DETERMINANTS OF THE AMOUNT OF FEES CHARGED TO STUDENTS IN SECONDARY SCHOOLS: A CASE OF PUBLIC SECONDARY SCHOOLS IN BUNGOMA SOUTH DISTRICT

BY

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2013.
DECLARATION

This research Project report is my original work and has never been presented for the award of any degree in any other university.

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DEDICATION

I dedicate this work to my beloved husband Titus Nyongesa for his encouragement and support morally, spiritually and financially. To my children Brian, Purity, Derrick and Daisy for their patience and tolerance.
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ABbreviAtion And AcronymS

BOG: Board of Governors

CBE: Curriculum Based Establishment

EFA: Education for All

FPE: Free Primary Education

KCSE: Kenya Certificate of Secondary Education

KESI: Kenya Education Staff Institute

KIE: Kenya Institute Of Education

MOE: Ministry Of Education

PTA: Parents Teachers Association

ROK: Republic Of Kenya
ABSTRACT.

The purpose of the study was to investigate the determinants of the amount of fees charged to students in public secondary schools in Bungoma South District. This was due to the realization that amount of fees charged by public schools in Bungoma South district varied from one school to another. The Study examined how income generated activities, management of financial resources and other services offered by schools influenced the amount of fees charged. The study also examined challenges faced by school managers and how they influenced the amount of fees charged. The study used ex post-facto design where head teachers, school bursars and district auditor of schools were targeted as respondents. The study targeted 40 public secondary schools with 50% of the schools being used as a sample. Questionnaires, interview schedules, document analysis and observation schedule were used as research instruments. Stratified sampling was used to select schools for the study. Data was analyzed using descriptive statistics. The study found out that the amount of fees charged was influenced by the nature of the school income generating activities and other services offered by the school. The study also established that most schools had a problem in making fees collection. This situation has made schools not to benefit from economies of scale resulting from bulky purchases and investment which could have seen the benefit passed to the parents in form of reduced fees. The study recommends that improvement in fee should be made to enable the school make bulky purchases with surplus funds being invested in income generating activities enable savings and generation of supplementary funds which could see the benefit passed to parents in form of reduced fees. The study recommends establishment of day schools since they charge lower fees compared to boarding schools. The study further recommends for similar study to be carried out in other areas to establish if the findings can be generalized.
CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education reforms aimed at increasing access and participation at any level of education carry significant financial demands. Somerset (2011) states that throughout Kenya’s history, tension between two goals have characterized education policy debate: the expansion of access and containment of cost. It is said that during colonial period cost containment predominated leading to severe restriction to access and massive unmet social demand but during post independence years broadened access became predominant objective, leading to massive cost increase and negative quality effects. UNESCO (2000) foresees the challenges faced by developing countries seeking to build on success in improving participation in primary schooling in the context of Education for all as improved secondary access in low enrollment countries. On top of the list of challenges are financial demands for expanded secondary school access. According to Psacharoplous (1985), developing countries face increasing financial constraints to meet the investment of objective education. As Bishop (1989) put it, due to low economic growth, developing countries cannot afford massive capital and recurrent budget for education. For instance, in Kenya gross allocation to the Ministry of Education (MoE) increased from Kshs.64.1 billion in 2002/03 financial year to Kshs.108.9 billion in 2006/07 financial year (Kenya Economic Survey, 2007), a whooping 73% increase. Even with the massive increase in allocation, the funds are inadequate to effectively run the MoE. The Strategic Plan for the Ministry shows that requirement for education sector over five years 2005 / 06 – 2011 as Kshs.543.4 billion with no available record to show
household contribution in form of fees and other recurrent secondary education costs. The plan further gives estimated expenditure for the ministry of education for the year 2005/06 -2009/10 as sh 337,088.2 million against 40445.5 million leaving a deficit of sh 296,642.7 millions. The gap was envisaged to widen further considering the expanded scope in the Strategic Plan above what was projected under Kenya Education Sector Support Programme. Similarly Onsomu (2006) envisage that after introduction of Free Primary Education (FPE) in 2003 and targeted transition rate of 70% by 2008, secondary enrolment is expected to grow by 115% from 0.9 million to 2.7 million by 2015. At the same time, secondary school costs per student which stood at Kshs.22,381 in 2004/05 was 4.1 times those of primary. Financing secondary education therefore require increased resource mobilization towards secondary sub sector in recurrent and physical infrastructure expansion. According to Lumuli (2009), secondary education in most contemporary education systems of the world comprises formal education systems of the world that occur during adolescence. It is characterized by typically compulsory comprehensive primary education for pupils to optional selective tertiary post secondary higher education such as university or vocational with meaning varying from one system to another. In Kenya, secondary education is mid cycle of 8-4-4- system of education, a stage which lays critical foundation for future career aspiration of the student. Onsomu et al (2006) indentify secondary as a vital link between basic education and the world of work, on one hand and further training on the other. It is seen as important sub sector of education in preparation of human capital development and provision of opportunities.
According to World Bank (2005), provision of good quality secondary education is expected to generate both social and private returns, a best anti-poverty strategy with estimated increased average earning of 11% for each addition year of schooling and 8% reduction in childhood mortality with each addition year of maternal education.

Despite the critical role that secondary education plays in development, as Wachiye (2010) states access to particularly secondary education remains strongly associated with household wealth despite the commitment to pro poor policies. The chances of the poorest being enrolled relative to the richest have not improved substantially and in some cases have deteriorated.

According to Kiveu and Mayio (2009) adoption of cost sharing policy in education has witnessed the return to communities and parents a substantial proportion of financial responsibility for schooling. This situation is compounded with increased poverty levels making many parents and communities not to be able to meet the cost requirement under cost sharing policy (Ibid). This position concurs with Njeru and Orodho (2003) who states that the cost sharing strategy has had a negative impact on the poor and vulnerable households. They link inability to non enrolment on non sustainability on continous participation of those enrolled to inability to meet cost requirement occasioned by poverty levels among the household.

