.7, all the teachers reported that secondary education is free to at least moderate extent. This shows that most teachers were of the opinion that secondary education is partly free. This means that parents still have to cater for some costs of education. This is in line with Stasavage (2005) who found out that despite there being Free Basic Education, parents whose children attend public school spent an average of US\$ 33,460 on transport, 17,810 on private tutoring, 15,480 on food, 9,710 on tuition fees, and 6,470 on uniforms. Around US\$ 3,000 were spent on each PTA fees, development funds, and exam fees. When asked what makes education free, the parents said it is non-payment of tuition fees, payment of teachers' salaries and buying of learning resources like textbooks and exercise books.

4.6 Remedial Levies and Learning resources

In an attempt to fulfill this objective, several items were used as shown in the following paragraphs

4.6.1 Whether remedial levies are due to the scarcity of learning resources

The participants were asked whether remedial levies are due to the scarcity of learning resources

and 80% of the teachers said yes as supported by Bray (2004) while the other 20% said no. Of the parents who participated in the study, 70% reported that the levies are due to the scarcity of learning resources while the other 30% said it is not. Given that majority of the teachers and parents said that remedial levies were due to the scarcity of learning resources, it means that resources become inadequate because teachers and students do extra work. 30% of the teachers, 40.2% said FDSE could be failing in that aspect of providing enough resources. When asked why the scarcity of learning resources, 30% of the teachers while 40.2% of the parents said the learning resources provided by the government are not enough. These findings were in line with World Bank (2005) which indicated an inadequacy of learning resources in public schools. This shows that the government did very well in providing FDSE and learning resources as a result. However, the learning resources are hardly enough and they are always delayed. This can affect the teaching learning process negatively. Thus there is need for more resources

4.6.2 Learning resources paid for by parents through remedial levies

Despite there being Free Day Secondary Education, the parents are still required to buy some learning resources as indicated in Table 4.8

Table 4.8 Learning resources paid for by parents

Learning resources	Frequency	Percent	Cumulative Percent
Stationery	10	20.0	20.0
Writing materials	40	80.0	100.0
Total	50	100.0	

According to 20% of the teachers, parents still have to buy stationery for their children in spite of

FDSE, while 80% said that parents buy writing materials. Parents' findings showed that parents buy stationery 39.9% while 20% said they buy exercise books and 40.1% said they buy writing materials. This means that even if secondary education is free, parents are the ones who buy some of the learning materials. These findings were supported by Kattan and Burnett (2008) who found out parents still have to purchase learning resources even if secondary education is free.

4.6.3 When parents cannot afford to pay for remedial levies

This item sought for information on what happens when parents cannot afford to pay for remedial levies and the participants responded as shown in Table 4.9

Table 4.9 When parents cannot afford to pay for remedial levies

Response	Frequency	%	Cumulative %
The students are sent home until they get the learning materials	20	40.0	40.0
Some students become child labourers in an effort to afford the required items	20	40.0	80.0
Some children just drop out of school	5	10.0	90.0
Children are at the mercy of teachers	5	10.0	100.0
Total	50	100.0	

As shown in Table 4.9, 40% of the teachers and 59.8% of the parents reported that when parents cannot afford to buy some learning materials, the students are sent home until they get the learning

materials. These are in line with Ardt, *et al* (2005) who found out that; children who cannot afford the costs of items not offered in Free Day Secondary Education fail to go to school until they can afford Ngwacho (2011) who found out that the parents who were unable to meet the extra levies had their children sent home affecting participation; 40% of the teachers and 40.2% of the parents said that some students become child labourers in an effort to afford the required items. This is in line with Mwebia (2010) who found out that learners became child labourers in an effort to afford the extra levies of education. Another 10% said that some children just drop out of school. This is in line with Oywa (2010) who found out that school dropout is likely to rise because of the extra levies of education. An added 10 said that the children are at the mercy of teachers. These findings are also in line with UNESCO (2005) which found out that while many children sprinted to school, a large number also fell out before they got to class eight. This means that when parents cannot afford to buy some learning resources, the learners are sent home making them lose learning time. Other children engage in child labour in order to make enough money to buy the learning resources while others just drop out of school. Parents also reported that when some learners cannot afford learning materials, they feel uncomfortable in the presence of those who can afford and this lowers their self esteem which can contribute to school dropout. This influences their participation in school.

