

**EFFECTS OF HIDDEN COSTS ON STUDENTS' GRADE TO GRADE  
TRANSITION RATES IN SECONDARY SCHOOLS IN NANDI COUNTY,  
KENYA**

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## **DECLARATION**

This research project is my original work and has not been submitted for a degree in any other university

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

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## **DEDICATION**

This research study is dedicated to my dear wife Nelly Biwott, my children Victor, Azariah and Joy, and my parents Francis and Agnes.

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## **LIST OF ABBREVIATIONS**

<b>EPF</b>	Education Production Function
<b>ESR</b>	Education Support Report
<b>FPE</b>	Free Primary Education
<b>FSE</b>	Free Secondary Education
<b>GER</b>	Gross Enrolment Ratio
<b>GNP</b>	Gross National Product
<b>GoK</b>	Government of Kenya
<b>Ho</b>	Hypothesis
<b>ILO</b>	International Labour Organization
<b>NGO</b>	Non-Governmental Organization
<b>PTA</b>	Parents Teachers Association
<b>SSE</b>	Secondary School Education
<b>U.S</b>	United States
<b>UIS</b>	United Institute of Statistics
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UPE</b>	Universal Primary Education

## ABSTRACT

The purpose of this study was to establish the effects of hidden costs on grade to grade transitions in public secondary schools in Nandi County. Four research questions guided the study. The research study adopted a descriptive survey design. The sample comprised of 248 teachers and 510 students. Data were collected by use of questionnaires and were analysed by use of quantitative techniques. The findings indicated that transition rate of students from one grade to another was still low with teachers giving repetition as the major cause. Teachers also revealed that extra levies are charged on students leading to payment of extra school fee. Findings revealed that costs of school uniform affected students' transition. Findings further revealed that PTA levies affected students' grade to grade transition. Schools charge extra levies to students other than what the government had paid for in free day secondary education. Cost for example motivation fee, building fund, examination fee and remedial fee were all paid by the students and those who could not afford were sent home. Findings on how foregone earnings affected students' grade to grade transitions were revealed. Findings also revealed that transport costs affected students' transition. Students also were in agreement with the teachers that problem of getting fare to school lead to absenteeism. The research findings indicated that fare and means to school has the greatest influence on grade to grade transitions in public secondary school in Nandi County.

The study also concluded that cost of school uniform affect students' grade to grade transition in public secondary schools in Nandi County. Students who do not have school uniforms are sent home. The study also concluded that PTA levies affect students' grade to grade transition in public secondary schools in Nandi County. Schools charge extra levies to students other than what the government had paid for in free day secondary education. The study also concluded that foregone earnings affected students' grade to grade transition in secondary schools in Nandi County. Lastly the study concluded that transport costs influence students' grade to grade transition in secondary schools in Nandi County. The study recommended that there is need for regular review of the fees structure guidelines for public secondary schools in view to accommodate the changing economic trends and inflation rates. It is also essential to develop special funding programmes for female students to address their unique needs. These include need for sanitary pads.

The government through the Ministry of Education should establish whether there is need to accommodate additional items in their fees structure guidelines. The study suggested that there is need to study how hidden costs of education affect academic performance of students in urban day schools as compared to those in rural areas. Since the study was carried out in rural areas, there is need to carry out a similar study in urban school and compare the findings. Since the

study was carried out in secondary schools, it may be important to carry out a study on the influence of hidden cost of pupils' grade transition in primary schools.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Secondary and primary educations are both important levels of basic education. Research and funding efforts have been made towards education in developing countries. In referring to the importance of education in United States Levin, Belfield, Muennig and Rouse (2007) said an individual's educational attainment is one of the most important determinants of their life chances in terms of employment, income, health status, housing, and many other amenities. They further said that even with similar schooling resources, educational inequalities endure because children from educationally and economically disadvantaged populations are less prepared to start school.

There are different costs in education, according to Onsomu (2006), it includes direct costs and hidden costs. Direct costs are costs on professional development, teachers' remuneration, provision of infrastructure, administration and management. Other costs are physical infrastructure development and maintenance, tuition fee, public examinations, catering and accommodation in boarding schools. Hidden costs consist of foregone expenses, Parents Teachers Association (PTA) levies, school uniform costs, book costs, charges on remedial teaching and transport to school.



According to the Kenya's Education Sector Report (2008), the education sector has continued to receive significant allocation for both recurrent and development expenditure between 2005 and 2007. In the sessional paper No. 1 of 2005 and Kenya Education Sector Support Programme 2005 – 2015, it was revealed that education sector requires increased resource allocation in implementing strategies arising from various plans to deliver Kenya Vision 2030. However, financing of education does not consider hidden costs of education. In a newsletter of the Ministry of Education, Kenya, issue No.2, 2007; it was revealed that financial requirements of education affects universal access to education.

Wedenig (2010) in his study on universal education in Burundi, found that the real problem of low transition rates is retention keeping students in school. 50 per cent of those who transit to secondary school are lost before they finish. Among various reasons for the loss of students, more boys drop out than do girls, especially in villages bordering Tanzania. They are drawn to possible jobs across the border, in booming economic activities like mining. Grade repetition is another factor behind high dropout rates. He further said that Low achievers are often required to stay in the same class another year before promotion to a higher grade.

Bruneforth, (2006) carried a survey of United Institute of Statistics (UIS) in Ethiopia, Kenya, Mali, Mozambique, Namibia and Nigeria on the characteristics of children who dropout of school, a number of conclusions were drawn. More

than half of all children aged 10 to 19 who had already left school did so without completion in Ethiopia, Kenya, Mali and Mozambique. Most children in this age are secondary age students.

**Table 1 Gross enrolment ratios (GER) and dropout rates %**

<b>country</b>	<b>GERs %</b>	<b>Dropout rates in all grades %</b>
Ethiopia	59	26.7
Kenya	93	27.2
Mali	51	15.4
Mozambique	69	69.2
Ghana	76	40
Nigeria	88	37.4

Source: UNESCO (2006)

The statistics in table 1 shows that Mali has low enrolment and low dropouts. Kenya and Nigeria though they have high enrolments, they loose the students at a relatively high rate. Mozambique has the highest drop outs at 69.2%. The table generally shows that there is low enrolment with high drop outs in these countries. When students drop out of school, transition rates decrease, UNESCO (2006).

Commenting on marked differences in transition rates of students in rural and urban areas with different income groups, Psacharopoulos and Woodhall (1984) argued that enrolment and retention rates is particularly severe in the poorest

countries even when schools are sufficient to provide opportunity for universal education. Short falls may occur since a wide variety of other costs also affect transition and progression rates in education. The children of school age in poor rural families have household and farm duties that make it difficult for them to spare time for schooling. According to Kenya Education Sector Report of 2008, secondary school bursaries provide assistance to children from poor backgrounds and thus enhance access, ensure retention and reduced disparities and inequalities in the provision of Secondary School Education (SSE).

Meerman (1979) did a study in Malaysia and concluded that effective demand at each educational level is a positive function of income. This is because out-of-pocket shopping expenses represent a huge financial burden for poor families. As a result, families tend to retain children at home to offer labour in order to generate additional family income. Uganda has made attempts to address these problems. Uganda's Ministry of Education lowered costs to children from poor families through capitation grants. This was informed by the fact that children of poor families come to school with fewer social and economic resources and require more attention. Uganda Education Sector Strategic Plan (2004), provision of capitation grants in Uganda has seen the rate of transition from primary to post-primary to grow from 46% in 2004 to 80% in 2011 and the secondary grade to grade transition from 70% to 85%.

According to Education Support Report (2011), the need for Free Secondary Education (FSE) in Kenya started after successful reintroduction of free primary education in 2003. In 2008, the government of Kenya allocated funds for free day secondary education. However, the increase in the cost of living and high levels of poverty among families has made many parents unable to pay for the ever increasing costs of education. Although there is free day secondary education, parents are expected to pay for school uniform, fare to school and PTA levies for their children which are hidden costs of education. Taking Nandi County as a case study, Hidden costs of education at secondary school level are higher than the primary level. Thus, there is need for further study in order to investigate and come up with recommendations that may help the planners and researchers find solutions to low transitions in secondary education as suggested by Onsomu (2006).