Similarly Session Paper on education (2004) states that introduction of cost sharing led to reduction in Gross Enrolment Rate (GER) from 29.4% in 1990 to 22.2% in 2000 due to high cost of education and poverty among the household. Alternatively, the World Bank report of 1995, states that between 1991 and 1994, Gross Domestic Product per capita
(GDP) in Kenya declined by 35% yet the cost of education borne as a percentage of Gross National Product per capita continued to rise over the same period. Students with fees difficulties increased from 34% of school enrolment to 38%, a phenomenon that contributed to dropout rates in schools.

As Kenya moves towards achieving universal primary schooling, demand for education is shifting to secondary education. Onsomu (2006) note that rising adequate resources to run secondary education sector as reflected by the amount of fees charged is a big challenge to the government. They say that despite its importance in development, the costs of provision and expansion of quality secondary education have been escalating while resources for secondary education have been dwindling. This scenario is likely to remain the same if not worse unless urgent intervention is put in place (Ibid). They have further made a number of observations that show bleak future of secondary education sector unless urgent measures are put in place to address the problem of secondary school fees. First with introduction of FPE, the number of pupils completing primary education is bound to increase in near future. Second, doing nothing on transition rates into access to secondary education may have adverse consequences for primary completion rates as pupils lose hope of joining secondary school. Third, failure to expand secondary education will compromise human capital, accumulation and therefore jeopardize economic recovery and development. Fourth, meaningful way of achieving gender equity in schools is to expand enrolments. Fifth, gender, social class and regional inequalities in education will worsen as secondary schooling replaces primary education as main determinant of life opportunities and subsequent employment in the absence of reforms to allow vulnerable groups to participate. Sixth, in Kenya economic recovery and growth
will prove elusive with small proportions of labour force completing secondary education, undermining the financial sustainability of Education for All (EFA) as envisaged in national development goals. It is against this background that Kenya Draft Secondary Education Strategy Paper of 2005 called for containing the unit cost of education through innovations not only, to meet the supply side of ‘accessibility’ expansion needs for addition teachers and classrooms, but also to address the demand side of ‘affordability’ pressure that are preventing lower social economic groups from accessing secondary education. However, the effort to make education affordable should not compromise the quality of education offered. Indeed the current issue concern access, cost and quality bearing in mind complex relationship among them for future in planning for future policy. Somerset (2011) observes that the initiative to achieve universal primary education is unlikely to succeed unless tension between access and cost and its implication on quality is recognized and taken into the account. If the programme does not incorporate viable plans to meet addition costs and prevent quality being compromised, its prospects will almost certainly be in jeopardy from the outset (Ibid). The same is applicable in secondary school. Several initiatives have been put in place to meet cost of education among them cost sharing (ROK, 1988, Njeru & Orodho, 2003), Introduction of subsidized secondary education (ROK, 2007) and other pro poor policies such as bursary schemes (Njeru and Orodho, 2003). Though there are gains achieved through these initiatives, they fall short of the gains anticipated. Indeed Wachiye (2011) states that access to education remains strongly associated to household wealth despite commitment to pro-poor policies. Reduction in number of out of school children have accompanied some cases an increase in proportion of over age. Poor children and rural
children are more likely to be over age and unlikely to complete schooling especially if they are girls, (Ibid). Bursary allocation is not sufficient to meet high demand of needy cases and they further coupled with political interference from local politicians and delays in disbursement which inconvenience many needy students (Njeru & Orodho, 2003; Wachiye, 2011). Therefore it is clear that even if secondary school places are provided, the high cost of participation inform of fees and high opportunity cost of attending school by children from low income groups would exclude most households.

Therefore promotion of access to education through promotion of affordability requires a number of reforms. Reforms have mainly been geared towards raising cost of education. However, cost sharing policy in education has given school management the lee way to increase cost of education at their own will without exploiting other internal possible ways of financing education. There was need to investigate how the limited funds entrusted to school management were being utilized before we struggle to raise more funds which may be going to waste. Since school programmes are anchored on availability of funds, efficient management of finance allocated to education institution is central in provision of quality services and ensuring maximum benefits and accountability. This made Kamunge Education Commission to recommend that all head teachers were to have to be properly trained in financial management (ROK, 1988).

Education management entails proper utilization of personnel, funds and equipment to enhance efficiency in delivery of quality of education (ROK 1999). In Kenya, management of secondary schools is the responsibility of board of governors (BOG) assisted by principals. Management of education is in accordance with Education Act 211, which provides for regulations of progressive development (ROK, 1980). Principals
of secondary schools are ex-official and secretary to BOG are key persons in management of education in the school with aim of achieving objectives of education. Evidence of mismanagement of school financial resources was evidenced in education institutions that charge unjustified fees. These were evidenced where: There was poor financial management and supervision where principals were occasionally not properly advised by bursars/accounts clerks, Lack of well thought out and documented school development plan, Poor handling of workers affairs which often led to lose of school funds, Poor handling of staff motivation issues leading to disillusion and uninspired workers. Onsomu et-al (2006) concur that weakness in management of financial resources in schools led to schools charging higher fees than official levels; this could only have been overcome if schools revenues were efficiently utilized to ensure quality education provision. It is against this background that this study was undertaken to provide detailed analysis of determinants of amount of fees charged by public secondary schools in Bungoma South District given that the fees charged by different schools have imparted differently on level of access and quality of education.

1.2 Statement of the Problem
Bungoma South District is one of the districts that form Bungoma County. According to authorized fees structures obtained from District Education Office (D.E.O. Bungoma South), different public schools in this district charge varied amount of fees which range from sixteen thousand shillings (16,000) to as high as fifty five thousand shillings (55,000) days school charge fees ranging from twelve thousand shillings to twenty thousand shillings while boarding schools charge fees varying from twenty five thousand shillings to fifty thousand shillings. Due to variation in a mount of fees charged there is a
great variation in the state of teaching and learning resources in these schools where by some
schools have good resources while others don’t have at all .As such, the results recorded by
various schools in national examination vary greatly. Indeed the state of teaching and learning
resources has great impact in determining the levels of performance in schools. But why are
schools charging varying amount despite the fact that they are in the same geographical
background? What makes some schools charged more fees than others? Thes study sought to
find out the reasons as to why there was variation in fees charged among public secondary
schools in Bungoma South District by investigating the determinants of the amount of fees
charged by schools in Bungoma South District

1.3 Purpose of the Study
The purpose of the study was to investigate the determinants of the amount of fees
charged in public secondary schools in Bungoma South District.