4.6.4 Extent to which remedial levies influence participation of students in

Day secondary schools

The responses as to what extent the remedial levies influence participation of students in day secondary schools were as shown in Table 4.10

Table 4.10 Extent to which extra levies influence participation of students

Extent	Frequency	Percent	Cumulative Percent
Very great extent	10	20.0	20.0
Great extent	20	40.0	60.0
Moderate extent	15	30.0	90.0
Small extent	5	10.0	100.0
Total	50	100.0	

As shown in Table 4.10, majority of the teachers 60% reported that remedial levies influence participation of learners at least to a great extent. This shows that remedial levies play a great role in the supply of learning resources which further influence participation of students in day public day schools .

4.7 Lunch levies and participation of students in day secondary schools

In order to fulfill this objective, the researcher used several items as discussed in the following paragraphs.

4.7.1 Whether lunch expenses influence students' participation in schools

In response to whether lunch expenses influence students' participation in day secondary schools, all parents 100% said yes while 80% of the teachers said yes as in line with Hinrichs (2010) who found out that lunch expenses had a positive impact on participation in education and 20% said no. Out of 796 parents, 30% said that the school has a free feeding programme while majority 70% said that the school does not have a free feeding programme. Parents were also asked about who pays for

the food eaten by students and majority 90.1% said parents while the other 9.9% said that the government pays for the food. The teachers were asked to state their level of agreement to statements regarding students' lunch as they responded as shown in Table 4.11

Table 4.11 Lunch expenses

Statement	SA	A	D	SD
The school has a free feeding program	5 (10%)	0	15 (30%)	30 (60%)
The school has a feeding program but parents pay for the same	20 (40%)	25 (50%)	0	5 (10%)
The school does not have a feeding program	5 (10%)	0	25 (50%)	5 (10%)
Children carry their own food from home	5(10%)	20(40%)	25(50%)	0

As shown in Table 4.11, 10.0% of the teachers strongly agreed that the school has a free feeding program 30.0% disagreed while 60.0% strongly disagreed. Whether the school has a feeding program but parents pay for the same, 40.0% of the teachers strongly agreed, 50.0% agreed while 10.0% strongly disagreed. On the statement the school does not have a feeding program, 10.0%

strongly agreed, 50.0% disagreed while 10.0% strongly disagreed. On whether children carry their own food from home 10.0% strongly agreed, 40.0% agreed while 50.0% disagreed. These findings showed that most public day secondary school in the region lack school feeding programme that is free of charge as in line with Ahmed (2004) who found out that school feeding programmes had fairly significant impacts on school participation. The ones with school feeding programme is mostly paid for by parents. In most schools, children carry their own food from home. This implies that lunch levies are mostly catered for by parents even if day secondary education is free.

4.7.2 Extent to which lunch expenses influence participation of students

The respondents were asked to the extent to which lunch expenses influence participation of students in day public secondary schools as they responded as shown in Table 4.12

Table 4.12 Extent to which lunch expenses influence participation of students

Extent	Frequency	Percent	Cumulative Percent
Great extent	636	79.9	79.9
Moderate extent	160	20.1	100.0
Total	796	100.0	

According to the parents and as shown in Table 4.12, most 79.9% reported that lunch levies influence participation of students to a great extent. Findings on teachers showed that 20% said that lunch levies influence students’ participation to a very great extent, 40% said it influences to a great extent, 20% said it influences to moderate extent while 20% said it influences to a small extent. According to the students, lunch expenses contribute to non-participation because learners who cannot afford food remain at home. Others lose concentration and this affects their performance in

the long run which may make them to drop out of school. From these findings, it is clear that lunch expenses do have a part they play in making learners either participate in school or fail to participate. These findings are in line with Uwezo's (2010) study which found out that lunch expenses continue to hinder the educational attainment of many children.

4.8 School improvement levies and students' participation in day secondary school

The researcher used several items from parents, teachers and students in order to fulfill this objective.