Cheruiyot (2011) when studying on the effectiveness of subsidies in enhancing optimal enrolment in public secondary schools found that though tuition fee waiver initiative have greatly reduced the financial burden of secondary school education, the parents still meet the hidden costs of education. He also established that on average, parents spends Ksh 33964(79%) for provincial schools and Ksh 12,654(%) for day schools on these costs.

## 1.2 Statement of the problem

According to Republic of Kenya Education sector report (2008), the average grade to grade transition rate in secondary was at 89.5% in 2003 and became 89.6% in 2004 when the government of Kenya intervened by increasing education bursaries. In 2001, in Kenya, a total of 215,599 students were enrolled in form one while 89% of the students transitioned to form four in 2004. This shows that 11% of the children either dropped out of the system or repeated various classes. Table 2 shows Student Grade-Grade transition rates in different districts in the year 2011 in Nandi County.

**Table 2 Student grade-grade transition rates in different districts in the year 2011 in Nandi County.**

<b>District</b>	<b>Form 1-2</b>	<b>Form 2-3</b>	<b>Form 3-4</b>
<b>Nandi East</b>	84.7%	88.6%	86.1%
<b>Nandi south</b>	86%	88%	87%
<b>Tindiret</b>	82%	85%	89%
<b>Nandi central</b>	88%	89.23%	95.07%
<b>Nandi north</b>	85%	87%	90%

Source: District education offices; Nandi County, 2012

In 2008, the government of Kenya in further intervention introduced free day secondary education and where average grade to grade transition rate improved to

88.5% according to education sector report of 2010. This is commendable but this indicates 11.5% wastage. Kenya National Bureau of Statistics (KNBS) 2011 shows that 348,280 people are poor in Nandi County and the poverty rate was at 47.4% in 2006. The solution to the problem is further complicated by the fact that the report was released 5 years later when likely issues to be addressed could have been overtaken by events. The study focused on effects of hidden costs on grade to grade transition in public secondary schools in Nandi County, Kenya.

### **1.3 Purpose of the study**

The purpose of this study was to determine the effects of hidden costs on students' grade to grade transitions in public secondary schools in Nandi County.

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

The study sort to achieve the following objectives:

- i. To examine how the cost of school uniform affect students' grade to grade transition in public secondary schools in Nandi County.
- ii. To examine how the PTA levies affect students' grade to grade transition in public secondary schools in Nandi County.
- iii. To establish how foregone earnings affect students' grade to grade transition in secondary schools in Nandi County.

- iv. To establish how transport costs influence students' grade to grade transition in secondary schools in Nandi County.

### **1.5 Research questions**

- i. How do costs of school uniforms affect grade to grade transition in public secondary schools in Nandi County?
- ii. How do costs of PTA levies affect student grade to grade transition in public secondary schools in Nandi County?
- iii. How do foregone earnings affect student grade to grade transition in secondary schools in Nandi County?
- iv. How do transport costs influence student grade to grade transition in secondary schools in Nandi County?

### **1.6 Significance of the study**

The study may provide education policy makers and stakeholders with information that may enable them counter the problem of low transition rate in Nandi County. It may add knowledge to the world of academic research and thus be a reference to general readers interested in the effects of hidden costs of secondary education.

### **1.7 Limitations of the study**

It may have been difficult to get accurate information since respondents may not necessarily have been affected by problems of hidden costs of education. Students in different secondary schools may not have been affected in a similar way by hidden costs of education.

### **1.8 Delimitations of the study**

The research was conducted only in public secondary schools in Nandi County due to the fact that they benefit from free day secondary education. The findings were therefore limited to area under study although a general conclusion was made in schools that were not sampled. The study was conducted in Nandi County as a case study because it has both poor and economically stable population as indicated in Kenya Bureau of Statistics.

### **1.9 Assumptions of the study**

The following assumptions guided the research study:

- a) It was assumed that respondents provided relevant and reliable information to guide the study.
- b) It was assumed that most of the students who had dropped out of school were as a result of hidden costs of secondary education.



### **1.10 Definitions of significant terms**

**Completion rate** refers to the rate at which pupils are able to finish the secondary education cycle.

**County** refers to an administrative unit in Kenya headed by a governor.

**Effects** refer to impacts results or changes experienced as a result of hidden costs of secondary education.

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

**Grade** refers to the level of study in the secondary school cycle.

**PTA levies** are fee charged by schools after approval by parents during the annual general meeting.

**Public secondary school** refers to the category of secondary schools sponsored by the government.

**Repetition** refers to a year spent by a student doing the same work in the same grade as his or her previous year in school.

**School uniform** is unique clothes recommended for students by the school.

**Student** refers to a learner in a secondary school.

**Transition rate** is the rate at which students move from one grade to another in the secondary school.

**Transport costs** are fare charged or paid by students to school.

**Wastage rate** refers to the rate at which the system loose students enrolled or do not move with a given cohort.

### **1.11 Organization of the study**

The research project has been organized into five chapters. Chapter one is the introduction which consist of the background of the study, statement of the problem, purpose of the study, objectives of the study, hypotheses of study, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of the significant terms and organization of the study.

Chapter two is the literature review which has been divided into rationale of investing in education, factors affecting transition rate in secondary education, summary of literature review, theoretical framework and conceptual framework. Chapter three is research methodology which contains research design, target population, area of study, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the research instruments, data collection procedures and data analysis techniques. Chapter four is data

analysis and interpretation. Chapter five is the summary, conclusion, recommendations and suggestions of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides an in-depth literature review of studies on factors influencing transition rate in secondary school education. It has been divided into the rationale of investing in education, hidden costs affecting transition rate in secondary education; school uniforms, foregone earnings, PTA funds, transport costs, and summary of literature review.

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

There are many explanations that research has shown on why governments and in particular people invest in education. World Bank report of 2010 in referring to economic returns to investment in education says that individuals are willing to take more years of schooling partly because they can earn more and get better jobs, on average, with more schooling. For many, more schooling can also be a source of social mobility. It further indicated that nations and regions are interested in raising the average level of schooling in their population, in part, because they think that doing so will improve productivity, raise the quality of jobs in the economy, and increase economic growth.

Colclough, Rose & Tembon (1989) said education gives broad economic and social benefits for individuals and for society through higher productivity, low

mortality among children and good health. The universal declaration of human rights, adopted by the United Nations in 1948, asserted that everyone has a right to education (UNESCO 2005). It further required that countries adopt policies and practices that would ensure universal access to and completion of primary education or whatever higher level of education is considered as “basic”.

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

Hidden costs are indirect costs of education incurred by parents besides the direct costs of education as indicated in the fees structure approved by the government through the Ministry of Education. In this study, hidden costs include School uniform costs, foregone earnings, Parents Teachers Association (PTA) levies and transport costs.

Meryl Ain (2011) when she commenting on hidden costs of public education said that US census bureau statistics indicated that 15% of American households were living in poverty in 2010. She identified that poor Americans are having difficulties in paying for hidden levies of education. Hidden levies included charges on academic trips, textbooks and sports equipment.

### **2.3.1 Effects of School uniform costs on secondary education**

According to the World Bank(WB) report (2011), several countries in sub-Saharan Africa have taken strides towards meeting the Millennium Development Goal of Universal Primary Education by 2015 by eliminating school fees, but other significant costs remain, including the cost of providing school uniform for a child. It further indicated that many governments and non-governmental organizations (NGOs) have sought to overcome this barrier by offering free or subsidized uniforms to particular students, often as part of a “child sponsorship” programme. This programme led to both increased enrolments.