1.4 Objectives of the Study
The study was guided by the following objectives:

1. To establish how management of financial resources influence amount of fees charged
   in public secondary schools in Bungoma south district

2. To assess how income generated from other sources influence the amount of fees
   charged in public secondary schools in Bungoma south district.

3. To determine how other services offered by a school influence the amount of fees
   charged in public secondary schools in Bungoma south.

4. To establish how the challenges faced by school managers in management of financial
   resources influence the amount of fees charged in public secondary schools in
   Bungoma south district.
1.5 **Research Questions**

The study was guided by the following research questions;

1. How does the management of financial resources influence the amount of fees charged in public secondary schools of Bungoma South District?
2. How does income generated from other sources influence the amount of fees charged in public secondary schools in Bungoma South District?
3. How do other services offered by the school influence the amount of fees charged in public secondary schools in Bungoma South District?
4. How do challenges faced by school managers in management of financial resources influence the amount of fees charged in public secondary schools in Bungoma South District?

1.6 **Significance of the Study**

The findings of the study will contribute to theoretical and practical knowledge on issues of fees charged, access and quality of education. The findings of the study may also help educational planners and teacher training institutes in decision making in areas that need to be addressed in order to maximize the use of financial resources in schools. Similarly the study may act as a tool of reference for other researchers interested in similar study.
1.7 **Delimitation**

The study was limited to selected schools of Bungoma South District. Since the researcher is familiar with this schools which provided an opportunity for an in depth study to be conducted. The study focused on determinants of the amount of fees charged to students in public secondary schools.

1.8 **Limitation of the Study**

The study could have been affected by lack of honesty and co-operation on the side of the respondents. However, to ensure maximum co-operation and honesty on the side of the respondents, the researcher explained the importance of the study, the need for truthfulness and the policy that guarantees confidentiality of responses which convinced the respondents to be honest.

1.9 **Basic Assumptions for the Study**

The study was base on the following assumptions;

- The respondents were to be co-operative and their response was to be reliable.
- The fees charged was only for promotion of teaching and learning activities in schools.
1.10. Definition of Significant Terms as used in the study

**Access:** Refers to the enrolled secondary school student population as a percentage of total secondary school age population.

**Cost of Education:** Refers to the price paid by the government, donors and households in providing or acquiring education.

**Completion:** Refers to ability of one to move successfully from entry to the end of education system.

**Other services:** Refers to other core curricular activities other than Education

**Income:** Sources of finances for the schools

**Fees:** Amount of money paid for education services offered

**Financial Resources:** Refers to monatory resources of the school

**School managers:** Refers to people who are empowered to manage school resources in order to ensure attainment of objectives for which the institution was set up for.

**Procurement:** The process undertaken in buying goods and services in secondary schools.

**Tendering:** The open invitation given to suppliers to submit their request for to supply the schools with goods and services after successful vetting.
1.11. Organization of the Study

The study is organized in five chapters. Chapter one comprise of introduction to the study, statement of the problem, purpose of the study, objectives of the study, Research questions, significance of the study, limitations of the study, delimitations of study, basic assumptions, and organization of the study.

Chapter two covers literature review under introduction. The influence of fees on Access and quality of education management of financial resources and its influence on the amount of fees charged. Income generating activities and its influence on amount of fees charged. Other services offered at schools and its influence on amount of fees charged, challenges, challenges faced by school Managers in management of financial resources, conceptual framework and summary of literature review.

The third chapters deal with methodology. It comprises of research design, target population, instrumentation, data collection procedures and methods of data analysis. The fourth chapter is comprised of data presentation, data analysis, interpretation and discussion. Chapter five summarizes the findings of the study, draws conclusions, makes recommendations and gives suggestions for further research.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature of scholars under the influence of fees on access and quality of education, Management of Financial resources and amount of fees charged, income generated activities, other services offered by schools and challenges faced by school managers in management of financial resources, theoretical framework, conception framework and summary of literature review.

2.2 The influence of fees on access and quality of education

Lewin (2006) indicate that at least 140 million are excluded from secondary schools of which 107 million being in South Asia and 32 million in sub Saharan Africa. They indicate that secondary schooling is very UN equally distributed where enrolment is low. Ndonye (2003) sees the need to find sustainable methods of supporting expanded access to secondary education in view of the fact that the number of primary students is set to double or move over the next 10 years in low enrolment countries as universal education and completion is approached. Lewin (2006) associated gender disparities in enrolment in secondary schools in low income common wealth countries to low overall enrolment with only nine countries having fewer than 45% girls. Onsumu (2006) shows that secondary education in Kenya has expanded in absolute terms with substantial number of increase in number of schools both public and private. According to minister of education (2008), the number of secondary schools were 4833 in 2007, an increase of 762 from figure of 4071 recorded in 2003. This is remarkable increase compared to 151 schools at the time of independence (Onsomu 2006).
expansion however does not correspond with increase in population of the children of 14 – 17 years whose projection based on 1999 census is estimated to be 3.3 million by 2015 (Ibid).

Expansion of access to schools faces a number of problems. Lewin (2006b) identifies five broad terms of access based on analysis of 44 sub Saharan countries; High participation in primary with low repetition and drop out; Very high initial enrolment rates in primary but high dropout and repetition with completion rates, with falling transition rates into secondary and low participation and high primary entry rates and mid levels of repetition, drop out and completion with mid level secondary enrolment. Primary entry rates below universal levels, and low primary and secondary enrolment rates. Very low primary entry rates and very low participation through primary and secondary schools. A consolidation of patterns showed that participation falls for each group of countries. The patterns shown were different, creating different starting points for investment in expanded education (Ibid).