4.8.1 Whether school improvement levies influence learners to dropout

In response to whether extra levies make students to dropout, 70% of the teachers said yes and 89.9% parents said yes as in line with Mwebia (2010) who found out that dropouts can result from a faulty education system, where children drop out of school due to various reasons including extra levies of education. The other 30% teachers and 10.1% students said no. This means that the levies are partly responsible for children dropping out in Kwanza sub county. When asked the kind of school improvement levies which mostly cause dropouts, the participants responded as shown in Table 4.13

Table 4.13 School Improvement levies which lead to dropouts

Improvement levies	Frequency	Percent	Cumulative Percent
Computer	80	10.1	10.1
Bus	160	20.1	30.2
Building Fund	239	30.0	60.2
BOM Salaries	158	19.8	80.0
Others	159	20.0	100.0
Total	796	100.0	

According to the parents ,asked the levies that make learners to dropout, 30% said building funds, 19.8% BOM salaries,10% said computer levy, while 20% said other expenses like educational trips and personal items. Of the teachers who participated in the study, 50% named building fund while 40% said salaries. About building fund students at times got involved in direct labour like baking bricks. Bus and computer were also notable levies that cost learner dropouts .This is in line with Edwards (2005).

4.8.2 Whether child labour helps to cater for school improvement levies

The participants were asked whether child labour helps to cater for school improvement levies and they responded as shown in Table 4.14

Table 4.14 Whether child labour helps to pay for school improvement levies

Response	Frequency	Percent	Cumulative Percent
Yes	239	30.0	30.0
No	397	49.9	79.9
Somehow	160	20.1	100.0
Total	796	100.0	

As shown in Table 4.14, 50.1% of the parents were of the opinion that child labour somehow helps to cater for school improvement levies . Of the teachers who took part in the study, 40% said it helps while 60% said it does not help. The respondents who said that child labour helps said that once students got money from child labour; they paid for the levies and continued learning as in line with Avenstrup, Liang and Nellemann (2004) who found that students who dropped out sought out for child labour to finance their education The ones who said that child labour did not help said that students lost lesson time as a result, others said that it stressed the students since they worked at the expense of their education. Child labour does not amount to any earnings but a denial of the rights of the child. Child labour leads to poor performance which further leads to payment of remedial levies and tuition fees. These findings imply that even if child labour may help to cater for the immediate needs of students and school which are not catered for under FDSE, it has negative repercussions on the performance and participation of students in schools. This is in line with Mwebia (2010) who found out that some children after being withdrawn from child labour did not participate effectively in the learning process as some of them combined schooling and child labour and others dropped out of school and rejoined child labour.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate the influence of extra levies on student participation in day public secondary schools in Kwanza Sub county. This chapter presents summary, conclusions and recommendations of the study.

5.2 Summary of the study

The purpose of the study was to investigate the influence of extra levies on participation in Day Public Secondary Schools in Kwanza Sub county. The study was guided by the following objectives: to establish the tuition levies influencing participation in Day Public Secondary Schools in Kwanza Sub county; to determine how remedial levies influence the supply of learning resources in Day Public Secondary Schools in Kwanza Sub county; to establish how lunch levies influence participation in Day Public Secondary Schools and to assess how school improvement levies of education in Day Public Secondary Schools make students drop out and engage in child labour. This study was conducted using the descriptive survey research method. The target population for this study was the Day Public Secondary Schools in Kwanza Sub county. The study used simple random sampling. This study used questionnaires for teachers, interview schedule for parents and focus group discussions for learners as the tools of data collection. Descriptive statistics were used for data analysis and the results were presented using tables and narratives.

As far as Free Day Secondary Education is concerned, most of the teachers and parents described it as education provided by the government without having to pay for anything. This implies that given that education is free, the parents are not expected to pay for anything related to education. The government through FDSE provides stationery, course

books, chalks, wall maps and exercise books, building classrooms, text books, pens, pencils, desks, rulers, rubbers, sharpeners and paying teachers. All respondents indicated that FDSE is beneficial especially to the poor parents who could not afford to pay for their children's education before FDSE.

On the first objective which established the tuition levies affecting participation in Day Public Secondary Schools in Kwanza Sub county; parents, teachers and learners identified cost of uniform ,caution money, admission fees ,payments for school activities such as sports and clubs, educational tours. This implies that even if day public education is free, there are still many costs which have to be catered for by the parents. FDSE is mainly rated as moderately efficient because parents' burden to cater for the cost of education is reduced but there are still costs that parents have to cater for. Most respondents also rated FDSE as moderately free because even if the government claims it is free; parents still have a role to pay for some charges in education.