Brunsma and Rockquemore (1998) while commenting on his study report in Britain indicated that opponents of school uniforms argue that uniforms restrict students’ rights and impose financial hardships. For example, he found that uniform costs varied by a factor of 10 and climbed as high as \$200. Elizabeth and Scott (2010) said most schools with uniform policies in United States (U.S) provide subsidies to low income families, the remaining share of costs may still be substantial. Kremer and Ngatia (2008) evaluated a random lottery that gave uniforms to students in Busia District, Kenya. They found that there were improvements in attendance and preliminarily test scores for students who receive uniforms. They measured the impact of providing uniforms free to students in schools. This idea of providing uniforms reduces cost of education for those students, who would have had to purchase the uniforms.

A study from charity family action in United Kingdom (2012) which supports disadvantaged families said that many poorer parents pay about 40% of their income on back to school costs. It calculates that the bill for equipping a child with school uniform for the first day of secondary school was at an average of \$ 160 for boys and \$ 180 for girls in UK excluding other expenses.

Hannah (2012) in writing about school uniform costs said that the Office of Fair Trade in UK wrote to all head teachers asking them to review the arrangements they make for school uniforms. She said schools choose single supplier or retailer where parents and students buy school uniforms making them unable to buy school uniforms from cheaper shops. The office of fair trade (2012) recommended that in order to address issues of poverty and the barrier it gives education, then the costs of school uniforms alongside the cost of shoes, trips and school meals must be kept down. Similarly Katherine Sellgren (2012) Schools in England are being urged to keep the cost of school uniforms down, as many "rebrand" themselves as academies. She further said that the Local Government Association (LGA) says schools have a "moral duty" to keep costs down for parents. The LGA says parents do not have an "endless pot of cash" for new uniforms as schools change colours or logos.

According to Maliyamkono and Ogbu (1999) when analyzing sources of funds in Tanzania said, the second source of funds consists of parents who contribute towards school fees, uniforms and other compulsory contributions. Funds from

this group accounted for 13 percent of the total school funds. The study indicated that teachers, as well as the households, wanted the government to take the responsibility of paying all staff salaries (100 percent) while the parents should take care of all the expense related to school uniforms. Parents expressed their willingness to contribute towards education expenses although they were hindered by their financial inability because of general poverty leading to problems in fees payment. Parents and teachers expressed their concern for the students who cannot afford educational expenses.

Lungwangwa (1992), pointed out that though school uniforms are no longer a requirement in Zambia parents especially in the urban areas, have not yet accepted the idea of their children going to school without school uniforms. The long-established tradition of wearing school uniforms is still upheld very strongly even in the midst of their rising cost. Commission of inquiry into Education system of Kenya report (2000) indicates that annual average expenditures on schooling in Kenya by families show that about 50 percent of the total expenditure is spent in uniforms and other indirect costs of education including additional levies of construction funds.

### **2.3.2 Effects of foregone earnings on secondary education**

Several research works has been done on foregone earnings and child labour. Coombs (1980) said, in meeting the basic needs of the rural poor, the children of school age in poor rural families had a number of household and farm duties that



made it difficult for them to spare time for schooling. The most prevalent type of child labour appears to be domestic and household related duties for girls and agricultural labour for boys who are for the most part unpaid, under recognized and take up substantial amounts of time.

Croft (2002) further indicates in his study in southern Malawi, that children combine household and agricultural duties with some schooling. He said that studies indicates that forms of child labour create pressure on a child's time and these children can have erratic school attendance, regular school absences or increased instances of lateness. Guarlello, Lyon and Rosati (2005) said in their study in five different countries that agricultural work is often seasonal with clashes with schooling timetables, leading to seasonal withdrawals from school. Though these withdrawals are temporary, research suggests they may lead to more permanent withdrawals from school. In this case, girl children take on some of the domestic duties of the mother. Dachi and Garret (2003), interviewed street children in Tanzania where most of them said changes in household circumstances, for example, death of a parent had forced them to leave school and earn some sort of a living. They found that introduction of children homes increased enrolments.

Psacharopoulos and Woodhall (1984), in their studies said that earnings foregone by students at secondary levels of education are measured by average earnings of those with primary level of education while students in middle level colleges and

universities are measured by average earnings of secondary levels. United Nations Educational, Scientific and Cultural Organization (UNESCO) 1998, said educated individuals are more likely to be productive and successful workers, to have higher educational aspirations for their children and to understand that child labour is actually a weight on society.

### **2.3.3 Effects of extra PTA charges on secondary education**

PTA funds and other levies are costs that research studies have shown to affect education. Mason and Rozelle (1998), indicates that cost of education greatly influences the attractiveness of investing and participating in schooling. This education cost include levies for remedial classes, motivation, building fund, PTA teachers and lunch expenses for day secondary schools. Colclough, Rose and Tembon (2000), in their research, said that those students dropping out most frequently cite a lack of money to pay for school expenses as an important reason for dropping out.

Rose and Al Samarrai (2001) found that the ability to buy exercise books, pens and necessary clothing for school also influence whether children could enroll or mere withdrawn from the first grade. Additional costs like registration payments, getting copies of birth certificates (for registration), text books and uniform costs were indirect costs that many parents in Guinea found difficult to meet according to Colclough, Rose and Tembon (2000).

Task force on the re-alignment of the education sector to the constitution of Kenya 2010 indicated that although the Kenya Government has vigorously expanded access to quality and relevant system of education and training which also offers equal opportunity to all, there are still many challenges affecting children from poor households. This task force recommended that there is need to abolish all school levies which discriminate against poor households. It can be deduced from this that school levies have some effect on education especially of children from poor economic backgrounds.

Nigerian Action Aid report (2012), highlighted in the Nigerian action aid report “ *Education and Promoting the Rights in Schools*” that Inadequate infrastructure, facilities and various hidden levies have been identified as some of the major issues affecting the smooth running of free basic education in Kogi State in Nigeria. He further said that students were charged hidden fees for books that were meant to be free and for maintenance of facilities in the school. He recommended that, the federal, state and the local governments should respect and protect the rights of the child with regard to free and basic education. From this it can be observed that some schools charge hidden levies to students which may increase costs of education to learners.

#### **2.3.4 Effects of Transport costs on secondary education**

Maliyamkono and Ogbu, (2003) in their study of Cost sharing in education in secondary schools in Tanzania stated that when a bus stops, students are often told

to wait and many times the bus leaves the station without boarding even one of those students. She further said that overall student transportation, especially those in urban areas are awful. She found that fare to school is a cost that has been ignored and yet tend to affect education.

Management partnership services (2008) in their survey on development of student transportation funding methodology options for Washington State in U.S found that funding cost of student transport received by every school from the state had increased significantly in the last 25 years since it was started. \$500 about ksh 40,000 is spent on every student each year accounting for about 8% of the student education cost.

Report given in Jamaica by school travel service (2011) said that if your child goes to a school more than three miles from your home (measured by the nearest available walking route), you may qualify for financial help to meet the cost of public transport to and from school. Distances are calculated on the basis of a straight-line measurement between the applicant's home address and a point decided by the school (usually the front gates). The local authority uses a computerised system, which measures all distances in metres. Ordnance Survey supplies the co-ordinates that are used to plot an applicant's home address within this system. School Travel services (2011). It can be observed from this report that transport cost or fare to school is an issue in well developed nations also.

Katy Hopins (2012) in writing about 5 Hidden Costs of Public High School in United States of America said that getting to and from school can get pricey. He further said that Confronted with the option to pay \$1,500 a year for a school bus to come, the Krause family decided to drive their daughter both ways each day instead—a cost of about \$150 a week, Krause estimates. For students who have a bus option but would prefer to transport themselves, there may be an additional cost, too: "If you're a senior and you're looking forward to driving your car and parking at a high school lot, parking fees have gone up," AASA's Domenech notes. These cases further indicate that transport expenses have a considerable share in education costs.

#### **2.4 Summary of literature review**

Maliyamkono and Ogbu (1999) in their study found that provision of school uniforms increase enrolments but they did not show how this affects grade to grade transition which this study endeavors to do. Dachi and Garret (2003), in their study in Tanzania on foregone earnings found that introduction of children homes increased enrolments. Their study did not explain how foregone earnings affect grade to grade transition which this intended to find.