The Interim Poverty Eradication Paper (2002 – 2003) decried that after high enrolment of two post independence decades; there has been reversal at all levels of education characterized by non enrolment, high levels of dropout and completion with worst hit being girls.

Increase in poverty levels discourages parents from investing in their children’s education since the parents are unable to meet the cost of education. According to the study done by the Ministry of Education (MoE) economic profile of dropout and repeaters show that this phenomena is common among students from low social economic back ground.
Machyo (1995) states that Education plans of children decreases with social economic status to the extend that students with ability but low economic status aspire to, but do not frequently expect higher education. He further notes that the situation is worsened when the community is required to contribute part of the funds. Due to importance of education and the challenge of non accessibility of education by students pose to the society, it is necessary for stakeholders to initiate appropriate mitigation measures that promote attainment of quantitative objectives of education. Such measures include prudent management of education resources particularly finance to create education opportunities. But what extend has school managers in Bungoma South District managed financial resources to open up more education opportunities? Since there was limited documented information to enable the researcher answer the question, the researcher embarked on the study to seek information to enable the answering of the question.

One of the measures of quality of education is the productivity of graduates of education system. In school system, the quality of schooling is measured by estimating change in students’ performance over schooling period. It is measured by discipline, consciousness of time and hierarchical interaction. Since such training improves productivity and contributes to an increase in national income, it is very important in an industrialized society (Gints, 1969). Other measures of quality include the grades attained by students in the examinations. Quality of education is used to project the quality of supply of educated labour through time and on the basis of assumption about schooling inputs, and to use this component in the supply projection of the future.
World conference on Education for All (EFA) in Jomtien in March 1990 focused on improvement of learning outcomes. This means that improvement of quality of education should assume high priorities, implying that education reforms have to be initiated to address the problem. Curriculum need to be revised to bring it in line with modern needs of society. More is even being spent on education than ever before. Therefore education as investment requires major resources in terms of finances to enable the acquisition of physical and human resources to boost attainments. This will be in terms of teacher, subordinates staff and physical facilities.

However, as Fuller (1986) argues, there is little progress made to improve school quality among poorest developing nations since 1970. Even in some countries, the limited quality that had been achieved over the years was being eroded. The same is applicable up to now. The indicators of quality are results of achievement and effort that encourage more efficient management of education resources. As we push for universal access to education, we should simultaneously push for universal learning achievement to give real meaning to EFA. Therefore quantity and quality of education play complimentary dimension of education provision and should mutually interact. Indeed assessment of quality must frequently rely of quantitative measures. Better quality schools and courses stimulate demand for education increasing initial registration and reducing failure and early leaving.

But how can we have better quality schools without adequate funding? This is a question that needs to be addressed. As a way of addressing the problem of raising resources for provision of teaching and learning resources, the researcher was provoked by one, Maliyamkona (1999) who acknowledges that though schools experience limited funding,
the same could have been of benefit if they were better managed. Ineffective program budgeting, cost analysis and procurement practices were some of the problems that hindered utilization of education resources (Ibid). Poor utilization of time such as lateness in procurement of foodstuffs not done during harvesting season prevent schools from making savings to plough back in form of provision of teaching and learning resources (Lumuli 2009). Though the above mentioned are problems that lead to inefficiency in education, they were not directly attributed to managers of educational resources in Bungoma South District. How is the situation in Bungoma South District? That is what called for the study to establish determinants of the amount of fees charged to students and whether measures were being taken to ensure its utilization promotes attainment of qualitative and quantitative objectives of education.

2.3 Management of Financial Resources and amount of fees charged

Education represents a major investment and the issue of obtaining value for money should inevitably engages the attention of policy makers. According to technical report on Economic Development on Efficiency in Resource Utilization (ROK, 1967), the major concern of any public sector planners is to ensure that the total volume of resources devoted to the sector in relation to other sectors of human activity and the resources within each sub sector, financial and real are utilized in most economic way. However, cutting on cost does not imply trade off with quality and learning outcomes but it implies development of policies that enhance efficiency and quality while ensuring that it is achieved at minimal cost. In education it means attaining qualitative and qualitative objective of education at minimal cost. Since financial resource is central in any
organization, its proper utilization will ensure that it is used to provide other resources necessary for promotion of access and quality of education.

In a KESI workshop (1993) whose theme was ‘containment of Unit Cost of Education’ the following proposals were made as regards utilization of finances, Goods should be safely stored to check wastage which increase cost of education in a situation where destruction calls for replacement, There must be effective procedure for issue to contain loses, Repairs should be done on time to save facilities from damage as cost of replacement is higher.

Other measures to check cost include timely completion of development projects to contain cost associated with inflation, investing surplus funds in less risk, income generating activities and ploughing benefits realized to improve other aspects of education (Lumuli, 2009). Acquisitions of other facilities such as school bus, land and buildings can be utilized further to generate funds for schools such as hiring school bus. However the extend to which the above proposals had been implemented was an issue that calls for investigation; a basis of this study.

2.4 Income generating activities and amount of fees charged

Physical resources such as land, classrooms among others may be utilized to create opportunities that can promote teaching and learning. Resources such as land can be used to initiate income generating activities to supplement school budget (Wolf, 1984). Income generating activities such as dairy farming, horticulture, and poultry farming among others may be initiated by schools to supplement school budgets. Fund generated
from such activities may be used to purchase text books, motivate teachers, and provide basic needs to needy pupils.

World Bank (1997) noted that establishment of an education infrastructures provides access to good education for all students. Failure to have good education infrastructure contributes to inefficiency in education through reduced flow through which is caused by dropout and repetition. World Bank (1997) notes that dropout after only a short period in school leads to wastage of public resource because of what is learned little is retained. Generation of supplementary funds for school budget is very crucial in expansion of education opportunities. Good (1989) reporting on conditions and resources of teaching in the United States of America noted that 40% of teachers interviewed lack teaching materials and equipment make the work place unrewarding leading to poor performance. Initiation of income generating activities to supplement requirements that head teachers are equipped with entrepreneur mind. This can be achieved through proper training. This study sought to establish the determinants of the amount of fees charged to students in public secondary schools of Bungoma South District.