The second objective which sought to determine how remedial levies influence the supply of learning resources in Day Public Secondary Schools, majority of the respondents reported that remedial levies are due to the scarcity of learning resources. The reasons for the same are that parents and students expect teachers to cover extra work yet the resources are inadequate .The Government delays to release funds for learning resources and the learning resources provided are not enough. As a result, parents are forced to buy stationery ;photo copying papers, text books ,and writing materials ;ink, pencils and rubbers. This means that even if day secondary education is free, parents are the ones who buy some of the learning materials. When parents fail to pay the remedial levy, the students are sent home until they get the learning materials .Other students stay at home until they get the levy as others are left at the mercy of teachers. This shows that majority

of the respondents were of the opinion that remedial levies influence participation of students in public day secondary schools to at least great extent.

The third objective on establishing how lunch expenses influence participation in Day Public Secondary Schools in Kwanza Sub county, the findings showed that all the respondents were in agreement that they influence participation of students. Majority of the respondents reported that the school does not have a free feeding programme. Of the schools with school feeding programme, most of them are paid for by the parents. On whether children carry their own food from home half of the respondents agreed while the other half disagreed. These findings showed that most public day secondary school in the region lack school feeding programme that is free of charge and the ones with school feeding programme, it is mostly paid for by parents. This implies that lunch expenses are mostly catered for by parents even if education is free. Lunch expenses were found to affect students' participation to a great extent. This is because learners who cannot afford food remain at home and engage in child labour in order to afford lunch. Others due to hunger lose concentration in class and this affects their performance in the long run which may make them to drop out of school. From these findings, it is clear that lunch expenses influence students' participation in school.

On the fourth objective which sought to assess how school improvement levies in Day Public Secondary Schools influence students to drop out and engage in child labour, majority of the respondents reported that it influences participation of learners. Building fund and BOM salaries were the mostly mentioned extra levies which make learners drop out and engage in child labour. Other levies influencing learners were bus, and computer .Majority of the parents reported that child labour somehow helps meet the levies because once students get money; they pay for the levies and continue learning. Majority of

teachers reported that child labour does not help because students lost lesson time; it led to poor performance which further led to need for payment of remedial classes and tuition fees. These findings imply that even if child labour may help to cater for the immediate needs of students which are not catered for under FDSE, it has negative repercussions on the performance and participation of students in schools. The levies influence learners' participation in school as the child labour requires time too.

5.3 Conclusion of the study

On the first objective, tuition levies identified in the study include fees for uniforms, caution money ,admission fees, fees for sports and clubs, educational tours. FDSE is rated moderately free because some costs of education (extra levies) are catered for by the parents. FDSE is moderately efficient in lifting the burden to education costs from parents.

On the second objective, it is noted that remedial levies influence learning resources because they are inadequate and are delivered late. As a result, parents have to buy stationery; exercise books, text books,and writing materials ;ink ,pens, pencils and rubbers. When parents cannot afford to buy some learning materials, the students are sent home until they get the learning materials. Some students adopt child labour while others just drop out of school and some are left at the mercy of teachers. It can therefore be concluded that remedial levies influence participation of students in Day Public Secondary Schools.

On the third objective regarding lunch expenses, majority of the respondents reported that schools do not have free feeding programmes. Of the schools with school feeding programme, most of them are paid for by the parents. Lunch expenses were found to influence students' participation to a great extent. This is because learners who cannot afford food remain at home and engage in child labour in order to afford lunch. Others lose

concentration in class and this influences their performance in the long run which may make them to drop out of school. From these findings, it can be concluded that lunch expenses influence students' participation in school.

On the fourth objective on school improvement levies, it is found to affect students' participation to a great extent. Building levies and BOM salaries were the mostly mentioned extra levies which make learners to drop out and engage in child labour. High levies for school improvement have negative repercussions as parents get discouraged in paying fees, seek transfers for their students or engage in blame games with school administration. This is always at the expense of the students who lose lesson time, it leads to poor performance which further leads to payment for remedial lessons and tuition fees. It can therefore be concluded that even if child labour may help to a small extent, it influences participation of students negatively.

5.4 Recommendations of the study

Based on the findings of the study, the researcher recommended the following:

- a) That the government should increase the level of subsidies since secondary education is fundamental to the success of the government's overall development strategies like Kenya Vision 2030.
- b) That the government in its commitment to the realization of universal basic education should deliver efficient and adequate learning resources for effective learning.
- c) Food being a basic need, the government should provide free school feeding programmes catering for all learners. This would reduce cases of child labour, improve performance and eventually raise the productivity levels of future workers

- d) There is need for schools to look for ways of generating income so that they do not overburden parents with extra levies.
- e) Schools should engage parents in paid labour where they require services like brick making so that the payments due for such parents with students is retained for fees and the students kept in class.