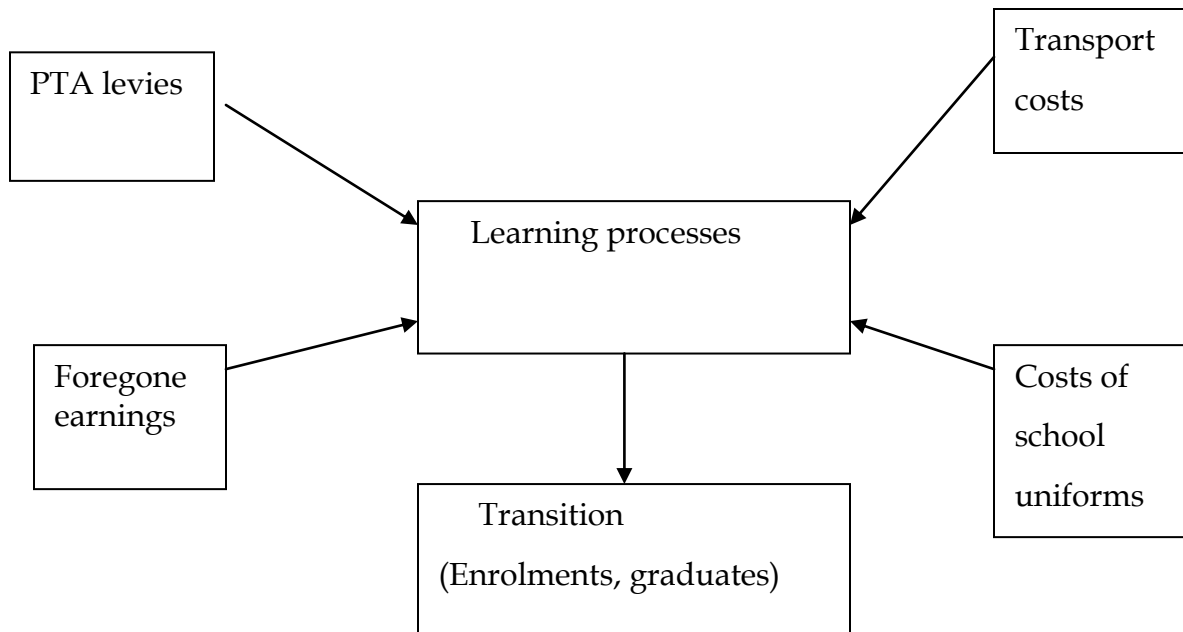
## **2.5 Theoretical framework**

Cremin (1959) advanced classical liberal theory of equal opportunity by citing Horace Mann. Mann felt that a common school would be the “great equalizer”. He found ‘social harmony’ to be the primary goal of the school. He advocated a school that would be available and equal for all. The theory seeks for further going through education system whose participation would be determined on basis of individual merits and not socio-economic background, gender, geographical barriers and policies. This study found relevant to use this theory because by addressing effects of hidden costs on secondary education, one would provide all children equal opportunity to the kind and quality of education they need in order to reduce cases of absenteeism, dropouts and repetition thus increase grade to grade transitions in public secondary schools.

## **2.6 Conceptual framework**

Schooling is a process that converts inputs to outputs. In this study, costs of school uniforms, fare of students to school, foregone earnings and PTA levies are inputs. Progression of students from one grade to another depends on the internal efficiency of the processor. The processor is the education system and its capacity determines the quantity of human capital system flowing. Wastage due to dropouts and consistent backflows due to repetition are interfering forces affecting the output which is transition in this study.

**Figure 2.1 Conceptual framework**



Hidden costs encompass costs of school uniforms, transport costs, PTA levies and earnings foregone by students. Hidden levies include all levies that are not provided in the official fees structure approved by the ministry of education. Foregone earnings include the cheap labour that the child would have provided by taking care of the young children, taking care of livestock and other forms of labour in the farm. Inputs are fed into the education system which converts them into outputs. Hidden costs are incurred in any learning process of an education

system and monetary resources determine purchasing power for one to go through an education process. Inability to pay for inputs (hidden costs of education) will affect the learning process and this may lead to low transition.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents various procedures and strategies that were used in the study. It is divided into research design, target population, sample and sampling procedures, research instruments, reliability of the research instruments, validity of research instruments, data collection procedures and data analysis techniques.

#### **3.2 Research design**

The research study adopted a descriptive survey design. Borg and Gall (1989) says descriptive survey attempts to describe characteristics of subjects, phenomena, opinions and attitude to the research. Fraenkel and Wallen (1993) argue that descriptive analysis involves asking a large group of people questions about a particular issue and drawing conclusions. Descriptive survey design was chosen because it enabled the study to be carried in a wider area.

#### **3.3 Target population**

Keya, Mani , Makau & Omar (1989), states that a population consists of all the cases of individuals or things or elements that fit a researchers specification. The research study targeted all 168 public secondary schools (PSS) in Nandi County, Kenya. The study targeted teachers and students of PSS. Nandi County covers

five administrative districts namely; Tindiret, Nandi east, Nandi south, Nandi central and Nandi north. The target population for the study comprised of 2,050 teachers and 31,420 students in all public secondary schools in Nandi County as obtained from all District Education offices in the county.

### **3.4 Sample size and sampling procedures**

Sampling ensures that the elements of a population selected are representative of the total population (Keya, Makau, Mani and Omari 1989). Further, Ngechu (2006) says that when selecting a sample; one should ensure that each sub-population, strata and cluster is represented. To do this; proportional sampling method was used. The method ensures that variables in the selected sample represent the study population proportionally. Individual respondents were sampled randomly.

Best and Khan (1993), suggest that the best sample population is that which covers at least 30% of the total population. This study used Best and Khan's method of determining sample size based on 30% of population. Therefore 51 schools formed the sample size in which 248 teachers and 510 students were respondents in the study. To take care of gender balance, at least 1 female teacher and vice versa were selected.

**Table 3**

**The sampling frame**

<b>District</b>	<b>Total schools</b>	<b>Sample schools</b>	<b>Teachers</b>	<b>Students</b>
Nandi East	19	6	28	60
Tindiret	19	5	24	50
Nandi South	42	13	64	130
Nandi Central	45	14	68	140
Nandi North	43	13	64	130
<b>Total</b>	<b>168</b>	<b>51</b>	<b>248</b>	<b>510</b>

**Source: Nandi county district education offices (2012)**

**3.5 Research instruments**

The data for this study was collected using questionnaires. According to Wiersman (1986), the most suitable research instruments for descriptive survey research design is a questionnaire. The questionnaires were constructed for the teachers and students. Teachers' questionnaire consisted of two sections. Section A addressed demographic information of the teachers and their schools. Section B contained closed and open-ended items aimed at collecting opinions of teachers on effects of hidden costs on transition rate. Closed coded items required the respondent to tick the appropriate response from the provided alternatives while

open-ended items required the respondent to fill the blank spaces by giving their own opinions.

Students' questionnaires also contained two sections. Section A which addressed demographic information of the student and section B which addressed effects of hidden costs on students retention and drop outs. Both closed and open-ended items were used to get responses from the respondents. Likert (1967) noted that for practical reasons, scores should have arbitrary weights consisting of integers. Therefore, the closed-ended questions for the two categories of respondents had likert summated rating method also used in some items.

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

Validity refers to the ability of a test to measure what it is intended to measure, Ngechu, (2000). In this research, a pilot study was carried out before the actual administration of the instruments. This allowed the researcher to do a pre-test on the reliability and validity of the instruments.

Mulusa (1990) stated that the aim of pilot study is to determine the clarity of the wordings of the questions in the instruments so that items that fail to meet the anticipated data would be discarded or modified. Ten respondents were used to test instrument validity. Further more the research instruments were given to the two supervisors of this study to ascertain its validity. The comments of the supervisors were considered in writing the final instruments.