2.5 Other services offered by schools and amount of fees charged

Wachiye and Nasong’o (2010) state that access to education remains strongly associated with household wealth despite commitment to poor policies. They contend that chances of the poorest being enrolled relative to the rich have not improved substantially, and have in some cases deteriorated. Lewin (2006) identify household income as a very strong predicator of participation to the extend that in Sub Sahara Africa from the richest 20% may be 10 times likely to be enrolled in secondary schools than those from the
poorest 40% of households. Report of the World Bank (2004) called for elevation of cost burden to the household since cost of education was one of the main hurdles of access to education at both basic and secondary level.

A report of Interim National Poverty Eradication Plan (ROK, 2007) identified hidden costs as further costs that have hindered access to secondary education. These costs include uniform, transport, holiday tuition among others. Bishop (1989) says that the main task facing developing countries including Kenya is giving basic, essential right to education which relevant due to massive capital and recurrent budget requirement. With inclusion of secondary education under basic poverty remains a deterrent factor due to addition costs for books, boarding and other materials.

Therefore however the benefits of education, cost really matter. Indeed introduction of cost sharing (ROK, 1988) had negative implication on qualitative and quantitative objectives of education due to inability of the poor household to meet their share of cost requirement (Orodho & Ochuodo, 2003) considering over 50% of Kenya’s population lives below poverty line. Fees guidelines meant to regulate cost of education have also been ignored by most schools since cost sharing policy has given management the lee way to introduce other charges (Orodho & Ochuodo, 2003)

Due to envisaged increase in enrolment at secondary level that has been necessitated by successful introduction of free primary education (FPE) in 2003 and subsidized secondary education in 2007, there is need to initiate alternative strategies of financing secondary education considering financial constraints developing countries face. This calls for not only searching for alternative ways of financing education but also paying
attention to the cost of education investment and attempting to reduce unit cost by improving efficiency.

To what extend had school managers of public secondary schools utilized financial resources to tap internal alternative ways of raising funds to create opportunities for improved access and quality of education? How were they doing a job of education well if not better at a less cost? Since there was limited information to address the above issues, this study attempts to unearth the answers to the above issues, find loopholes (if any) and provide suggestions on how loopholes (if any) can be addressed forming part of proper policies aimed at addressing the issues of access and quality of education in Bungoma South District.

2.6 Challenges faced by managers in management of financial resources and amount of fees charged.

Munyiri (2008) defines management as the art of getting people together to accomplish desired goals through planning, organizing, sourcing, leading or directing and controlling an organization or effort for the purpose of accomplishing a goal. According to Education Act (1968), a manager as any person or body of persons responsible for the management and conduct of the school, and conduct of the school includes a board with Teachers’ Service Commission (TSC) Act, Cap 212 conferring extensive powers over management and regulation of education in Kenya to minister of education (M.E). According to Munyiri (2008) the two Acts, Education Act and TSC Act give M.E power to delegate his powers to local authorities; District Education Board or Boards of Governors. Secondary schools are managed by Board of Governors (BOGs). Therefore BOGs act as custodians and trustees of movable and immovable property of their
respective schools; with principals serving as executive secretaries to BOGs. Public Procurement and Disposal Act (2005) grants teachers powers to control the tendering and procurement process in public schools with Government Financial Management Act of 2004 being mandated by Education Act to audit and regulate expenditure to ensure that all income received by the school is applied for promotion of its objectives. BOG’s of schools are composed of representative of school communities served by the school, representative of voluntary body (if any) which founded the school and any other person or representatives of bodies or organizations that in the opinion of the minister should be included.

The management of school is basically delegated by the BOGs to principals of schools who are the executive officers to be in charge of day to day running activities including financial management. That is why Griffin (1994) states that ‘a school stands or falls by its head’ Therefore BOG’s and teachers are supposed to be knowledgeable in law, human resource management; supply chain management, accounting and project management. But how many BOG members and teachers possess the above skills? A report by a committee on review of Kenya Institute of Education noted that teachers as education administrators had a serious deficiency on administrative skills since they were originally trained as teachers but not managers (Maina Report 1981). This led to establishment of Kenya Education Staff Institute (KESI) aimed at training education administrators. The training include all aspects of administration including financial management. Despite the effort to train school managers, there are issues that indicate that the program may have not been very effective. Koros et al (2009) state that management in education face a number of challenges in many ways including lack of financial transparency which
culminate in unaffordable secondary school fees. They contend that the extent to which school directors are held to account may play a central role in determining the education outcomes particularly in developing and transition countries where institutional deficiencies can distort incentives. Lumuli (2009) indicated that schools mostly carry out procurement particularly of foodstuffs when the stock are out of season when they could have done so during harvesting season to benefit from fair prices leading to savings to improve other aspects of education such as provision of teaching and learning materials. Brodersohn (1978) citing evidence from Caribbean countries conclude that 25 – 50% of operating and maintenance costs of the school can be financed through goods produced in school through prudent financial management and investment. Investment in dairy farming, horticulture and poultry are some of the projects that could easily be initiated by schools to reduce the burden of financing on the household. Earnings could be used by schools to offer school bursaries as part of the effort by schools to support pro poor policies initiated by the government. School management also initiate some projects which take long time to complete. Such projects end up consuming more than what was initially projected with the financing burden shifted to the household (Lumuli, 2009). Munyi (2008) blames parents for failing to play effective role that end up costing them. He points out that while parents are quick to blame the school administration when things go wrong, they also shy away from practical involvement in management of education institutions, playing a perfunctory roles of paying fees; electing parents teachers association (PTA) representatives and attending annual general meetings once a year. Failure to have a definite criteria of enumerating skills necessary for appointment of BOGs and failure to remunerate BOG has led to appointment of old and unenergetic
retirees, semi-literate business people, or other semi skilled non professionals often ignorant of elementary law of basic concepts of public finance, human resource management and organizational management, creating a managerial gap due to failure to attract young energetic professionals. Though the above mentioned lead to increase of cost of education they were not specifically attributed to Bungoma district. The situation could have been different. This has called for study to establish the position on the ground to establish if measures are put in place by school management to contain the cost of education to promote access and quality of education and also establish if there were obstacles encountered by school management to enforce utilization of financial resources in schools.
2.7 Conceptual Framework