5.5 Suggestions for further studies

The researcher suggests that a study on effects of extra levies on participation in Day Public Secondary Schools should be done in other regions in Kenya. This is because extra levies are critical issues that affect participation of learners in schools hence the study would establish whether other areas in Kenya are going through the same so as to influence FDSE policy amendment.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Johnstone Mwale Shavanga

P.O Box 1213

Kitale

Cell phone: 0721777203

To

Dear Sir or Madam,

REF: REQUEST FOR PARTICIPATION IN RESEARCH STUDY

I am a final year Master of Arts in Project Planning and Management Degree student at the University of Nairobi. I am currently undertaking research study on the Influence of extra levies on Free Day Secondary School Education on the participation rates in Day Public Secondary Schools in Kwanza Sub county.

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

Yours faithfully,

Johnstone Mwale.

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Please respond to the questions as accurately, completely and as honest as possible and tick (✓) one response as appropriate or fill the space provided.

Section A: Demographic information

1. What is your gender? Male [] Female []

2. What is your age (in years) Below 25 years [] Above 25 []

Above 50 years []

3. What is your education level Diploma [] Higher diploma [] Bachelors’ degree [] Master degree [] Any other (specify) _____

4. For how long have you worked? (in years) 1-10 15-20 { } 21-30 []
31-40 []

Section B: Free Day Secondary Education

5. How do you understand Free Day Secondary Education?
.....
.....

6. According to you, what does the government provide as far as Free Day Secondary Education is concerned? List them
.....
.....

7. a) Do you think that Free Day Secondary Education is beneficial Yes [] No []

b) Give reasons for your answer in (a) above

.....
.....

Section C: Extra levies of Free Day Secondary Education

8. What do the parents have to pay for despite the fact that secondary education in Day Public Secondary Schools is free? Tick all relevant responses

Text books []

Writing materials []

Uniform []

PTA fees []

BOM teachers' salaries []

Development fund []

Any other (specify).....

9. How efficient is Free Day Secondary Education in lifting off the burden of paying for education on parents?

Very efficient [] Efficient [] Moderately efficient []

Inefficient [] Very inefficient []

10. To what extent do you think that secondary education in Kenya is free?

Very great extent [] Great extent [] Moderate extent [] Small extent []

No extent []

Section D: Learning resources

11. a) Has Free Day Secondary Education contributed to the scarcity of learning resources?

Yes [] No []

b) If yes, how has Free Day Secondary Education contributed to the scarcity of learning resources?

It delays the learning resources []

It does not provide learning resources like textbooks []

The learning resources provided are not enough []

Any other (specify).....

12. Despite there being Free Day Secondary Education, what are parents required to buy in terms of learning resources? Tick all relevant responses

Text books []

Exercise books []

Photocopying papers []

Calculator

13. What happens when parents cannot afford to buy the learning materials?

The students are sent home until they get the learning materials []

Some students become child labourers in an effort to afford the required items []

Some children just drop out of school []

14. To what extent do extra levies affect participation of students in secondary schools?

Very great extent [] Great extent [] Moderate extent [] Small extent [] No extent []

Section E: Lunch expenses

15. Do lunch expenses affect students participation in schools?

Yes []

No []

16. Kindly indicate the degree to which you agree to the following statements

Statement	Strongly Agree	Agree	Disagree	Strongly disagree
The school has a free feeding Program				
The school has a feeding program but parents pay for the same				
The school does not have a feeding program				
Children carry their own food from home				

17. To what extent do lunch expenses affect participation of students in secondary schools?

Very great extent [] Great extent [] Moderate extent [] Small extent [] No extent []

Section F: Child labour

18. a) Do extra levies make students to become child labourers?

Yes [] No []

b) If yes, which are the extra levies which mostly cause child labour?

Transport []

Uniform []

Lunch []

Learning resources []

Remedial Lessons

Others (specify).....

19. a) Do you think that child labour helps the students to cater for the charges not paid for by Free Day Secondary Education? Yes [] No []

b) Give a reason for your answer in a) above

.....
.....