### **3.7 Reliability of the research instruments**

To test reliability of the items in the questionnaires, the researcher conducted a pilot study in public day and boarding secondary schools; a boys' school, a Girls' school and a mixed school. The instruments were administered to a given group of students in the identified schools. The same instruments were administered to the same group after two weeks. The responses were scored manually and comparison made. According to Gay, Mills and Airasian (2006), reliability is defined as the degree to which a test consistently measures whatever it is measuring. Cronbach's Alpha coefficient was obtained to estimate the internal consistency of items. A reliability coefficient measure of greater than 0.635 for both teachers and students in each hidden cost of secondary education was used. Instruments with reliability coefficients below 0.635 were rejected. The researcher used the results of the pilot study to test reliability of the questionnaire in order to establish the extent to which it was able to elicit the desired information.

### **3.8 Data collection procedures**

The researcher obtained permit from National Council for Science and Technology and later visited the DEO of each district for clearance to conduct the study. A pretest study was then done before the main study. The researcher visited each sampled school in order to administer the questionnaires. The researcher met the head teacher with an introductory letter for him or her to allow the actual

administration of questionnaires to teachers and students. The filled questionnaires were then collected for analysis.

### **3.9 Data analysis techniques**

The data collected were cross-examined to ascertain their accuracy, completeness and uniformity. The data were analyzed descriptively and processed by use of a computer software program called the Statistical Package for Social Science (SPSS). The data from all the two types of questionnaires obtained were analyzed.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter contains data analysis, interpretation and discussion of the findings of effects of hidden costs on students' grade to grade transitions in secondary schools in Nandi County, Kenya. The analysis was guided by the research objectives. The objectives of the study were to examine how the cost of school uniform affect students' grade to grade transition in public secondary schools in Nandi County; To examine how the PTA levies affect students' grade to grade transition in public secondary schools in Nandi County; To establish how foregone earnings affect students' grade to grade transition in secondary schools in Nandi County and lastly to establish how transport costs influence students' grade to grade transition in secondary schools in Nandi County.

#### **4.2 Demographic information of the respondents**

##### **4.2.1 Teachers' demographic information**

The demographic information of teachers was based on their gender, professional qualification, and type of school and the years of service in teaching. To establish the gender of the teachers, they were asked to indicate it. Table 4.1 shows their gender.

**Table 4.1**

**Distribution of teachers by gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Male	147	59.1
Female	101	40.9
<b>Total</b>	<b>243</b>	<b>100.0</b>

Table 4.1 indicate that 59.1% of the teachers were male teachers while 40.9% female. Data implies that male teachers were more than female teachers in Nandi county. The data further implies that there was gender parity among the teachers in the county.

The teachers were also asked to indicate the type of schools. The data is tabulated in Table 4.2.

**Table 4.2**

**Distribution of teachers by type of school**

<b>Type of school</b>	<b>F</b>	<b>%</b>
Day	142	57.3
Boarding	91	37.4
Day/boarding	15	6.1
<b>Total</b>	<b>243</b>	<b>100.0</b>



Findings of the study indicate that majority 57.3% of the schools interviewed were day schools while 7.4% of teachers were from boarding schools. The data implies that there are more day schools in the county and hence the representation of the same in the data.

Duration of teaching is important in that it provides teachers with the necessary experience and in this case they have information on the effects of hidden costs on students' grade to grade transitions. The teachers were therefore asked to indicate their teaching experience. Their responses are presented in table 4.3.

**Table 4.3**

**Teachers' distribution by teaching experience**

<b>Years</b>	<b>F</b>	<b>%</b>
0-1 yr	79	31.7
2-4 yrs	71	28.7
5-9 yrs	36	14.6
10-14yrs	20	7.9
More than 15yrs	42	17.1
<b>Total</b>	<b>248</b>	<b>100.0</b>

Data shows that 31.7% of teachers had taught for less than 1 year. The data implies that teachers had a long teaching experience hence they are able to

provide information on the effects of hidden costs on students' grade to grade transitions in public secondary schools.

Professional qualifications enable teachers to effectively perform their roles in the schools. They are also able to explain how cost of education may affect learning.

The researcher further sought to establish teachers' professional qualifications.

Their responses are presented in Table 4.4.

**Table 4.4**

**Distribution of teachers according to professional qualifications**

<b>Qualifications</b>	<b>F</b>	<b>%</b>
Untrained	23	9.1
Diploma	69	28.0
First degree	145	58.5
Masters	11	4.3
<b>Total</b>	<b>248</b>	<b>100.0</b>

Data shows that majority of the teachers had first degree. This indicates that most teachers have the required level of education. This implies that teachers were adequately qualified and hence are in a position to explain the effects of hidden costs on students' grade to grade transitions in public secondary schools. After presenting the demographic information of the teachers, attention was focused to the demographic data of the students. This is presented in the following section.

### 4.3 Demographic information of the students

The demographic information of students was based on their gender, type of school, the person they lived with and where they lived. Table 4.5 presents the students' gender.

**Table 4.5**

**Distribution of students according to gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Male	161	50.6
Female	157	49.4
<b>Total</b>	<b>318</b>	<b>100.0</b>

Data revealed that there were an almost equal number of students in the schools. The students were also asked to indicate their type of schools to which they responded as presented in Table 4.6,

**Table 4.6**

**Distribution of students according to type of school**

<b>Type</b>	<b>F</b>	<b>%</b>
Day	190	59.7
Boarding	109	34.3
Day/Boarding	19	6.0
<b>Total</b>	<b>318</b>	<b>100.0</b>

Majority 59.7% of students were from day schools 58.1%, while 34.3% of students were from boarding schools. This indicates that most of the students benefit from free day secondary education in Nandi County with those in boarding schools expected to pay for boarding expenses only.

The researcher sought to establish the effects of hidden costs on transition rate in public secondary schools. The respondents were asked to respond to item that sought to establish the same. Teachers were asked to state whether the number of students who were enrolled in form one in 2009 were the same number in form four in 2012. Data is tabulated in table 4.7.

**Table 4.7**

**Teachers' responses on whether the number of students who were enrolled in form one in 2009 was the same number in form four in 2012**

<b>Response to whether students</b>		
<b>transited from form one to four</b>	<b>F</b>	<b>%</b>
Yes	85	34.3
No	163	65.7
<b>Total</b>	<b>248</b>	<b>100.0</b>

Data shows that majority 163(65.7%) of teachers agreed that the number of students who were enrolled in form one in 2009 were not the same number in form four in 2012. This suggests that some students must have dropped, transferred or repeated some grades. The students were further asked to indicate the possible cause of the decrease. They responded as indicated in Table 4.8.

**Table 4.8**

**Teachers' responses on the cause of the decrease**

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<b>Response on possible</b>		
<b>cause of decrease</b>	<b>F</b>	<b>%</b>
Transfer	192	77.4
Repetition	34	13.7
Dropping out	12	4.8
Don't know	10	4.0
<b>Total</b>	<b>248</b>	<b>100.0</b>

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It was revealed that majority 192(77.4%) of teachers indicated that their students had transferred to another school while 34(13.7%) of teachers said that they had repeated hence decreasing the number of students in 2009.

**4.4 Effect of cost of school uniform on students' grade to grade transition in public secondary schools in Nandi County.**

To establish the effects of hidden cost of students' grade to grade transition, one of the aspects of the hidden costs was cost of uniform. To establish the effect of cost of school uniform on students' grade to grade transition in public secondary schools in Nandi County, teachers were asked to indicate whether the students were asked to pay fees for school uniforms. Data is presented in Table 4.9

**Table 4.9**

**Teachers' responses on whether students were asked to pay fees for school uniforms**

<b>asked to pay fees for school uniforms</b>	<b>F</b>	<b>%</b>
Yes	90	36.2
No	158	63.7
<b>Total</b>	<b>248</b>	<b>100.0</b>

Majority 158(63.7%) of teachers indicated that students were not asked to pay fees for school uniforms. The data implies that students who may not have been able to pay for the uniform may drop out of school hence affecting student transition. Asked whether there were students who could not pay for school uniforms majority 57.1% of the teachers agreed with the statement. The data further indicated that students who may not have been able to pay for the uniform may drop out of school hence affecting student transition.