The study was guided by the following conceptual framework, which was used to explain the interrelationship between the variables; a conceptual framework is a scheme of variables the researcher operationalizes in order to achieve the set objectives (Oso and Onen 2002). Independent variables attempt to indicate the total influence in the study (Mugenda and Mugenda1999). The conceptual framework for the study was shown in fig.1

**Independent variables**

- Management of financial Resources.
  - Time of procurement
  - Completion of development project
- Supplementary sources of income
  - Agricultural activities
  - Other funders
- Other services offered
  - Uniform
  - Transport services
  - Extra tuition
- Challenges of school management
  - Accountability
  - Fee collection

**Moderating Variables**

- Government Policy
- Auditing

**Intervening variables**

- Misappropriation
- Management skills

**Dependent variable**

- Amount of Fees charged

Fig. 1: Conceptual framework.
Figure 1 shows the relationship between independent variables which are financial resources, income generating activities, other services offered and challenges facing financial managers and fees charged as dependent variable. The independent variables have antecedent influence on the dependent variables. They represent the possible variants that have a direct influence on the dependent variables which is fees charged in public secondary schools. In this representation therefore the under utilization of financial resources involving poor investment and extravagancy in expenditure and proper utilization that include wiser investment and expenditure of limited funds received by the school influence directly the amount of fees charged which affects accessibility of education

2.9 Summary of Literature Review.

Literature review has shown that the amount of fees charged has a great influence on quality of education. The amount charged depends on management of financial resources as reflected by level of efficiency, income generating activities generated and other services offered by schools. The ability to carry out the above varies from school to school. Literature review has shown that some schools face challenges in management of financial resources which impact on the amount of fees charged. Since there is variation in the amount of fees charged by schools this study sought to find out the determinants that influence amount of fees charged by schools.
CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction
This section focuses on research design, target population, sample size, sampling Technique, research instruments, data collection procedure and data analysis techniques.

3.2 Research Design
The study will use the ex post facto research design. This design investigates the possible cause and effect relationship by observing an existing condition or state of affairs and searching in time possible causal factors. According to Kerlinger (1970) an ex post facto research is one in which independent variable(s) have already occurred and in which the researcher starts with observation of independent variable(s). The independent variables are then studied in retrospect for their possible relationship to an effect on the dependent variable(s). In this study the determinants are independent variables with amount of fees charged being dependent variable.

3.2 Target Population
Population refers to all members or real or hypothetical set of people or objects from which the researcher wishes to generalize the findings of research (Borg & Gall 1996). Since there are 40 public secondary schools in Bungoma south District the study targeted 40 head teachers and 40 bursars of these schools. The study also targeted one district auditor of Bungoma south.

The target population was therefore 81 respondents.
3.4 Sampling Technique and Sample Size

Sampling is the process of selecting part of the population for study with intent that the findings from the sample accurately represent characteristics of the population (Borg & Gall, 1996).

The study adopted Census technique due to a small number of schools involved. The study therefore selected 40 head teachers, 40 Bursars and 1 district auditor of schools, making a total of 81 respondents.

The bursars/accounts clerk were purposively sampled because they are the key respondents who prepare and handle financial documents, prepare budget and are the secretary to the tendering committee of the school. Head teachers were sampled because they are the final decision making people in schools. The district auditor is the one who approves fee structures, budgets and handles sensitive complaints. The sample size was 81 respondents based on census technique.

3.4.1 Piloting

Piloting was conducted in two pre-selected Public Secondary Schools in Bungoma Central district. The schools selected were not part of the study. This was done in order to establish validity and reliability of research instruments. The same instruments were re-administered to the same respondents after two weeks. This was done to mitigate influencing results in the real study.

3.5 Research Instruments
The main research instruments employed in data collection were questionnaires and interview guides. Questionnaires were used as the principal instrument for data collection because they save time on the part of the study and heightens the independence and accuracy of responses (Saunders, 2007). The questionnaires were administered to the accounts clerk of the sampled schools, Head teachers and the District auditor of schools.

3.6 Validity of Research Instruments

Validity refers to the quality of data gathering instrument or procedure that enables it measure what it is supposed to measure (Best & Kahn, 1963). Validity is the extent to which instruments are able to measure what they intended to measure. It is concerned with the soundness and effectiveness of the measuring instrument. Validity of the instruments was determined by exposing them to the supervisor and a panel set up by the University of Nairobi for criticism. Both face and content validity were tested. As far as content validity is concerned, those items which didn’t capture variables were revised or changed accordingly. Corrections of the proposal by a panel of experts from the University of Nairobi were also incorporated.

3.6.1 Reliability of Research Instruments

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda 1999). Stempey and Wesley (1989), noted that test re-test enabled the researcher to receive important feedback on how questions could be reviewed to be more effective and relevant. The test re-test was done in two selected schools in Bungoma Central district. It was done after two weeks to ensure reliability of the questionnaires. After the test re-test was done, the study checked on the consistency with which the questionnaires generated responses. The flow of questionnaires was analyzed. Questions which elicited same answers were removed from the questionnaire. The results were then analyzed to ensure questions were properly designed and put across in simplest way possible. This enabled the research instrument to yield consistent results or data after repeated trials (Mugenda and Mugenda 2003). In the process of test-re-test, the study noted down and discussed with the supervisor and interpreted the circumstances upon which arguments were made. This ensured that all sentiments were
scrutinized before being accepted as valid findings of the study. Responses were similar at different times of testing hence reliable as responses were consistent.