20. To what extent do extra levies cause child labour in secondary schools?

Very great extent [] Great extent [] Moderate extent [] Small extent [] No extent []

APPENDIX III: INTERVIEW SCHEDULE FOR PARENTS

Please respond to the questions as accurately, completely and as honest as possible.

Section A: Demographic information

1. Gender? Male Female

2. What is your age (in years) Below 25 years 25- 50 years

Above 50 years

3. What is your education level Diploma Higher diploma

Bachelor degree Master degree

4. What is your occupation? _____

Section B: Free Day Secondary Education

5. How do you understand Free Day Secondary Education?

.....
.....
.....

6. According to you, what does the government provide as far as Free Day Secondary Education is concerned?

.....
.....

7. Do you think that Free Day secondary Education is beneficial

.....
.....

Section C: Tuition levies in Free Day Secondary Education

8. What do the parents have to pay for despite the fact that secondary education in Day Public Secondary Schools is free?

Uniform []

Admission fees []

Caution money []

Medical fees []

School trips []

Any other

9. How efficient in Free Day Secondary Education in lifting off the burden of paying for tuition on parents?

.....
.....

10. What makes secondary education in Kenya free?

.....
.....

Section D: Learning resources

11. a) Has Free Day Secondary Education contributed to the scarcity of learning resources?

.....
.....

b) How are remedial levies due to the scarcity of learning resources?

Government delays the learning resources []

It does not provide learning resources like textbooks []

The learning resources provided are not enough []

Any other

12. What are parents required to buy in terms of learning resources?

Text books []

Exercise books []

Calculators []

Others specify.....

13. What happens when parents cannot afford to buy the learning materials?

The students are sent home until they get the learning materials []

Some students become child labourers in an effort to afford the required items

[] Some children just drop out of school []

14. How do remedial levies influence participation of students in secondary schools?.....

.....

Section E: Lunch Expenses

15. Do lunch expenses influence school participation of students?
.....

16. Does your school have a free school feeding program?
.....

17. Who pays for the food that students eat while at school?.....

18. What happens to the students who cannot afford lunch?

19. To what extent do lunch expenses influence participation of students in secondary schools?

Very great extent [] Great extent [] Moderate extent [] Small extent []

No extent []

Section F: School Improvement Levies

20.a) Do school improvement levies make students to drop out and become child labourers?

b) Which are the extra levies which mostly cause child labour?

Transport []

Building [] Compute

[] Salaries []

Bus []

Others.....

a) Do you think that child labour helps the students to cater for school improvement levies?

b) Reason.....

22. How do school improvement levies cause students to drop out and engage in child labour in secondary schools?

.....

.....

APPENDIX IV: LEARNERS FOCUS GROUP DISCUSSION

Welcome

Thanks for agreeing to be part of the focus group. We appreciate your willingness to participate.

Introductions

Moderator; assistant moderator

Purpose of focus groups

I am currently undertaking research study on the influence of extra levies of Free Day Secondary Education on student participation in Day Public Secondary Schools in Kwanza Sub county. I wish to conduct a focus group discussion on the same and I need your input and want you to share your honest and open thoughts with me.

Ground Rules

1. I want you to do the talking.
2. I would like everyone to participate.

I may call on you if I haven't heard from you in a while.

3. There is no right or wrong answers

Every person's experiences and opinions are important.

Speak up whether you agree or disagree.

I want to hear a wide range of opinions.

4. What is said in this room stays here

I want learners to feel comfortable sharing when sensitive issues come up.

Questions

- i. What do your parents have to pay for in order for you to successfully participate in learning?
- ii. How do remedial levies influence learning resources in Day Public Secondary Schools in Kwanza Sub county?
- iii. Do lunch expenses influence student participation in secondary schools in Kwanza Sub county?
- iv. Do school improvement levies lead students to drop out and engage in child labour in Day Public Secondary Schools in Kwanza Sub county?

APPENDIX V

LIST OF DAY SECONDARY SCHOOLS IN THE STUDY

1. Gidea
2. St. Thomas Amuka
3. St. Maurice Lunyu
4. Bwayi
5. Namanjalala
6. AIC Lessos
7. Kobos boys and girls
8. AIC Kapsitwet
9. St. Mays Nai
10. Milimani
11. Luuya
12. Ng'eny
13. Nasianda
14. Soy mining
15. Biketi
16. Meteitei
17. Kipsoen
18. Karaus
19. Mutual
20. St. Johns Sarura
21. St. Ann Umoja
22. Maziwa