Teachers were asked whether they sent home those students who did not have school uniforms, they responded as Table 4.10.

**Table 4.10**

**Teachers' responses on whether they sent home those students who do not have school uniforms**

<b>Response on whether they sent home those</b>		
<b>students who do not have school uniforms</b>	<b>F</b>	<b>%</b>
Yes	161	64.9
No	87	35.0
<b>Total</b>	<b>248</b>	<b>100.0</b>

Data as presented in Table 4.10 indicated that majority 161(64.95%) of teachers indicated that students were sent home for lack of school uniform. The data implies that students without school uniforms were sent home hence missing out of school which resulted to lack of transition to other grades.

The students were asked to indicate whether they had ever been sent home due to lack of school uniforms or money meant for buying school uniforms. The responses are presented in Table 4.11.



**Table 4.11**

**Students' responses on whether they had ever been sent home due to lack of school uniforms**

<b>Those send home due to</b>		
<b>lack of uniform</b>	<b>F</b>	<b>%</b>
Yes	142	44.7
No	176	55.3
<b>Total</b>	<b>318</b>	<b>100.0</b>

Data shows that majority 176(55.3%) of students had never been sent home due to lack of school uniforms or money meant for buying school uniforms. The data implies that though majority were not sent home for lack of uniform or money for its payment, a significant number were sent home which implies that those students were not able to participate well in school which could lead to lack of transition.

The students were further asked whether they had any difficulty in getting money for their school uniforms. Their responses are presented in Table 4.12.

**Table 4.12**

**Students' response on whether they had any difficulty in getting money for their school uniforms**

<b>Response on whether they had any difficulty in getting money for their school uniforms</b>	<b>F</b>	<b>%</b>
Yes	135	42.5
No	183	57.5
<b>Total</b>	<b>318</b>	<b>100.0</b>

Data indicated that majority 183(57.5%) of students indicated that they did not have any difficulty in getting money for their school uniforms while 135(42.5%) of students had the difficulty. This shows that students who were not able to get such money for uniform would remain at home and not transit to the next level.

Teachers were also asked to indicate whether sending students home affect her/his academic performance. The data is presented in Table 4.13.

**Table 4.13**

**Teachers' responses on whether sending students home affected their academic performance**

<b>Response</b>	<b>F</b>	<b>%</b>
Affected performance	168	67.7
Did not affect performance	80	32.2
<b>Total</b>	<b>248</b>	<b>100.0</b>

Majority 168(67.7%) of teachers indicated that sending students home for lack of school uniform affected their academic performance, this shows that inability to have uniform or money to pay for one had an impact on students performance. Students who do not perform well in school may choose or may be advised to repeat hence not transiting to the next grade.

When students were asked to indicate whether they sometimes missed to go to school due to lack of school uniforms, they responded as indicated in Table 4.14.

**Table 4.14 Students response on whether they sometimes missed to go to school due to lack of school uniforms**

<b>Response</b>	<b>F</b>	<b>%</b>
Missed school	197	61.9
Did not miss school	121	38.0
<b>Total</b>	<b>318</b>	<b>100.0</b>

Majority 197(61.9%) of students indicated that they sometimes missed to go to school due to lack of school uniforms. Data implies that students missed on school due to lack of uniform.

#### **4.5 Effect of PTA levies on students' grade to grade transition in public secondary schools**

The second research question sought to establish the effect of PTA levies on students' grade to grade transition in public secondary schools. To determine the effect of PTA levies on students' grade to grade transition in public secondary schools, teachers were asked whether there was any extra school levies other than the one financed in the free secondary education. Teachers revealed that most schools charge extra levies to students other than what the government had paid for in free day secondary education. This showed that students in day secondary

schools still pay fees in free day secondary education. Table 4.15 presents data on teachers' responses on extra levies charged.

**Table 4.15**

**Teachers' responses on extra levies charged**

<b>Responses on Extra levy charged</b>	<b>F</b>	<b>%</b>
Motivation fee	42	16.9
Building fund	16	6.5
Examination fee	9	3.6
Remedial fee	8	3.2
All the above	173	69.8
<b>Total</b>	<b>248</b>	<b>100</b>

Data shows that majority 173(69.8%) of teachers indicated that motivation fee, building fund, examination fee and remedial fee were all paid by the students while 42(16.9%) of teachers indicated that motivation fee was the extra levy charged. The data shows that there were hidden costs in form of extra levies.

The students were asked whether they were charged extra money apart from what the government had paid for in free day secondary education. The data is presented in Table 4.16.

**Table 4.16**

**Students' responses on whether extra money is charged**

<b>Response</b>	<b>F</b>	<b>%</b>
Extra money charged	246	77.3
No extra money charged	72	22.6
<b>Total</b>	<b>318</b>	<b>100.0</b>

Majority 246(77.3%) of students revealed that they were charged extra money apart from what the government has paid for in free day secondary education while 72(22.6%) of students were not charged. Majority 236(74.2%) of students added that they were sometimes sent home to collect money for this extra school levies. Asked whether it affected their academic performance, they responded as Table4.17

**Table 4.17**

**Students' responses on whether going home to collect money for this extra school levies affected performance**

<b>Response</b>	<b>F</b>	<b>%</b>
Affects performance	240	75.5
Don't affect performance	78	24.5
<b>Total</b>	<b>318</b>	<b>100.0</b>

Majority 240(75.5%) of the students revealed that going home to collect money for this extra school levies affected performance. The data implies that hidden cost in terms of extra money apart from what the government has paid affected students learning which ultimately would have an influence of students' transition. The findings concurs with Marete (2005) who found that when students are absent from school, they tend to miss lessons leading to poor academic performance.

The students were also asked to indicate whether there was any student that did not progress to the next grade/class or dropped out of school due to inability to pay this extra school levies. The results were as indicated in table 4.18

**Table 4.18**

**Students' responses on lack of transition due to extra school levies**

<b>Responses on lack of transition due to extra levies charged</b>	<b>F</b>	<b>%</b>
Yes	170	53.4
No	148	46.5
<b>Total</b>	<b>318</b>	<b>100.0</b>

Table 4.18 shows that majority 170(53.4%) of students had students in their class/grade that did not progress to the next grade/class or dropped out of school due to inability to pay this extra school levies. When teachers were asked to indicate whether students were able to pay these extra levies, majority of the teachers indicated that students did not pay promptly for these extra levies. Sifuna (1978) investigated the causes of dropout among secondary schools in Kenya and found that poverty is responsible for a large percentage of dropouts since parents cannot afford to pay. Thus the researcher pegged the reason of low transition in secondary education due to extra levies.



#### **4.6 Effect of foregone earnings on students' grade to grade transition in secondary schools**

To establish the effect of foregone earnings, teachers were asked to indicate if sometimes students become absent due to some work at home. Data is presented in Table 4.19

**Table 4.19**

**Teachers' responses on whether sometimes students become absent due to some work at home**

<b>Responses on whether students become</b>		
<b>absent due to work at home</b>	<b>F</b>	<b>%</b>
Yes	142	57.3
No	105	42.7
<b>Total</b>	<b>248</b>	<b>100.0</b>

Data shows that majority 57.3% of the teachers indicated that students who worked at home sometimes become absent due to manual work at home.

They were further asked to indicate whether they sometimes report late to school due to some manual work at home. The data is presented in Table 4.20.

**Table 4.20 Students responses on whether they were sometimes they report late to school due to some manual work at home**

<b>Responses on whether there is</b>		
<b>lateness due to manual work</b>	<b>F</b>	<b>%</b>
Yes	237	74.5
No	81	25.5
<b>Total</b>	<b>318</b>	<b>100.0</b>

Findings show that majority 237(74.5%) of students reported late to school due to some manual work at home while 81(25.5%) of students had never reported late. The data shows that students were sometimes late for school due to work at home. This may affect their transition to the next grade. When asked to state whether reporting late to school due to some manual work at home affected promotion of some students from one class/grade to another, the students reported as indicated in Table 4.21.