3.7 Data Collection Procedure

A research permit from the Ministry of Education Science and Technology was sought for since the authority to conduct research in Kenya’s Public Education Institutions rests with the Ministry of Education. Once the permit was granted, the researcher reported to the DEO Bungoma South District for further clearance, then proceeded to the field to meet the Head Teachers of sampled Schools. The purpose of the visit was explained before the questionnaires were administered. This assisted in terms of response rate, giving any further clarifications with regard to the instrument and creating good rapport with the respondents that permitted the study to conduct document analysis of school records.

3.8 Data Analysis

The raw data collected from this study comprised of responses and suggestions from respondents. The study inspected the data pieces identifying the spaces left. Classified and coded the data according to patterns of responses given by the respondents.

The data was then analyzed and presented by the use of descriptive statistics such as frequency tables and percentages. The data was then discussed. Singleton (1993) noted that the most commonly used method of reporting descriptive survey research is by developing frequency distributions, calculating percentages and tabulating them appropriately.

3.9 Ethical consideration
The study observed confidentiality especially from the information given on the questionnaires. The respondent’s information was not passed to a third party. The respondent’s names were not written on the questionnaires. The respondent’s consent was sought before administering or conducting interviews. The study did personal identification before the respondents and explained the mission of the research.

3.10 operationalization of `variables for the study

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Type of Variables</th>
<th>Indicator</th>
<th>measure</th>
<th>Measuring scale</th>
<th>Statistical Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish how management of financial resources influence the amount of fees charged</td>
<td>Independent</td>
<td>Management of financial resources</td>
<td>Dependent</td>
<td>Amount of fees charged</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------</td>
<td>----------------------------------</td>
<td>-----------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Time of procurement</td>
<td>-Completion of development project</td>
<td>-Purchases</td>
<td>-Nominal ratio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Duration taken</td>
<td></td>
<td>-Ordinal</td>
<td>-Ordinal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Nominal</td>
<td></td>
<td>-Questionnaire</td>
<td>-Observation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assess how income generated from other sources influence the amount of fees charged</th>
<th>Independent</th>
<th>Income generating activities.</th>
<th>Dependent</th>
<th>Amount of fees charged</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Dairy farming</td>
<td>-Horticulture</td>
<td>-Production</td>
<td>-Market</td>
</tr>
<tr>
<td></td>
<td>-Duration taken</td>
<td>-Nominal ratio</td>
<td>-Ordinal</td>
<td>-Ordinal</td>
</tr>
<tr>
<td></td>
<td>-Nominal</td>
<td></td>
<td>-Questionnaire</td>
<td>-Observation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Determine how other services offered by the school influences the amount of fees charged</th>
<th>Independent</th>
<th>Services offered by schools</th>
<th>Dependent</th>
<th>Amount of fees charged</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Transport cost</td>
<td>-Uniform</td>
<td>-Extra tuition</td>
<td>-Purchase and maintenance</td>
</tr>
<tr>
<td></td>
<td>-Nominal</td>
<td></td>
<td>-Ordinal</td>
<td>-Nominal</td>
</tr>
<tr>
<td></td>
<td>-Nominal</td>
<td></td>
<td>-Questionnaire</td>
<td>-Observation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establish the challenges faced by school managers in management of financial resources</th>
<th>Independent</th>
<th>Challenges faced by school managers</th>
<th>Dependent</th>
<th>Amount of fees charged</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Accountability</td>
<td>-Qualification</td>
<td>-Records</td>
<td>-Infrastructure available</td>
</tr>
<tr>
<td></td>
<td>-Nominal</td>
<td></td>
<td>-Nominal</td>
<td>-Nominal</td>
</tr>
<tr>
<td></td>
<td>-Nominal</td>
<td></td>
<td>-Document analysis</td>
<td>-Observation</td>
</tr>
<tr>
<td></td>
<td>-Nominal</td>
<td></td>
<td>-Document analysis</td>
<td>-Document analysis</td>
</tr>
</tbody>
</table>
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation in the following subtitles: Respondents return rate, determinants of amount of fees charged to students in public secondary schools in Bungoma south District, School background information and their managers, management of financial resources and its influence on amount of school charged. Income generating activities in school and Influence on amount of school fees charged, other services offered by schools and its influence on amount of fees charged and challenges faced by school managers in running of schools and how they influence amount of school fees charged.

4.2 Respondents return rate

The Response rate was 100%. This was achieved through personal administration of Questionnaires and on the spot filling and collection. For head teachers and Bursars, the study kept on making follow up until everybody was captured. The results were tabulated in table 4.1

Table 4.1 Respondents rate

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>40</td>
<td>48.8</td>
</tr>
<tr>
<td>School bursars</td>
<td>40</td>
<td>48.8</td>
</tr>
<tr>
<td>District auditor</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>81</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.3. Back Ground Information of Schools
The study sought to find out from the school heads when schools were established since the time when schools were established may have a relationship on the state of teaching and learning resources and level of enrolment and hence the amount of fees charged. The following results were established

Table 4.2 Date of establishment

<table>
<thead>
<tr>
<th>Period</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961-1970</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>1971-1980</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>1981-1990</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>1991-2000</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>2001-2010</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>2011-2012</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the table 4.2, 5% of the schools were established between 1961 and 1970, 15% were established between 1971 and 1980, 25% were established between 1981 and 1990, 20% were established between 1991 and 2000, 30% were established between 2001-2010 and 5% were established between 2011 and 2012. The study was interested in finding out why most schools were established between 2001 and 2011.
During interview with head teachers, it was established that most schools were established through funding by (Constituency Development Fund C.D.F) similarly the research sought to find out the nature of schools under study and the finding were given in table 4.3

Table 4.3 Nature of Public Schools

<table>
<thead>
<tr>
<th>Nature</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys boarding</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Girls boarding /day</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Mixed day / boarding</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>Mixed day</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

From table 4.2 majority of schools were mixed day (50%) followed by Mixed day and boarding (35%), Boys boarding, Girls boarding and Girls boarding/day each had 5%

It was established that some mixed schools only allowed form four students to board with form one up to form three totally day schools. Asked why schools had such arrangements, all principals emphasized that boarding schools provided a conducive environment to learning as some teachers could have evening remedial lessons with students at night. This prompted the study to find out why the same could not be applied across all classes. One principal remarked that the state of poverty within the household could not allow most parents to meet the cost of education.
The study sought to find out the relationship between the nature of the schools and the amount of fees ranging from 12,000 to kshs 20,000, while Boarding schools had their fees ranging from kshs 38,000 – kshs 50,000. This concurs with the findings of Kamunge report, (1998) which stated that day schools are cheaper, to run compared to boarding schools. The study sought to find out the level of enrolment in each school under study. The findings are given in table 4.3

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;100</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>101-200</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>201-300</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>301-400</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>401-500</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>601-700</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Over 700</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 4.3, most schools (40%) had enrolment ranging from 201-300. These schools were mostly two streamed schools. Schools with high enrolment enjoyed economies of scale and were likely to charge lower fees compared with schools with low enrolment.