**Table 4.21**

**Students' responses on whether effect of manual work at home affects promotion from one class/grade to another**

<b>Responses on whether manual</b>		
<b>work affect promotion</b>	<b>F</b>	<b>%</b>
Yes	239	75.2
No	79	24.8
<b>Total</b>	<b>318</b>	<b>100.0</b>

Data shows that majority 239(75.2%) of students revealed that reporting late to school due to some manual work at home affected promotion of some students from one class/grade to another. The data shows that reporting late to school due to some manual work at home affected promotion of some students from one class/grade to another.

#### **4.7 Effect of transport costs on students' grade to grade transition in public secondary schools**

In establishing the effects of transport costs, teachers were asked whether students had any difficulty in traveling to school. Table 4.22 shows their responses.

**Table 4.22**

**Teachers' responses on whether students had any difficulty in traveling to school**

<b>Response on whether there is difficulty traveling to school</b>	<b>F</b>	<b>%</b>
Yes	140	56.3
No	108	43.7
<b>Total</b>	<b>248</b>	<b>100.0</b>

Findings shows that majority 56.3 % of the teachers agreed that there were students who had difficulties in getting fare or means to school. Teachers further indicated that lack of fare or long distance from school did not make students to report to school late. This means that although some students had difficulties in getting to school, it did not make them to be late. Table 4.23 shows students responses on whether they sometime reported to school late due lack of fare/transport

**Table 4.23**

**Students' responses on whether they sometime reported to school late due to lack of fare/transport**

<b>Response on whether students report late</b>		
<b>to school due lack of fare</b>	<b>F</b>	<b>%</b>
Yes	166	52.2
No	152	47.8
<b>Total</b>	<b>318</b>	<b>100.0</b>

Findings shows that majority 166(52.2%) of students reported to school late sometimes due to lack of fare/transport. Majority 182(57.2%) of the students further added that being absent in school effected their academic performance. The reseracher further sought to estbalih from studnets the reason for drop out of other students from school. Data is presented by Table 4.24

**Table 4.24**

**Students' response on the reason of drop out of other students from school**

<b>Reason</b>	<b>F</b>	<b>%</b>
Lack of school fees	277	87.1
Lack of school uniform	7	2.2
indiscipline	16	5.0
remedial fee	1	.3
<b>Total</b>	<b>318</b>	<b>100.0</b>

Majority 277(87.1%) of students indicated that lack of school fees caused drop out of other students from school while 16(5.0%) of students indicated that it was due to indiscipline. In determining to know which hidden cost have the greatest influence on grade to grade transition in secondary education, teachers were asked to select one with the greatest influence. Table 4.25 shows their responses

**Table 4.25**

**Teachers' responses on the hidden cost that had the greatest influence on grade to grade transition in secondary education**

<b>Hidden costs</b>	<b>F</b>	<b>%</b>
Out of pocket expenses	2	.8
School uniforms	35	14.2
Fare to school	62	25.0
School levies	87	35.0
Child labour and foregone earnings	62	25.0
<b>Total</b>	<b>248</b>	<b>100</b>

Findings shows 87(35.0%). of teachers indicated that school levies had the greatest influence on grade to grade transition in secondary education while 62(25.0%) of teachers indicated that child labour and foregone earnings influence. Teachers were also asked to comment on the group of students who are mostly affected by hidden costs of education. The teachers were asked to indicate on whom between boys and girls was affected more by hidden costs of free secondary education. The data is presented in Table 4.26.

**Table 4.26**

**Teachers responses on the group of students that was most affected by hidden costs of Free Secondary Education**

<b>Response to who is affected most</b>	<b>F</b>	<b>%</b>
Boy	48	19.4
Girl	200	80.6
<b>Total</b>	<b>248</b>	<b>100</b>

Majority 200(80.6%) of teachers indicated that girl student was most affected by hidden costs of free secondary education. Teachers further added that girls have other extra costs in demand like the need for sanitary pads. Other teachers indicated that most parents preferred to educate their male children as opposed to female children. This concurred with Kibogy (2001) in her study of survey of drop out phenomenon of female secondary school students in Keiyo district where she found that most parents preferred to educate their male children as opposed to female counterparts.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter gives the summary of the major findings and from it relevant conclusions and recommendations are made.

#### **5.1 Summary of the study**

The purpose of this study was to establish the effects of hidden costs on grade to grade transitions in public secondary schools in Nandi County. Four research questions guided the study. The research questions sought to examine how the cost of school uniform affect students' grade to grade transition in public secondary schools in Nandi County; examine how the PTA levies affect students' grade to grade transition in public secondary schools in Nandi County; establish how foregone earnings affect students' grade to grade transition in secondary schools in Nandi County and lastly establish how transport costs influence students' grade to grade transition in secondary schools in Nandi County. The research study adopted a descriptive survey design. The sample comprised of 248 teachers and 510 students. Data were collected by use of questionnaires and were analysed by use of quantitative techniques.

The findings indicated that transition rate of students from one grade to another was still low with 26.4% of the teachers giving repetition as the major cause.

Teachers also revealed that extra levies are charged on students leading to payment of extra school fee. They also indicated that the extra levies charged include motivation fee, examination fee, remedial fee and building fund. However students were not aware that they were paying for additional levies. Students had difficulty in paying for these additional levies.

The first research objective was to examine how the costs of school uniform affect students' grade to grade transition in public secondary schools in Nandi County. In establishing the effect of costs of school uniform, the research findings indicated that students who do not have school uniforms are sent home. They said that it affects the academic performance of the students since they miss classes. Students also were in agreement with their teachers on this. The second research question sought to examine how the PTA levies affect students' grade to grade transition in public secondary schools in Nandi County. In establishing how PTA levies affected student transition, findings revealed that schools charge extra levies to students other than what the government had paid for in free day secondary education. Majority 173(69.8%) of teachers indicated that motivation fee, building fund, examination fee and remedial fee were all paid by the students while 42(16.9%) of teachers indicated that motivation fee was the extra levies was charged. Majority 236(74.2%) of students added that they were times they were sent home to collect money for this extra school levies which affected performance.

The third research question sought to establish how foregone earnings affect students' grade to grade transition in secondary schools in Nandi County. On forgone earnings, 57.3% of the teachers did not agree that manual labour lead to absenteeism. However students said that work given by their parents and guardians make them late to school and they indicated that it affected their academic performances which lead to some of them to repeat some grades.

The third research question sought to establish how transport costs influence students' grade to grade transition in secondary schools in Nandi County. In establishing effects of transport costs, teachers said that fare and means to school is a big problem to students. They also said that it leads to absenteeism. Students also were in agreement with the teachers that problem of getting fare to school lead to absenteeism. However, the research findings indicated that lack of fare or means to school does not lead to drop outs. The research findings indicated that fare and means to school has the greatest influence on grade to grade transitions in public secondary school in Nandi County. Teachers said that Girls are most affected by hidden costs of secondary education

## **5.2. Conclusion of the study**

Based on the findings of the study, it was concluded that transition rate of students from one grade to another was still low. The low transition was affected by hidden costs for example, extra levies charged on students leading to payment of extra school fee. This included motivation fee, examination fee, remedial fee and building fund. However some students were not aware that they were paying for additional levies. Students had difficulty in paying for these additional levies. The study also concluded that cost of school uniform affect students' grade to grade transition in public secondary schools in Nandi County. Students who do not have school uniforms are sent home. Sending students home affected the academic performance of the students since they miss classes. Students also were in agreement with their teachers on this. The study also concluded that PTA levies affect students' grade to grade transition in public secondary schools in Nandi County. Schools charge extra levies to students other than what the government had paid for in free day secondary education. Students added that they were times they were sent home to collect money for this extra school levies which affected performance. The study also concluded that foregone earnings affected students' grade to grade transition in secondary schools in Nandi County. Students said that work given by their parents and guardians make them late to school and they indicated that it affected their academic performances which lead to some of them to repeat some grades. Lastly the study concluded that transport costs influence students' grade to grade transition in secondary schools in Nandi County.

### **5.3. Recommendations of the study**

The following recommendations have been made out of the study if high grade to grade transition rates are to be achieved in public secondary schools:

- i. Regular review of the fees structure guidelines for public secondary schools in view to accommodate the changing economic trends and inflation rates. In addition to this, the ministry of education should exert its authority against schools which charge additional levies. The government of Kenya needs to expand its financing of secondary education to include other costs of education like school uniforms, examination fee, cost of transport to school and boarding expenses. If Boarding expenses are financed, the problem of students engaging in manual work at home will be removed.
- ii. It is also essential to develop special funding programmes for female students to address their unique needs. Female students have more requirements than male students which are required to be financed. These include need for sanitary pads. There is need to develop an effective and efficient way of monitoring receipting system in schools. The ministry of education should be able to establish how schools manage to include additional levies like remedial fee yet they had been banned by the government in 2102.

- iii. The government through the ministry of Education should establish whether there is need to accommodate additional items in their fees structure guidelines.

#### **5.4. Suggestions for further research**

The following area is recommended for further research:

- i. There is need to study how hidden costs of education affects academic performance of students in urban day schools as compared to those in rural areas.
- ii. Since the study was carried out in rural areas, there is need to carry out a similar study in urban school and compare the findings.
- iii. Since the study was carried out in secondary schools, it may be important to carry out a study on the influence of hidden costs of pupils' grade to grade transition in primary schools.

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## APPENDIX A

### Introductory letter to administer research instruments

Tuwei Elkana k Biwott

University of Nairobi

P.O BOX 383,

Eldoret.

Dear Respondent,

RE: REQUEST FOR ASSISTANCE IN FILLING QUESTIONNAIRES

I am postgraduate student of the University of Nairobi, in the school of education undertaking research study on; **effects of hidden costs on student grade to grade transitions in secondary schools in Nandi County, Kenya.**

You have been selected as one of the respondents in this study. Your cooperation and assistance in completing the questionnaires provided is highly appreciated. All the information obtained from your response will be treated in confidence and will only be used for the purpose of educational study.

Thank you.

Yours faithfully,

Tuwei Elkana K Biwott

E55/71476/2007

## APPENDIX B

### TEACHERS' QUESTIONNAIRES

The questionnaire is designed to gather general information about effects of hidden costs of free secondary education on grade transition rate in public secondary schools in Nandi County, Kenya. You are therefore assured that your responses will be kept confidential. This questionnaire is meant for educational research purpose only. Tick the correct option with explanations if required

#### Section A (Demographic characteristics)

1. Type of school? Day ( ) boarding ( ) day and boarding ( )

2. Indicate your sex: Male ( ) female ( )

3. How long have you been a teacher?

0-1 yr [ ] 2-4 yrs [ ] 5-9 yrs [ ] 10-14yrs [ ] >15yrs [ ]

4. What is your professional qualification?

Untrained [ ] diploma [ ] first degree [ ]

Masters [ ] Doctorate [ ] Others (specify) \_\_\_\_\_

5. How many students are there in your school?

Boys \_\_\_\_\_ Girls \_\_\_\_\_

#### Section B (Effects of hidden costs on transition rate in Free Secondary Education)

6 a) Are all the students who were enrolled in form one 2009 the same students in form four this year 2012? Yes [ ] No [ ]

b) If NO, what is the likely cause of the decrease? Rank the following causes from the strongest reason to the least: Assign 1 the strongest, in that order; Transfer [ ] repetition [ ] Dropping out [ ] Don't know [ ]

7 a) Are there any extra charges by the management in your school? Yes [ ] No [ ]

b) If yes, which extra levies do they charge?

Motivation fee [ ] Building fund [ ] examination fee

Remedial fee [ ] all of the above [ ]

c) If yes, do the students pay promptly? Yes [ ] No [ ]

d) If NO, how do you deal with those who do not pay? Sent home [ ] given time to pay [ ] Ask parent/guardian to come to school [ ]

8 a) Do your school ask students to pay fees for school uniforms?

Yes [ ] No [ ]

b) Are there students who cannot pay for/buy school uniforms?

Yes [ ] No [ ]

c) Are students sometimes sent home for lack of school uniforms?

Yes [ ] No [ ]

d) If YES, Do sending students home affect her/his academic performance?

Yes [ ] No [ ]

9 a) Do students sometimes become absent due to manual work/labour at home?

Yes [ ] NO [ ]

b) If yes, does it affect the academic performance of the student?

Yes [ ] NO [ ]

c) Does students report late to school due to work given to them at home?

Yes [ ] NO [ ]

d) Are students who work/employed at home sometimes drop out of school?

10 a) Do lack of fare or transport make some students report to school late?

Yes [ ] NO [ ]

b) Do lack of fare affect academic performance in your school?

Yes [ ] NO [ ]

c) Have lack of fare to school resulted to absenteeism? Yes [ ] NO [ ]

d) Rank the following hidden costs of free day secondary education from the one with the strongest influence on student transition and completion rates on free secondary education to the weakest (1-4)

Out of pocket expenses [ ] school uniforms [ ] fare to school [ ]

School levies [ ] child labour and foregone earnings [ ]

e) Which group of students do you think is most affected by hidden costs of Free

Secondary Education in your school? Girls [ ] Boys [ ]

Give reasons for your answer

**APPENDIX C**

**STUDENTS' QUESTIONNAIRE**

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

**Section A: (Demographic Characteristics)**

1) What is the type of your school?

Day ( )      Boarding ( )      Day and Boarding ( )

2) Indicate your sex      Male ( )      female ( )

3) If you are in a day school, whom do you stay with as you commute to school?

Parents [ ]      Relative [ ]      Alone in Hired House [ ]

Others specify.....

4) Where is your family's permanent residence? Town [ ] Rural [ ]

**SECTION B: Effects of hidden costs of FSE on students' transition rate**

5a) Do you sometime report to school late due lack of fare/transport?

Yes [ ]      NO [ ]

b) Do you sometime become absent due to lack of transport/fare?

Yes [ ]      NO [ ]

c) If YES, do being absent affect your academic performance?

Yes [ ]      NO [ ]

d) Are there students who drop out of school due to problem of distance or lack of

transport?      Yes [ ]      No [ ]



6 a) Do you have any difficulty in getting money for your school uniforms?

Yes [ ] NO [ ]

b) If yes, do you sometimes miss to go to school due to lack of school uniforms?

Yes [ ] NO [ ]

c) Have you ever been sent home due to lack of school uniforms or money meant for buying school uniforms? Yes [ ] NO [ ]

d) Has this affected your academic performance?

Yes [ ] NO [ ]

7 a) Do you sometimes report late to school due to some manual work at home?

Yes [ ] NO [ ]

b) Do you sometimes miss classes due to work at home?

Yes [ ] NO [ ]

C) If yes, have it affected your academic performance?

Yes [ ] NO [ ]

d) ) Has this affected promotion of some students from one class/grade to another? Yes [ ] NO [ ]

8 a) Are you charged extra money apart from what the government has paid for in free day secondary education?

Yes [ ] NO [ ]

b) If yes, have you been sent home to collect money for this extra school levies?

Yes [ ] NO [ ]

c) If yes, have this affected your academic performance?

Yes [ ] NO [ ]

d) Do you know of any student in your class/grade that did not progress to the next grade/class or dropped out of school due to inability to pay this extra school levies? Yes [ ] NO [ ]

9 a) In your home area, do you have age mates who dropped out of school? Yes [ ] No [ ]

b) If yes, what do you think caused them drop out of school? Please rank the causes from 1-9 beginning with the strongest cause to the least.

Lack of school fees [ ] Lack of school uniform [ ] indiscipline [ ] our of pocket expenses [ ] Got some job [ ] married [ ]

Helping in household work [ ] Fare/means to school [ ] remedial fee [ ]

b) Do you have any brothers or sisters who have ever dropped from secondary education before completing all the four classes? Use the table below to indicate your responses. Brothers Yes [ ] No [ ]

Sisters Yes [ ] No [ ]

## Appendix D

## Appendix E

## Appendix F

## **Appendix G**

## **Appendix H**