Since the official recommended enrolment is 45 students per stream, it means that most schools are operating below government enrolment. A two streamed school is supposed
to operate at least 360 students. This means that there is under utilization of physical and human resource which is unnecessarily increasing the cost of education. Most schools similarly can not benefit from economic of large scale production. This means that these schools may charge high fees since they can not benefit from economies of scale due to low enrolment. The study sought to find out the state of teaching and learning resources of the study schools. The findings were that all schools (100%) did not have adequate resources to support effective teaching and learning. Schools lacked basic facilities such as laboratories and classrooms. Due to lack of basic resources to support effective teaching and learning; the study wanted to find out how schools go about, in promotion of teaching and learning. It was established that most schools carry out practical teaching theoretically due to lack of basic facilities and laboratories and chemicals. This meant that most students lack scientific base to enable them to be competitive which may be locking them up in competitive opportunities that are there after school.

The amount of fees charged could go along way in improving the state of teaching and learning resources. The researcher was therefore interested in finding out why most schools were not charging fees that was adequate for provision of teaching and learning resources. According to head teachers response 70% indicated that the mount of fees charged is regulated by the government while 30% cited high levels of poverty as the reason why they were unable to charge high fees. These findings concur with findings of Selina (2012) who established that where poverty levels are high education for the poor is taken as unnecessary luxury which should be avoided.
4.3.1 Back Ground of School Managers

Managers of education institutions play a crucial role in determining the cost of education. Efficiency in management of education resources which affect the amount of fees charged is influenced by the competency of school managers. The researcher therefore sought to establish academic qualification of head teachers. The findings are presented in table 4.5 below.

Table 4.5 Academic Qualifications of Head teachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>36</td>
<td>90</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 4.5, majority of head teachers (90%) were holders of bachelor degree in education. This brings up the issue of management practices since advancement in education not only makes head teachers better managers but also makes them receptive to new opportunities that could be exploited to bring them in line with efficient management of educational resources which affect the cost of education and hence the amount of fees charged. Besides academic qualification, competency in management of educational resources which affect the amount of fees charged by professional experience of head teachers. The researcher therefore sought to establish professional experience of head teachers running public secondary school. The findings are given in table 4.6.
Table 4.6 Head Teachers’ Professional Experience.

<table>
<thead>
<tr>
<th>Nature</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;2 years</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>2-4 years</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>5-7 years</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>8-10 years</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 4.6, most head teachers (40%) have experience in administrative duties ranging from 5 – 7 years. Besides administrative experience in headship it was established in all head teachers had served as deputy for a period of at least two years.


Management of financial resources has an effect on amount of fees charged. Inefficiency in management of resources leads to high fee charged while efficiency in management leads to lower fees. The researcher wanted to find out the time when procurement particularly for foodstuffs is done. The findings showed most schools 70% carry out procurement particularly of foodstuff when funds are available. Procurement of foodstuffs during harvesting time is meant to ensure that goods are acquired at relatively lower prices.
The researcher wanted to find out why most schools were not procuring goods during harvesting time to benefit from lower prices which could have been passed to students in form of lower fees. It was established that poor payment of fees experienced by schools was a major hindrance for schools to capitalize on low prices when procuring good. “We are unable to capitalize on low prices to procure goods due to poor payment of fees by the parents” stated one head teacher.

The amount of fees charged is further increased by projects that take along period to complete, outside the budgeted time. The study therefore intended to find out how long development projects were taking before completion. The findings are given in figure 4.3 below. Only one (5%) of the study schools was able to complete development projects on time. Majority of the schools were unable to complete the set projects within stipulated time. The researcher was interested in finding out why projects were not being completed on time yet this could have gone along way in reducing the cost of projects which is occasioned by inflation. All (100%) of head teachers identified poor fee payment as the main problem. When collections are made, funds are first channeled to key areas such as boarding and provision of teaching and learning leaving very little funds (if any) for development projects.

The research wanted to find out the implication of delay in completion of development projects on the amount of fees charged by these institutions. It was found out that increase in cost of projects was being passed to parents inform of high fees. Indeed according to District Education Board rule; no new project can start before completion of the old one. This means that costs are passed to parents until the project is completed.
Proper management of financial resources include timely collection of resources include timely collection of fees. The researcher therefore wanted to establish the state of fee payment in schools. It was established that fee payment was poor in all schools. The study schools were able to collect at least 60% of their budgeted fees. Most schools (60%) collected less than 50% of their annual budgeted fees.

With poor fee payment the researcher was interested in establishing how schools were carrying out their activities. It was found out that all schools had huge debt obligations with some ranging as old as five years. Most head teachers stated that they were only concentrating on sensitive areas such as stationery and boarding.

Product management of financial resources includes undertaking some investment activities, to generate supplement income. The researcher established that only 40% of the study schools had some income generating activity while 60% did not have any. The researcher was therefore interested in establishing why some schools were not keen to initiate income generating activities. The head teachers stated that they can not invest what they don’t have. They cited lack of capital for investment due to poor payment of fees and lack of specific vote head on fee structure meant for investment. This finding is similar to findings of Selina (2012).

4.5 Income Generating Activities in Schools

Income generating activities supplement school budgets with the benefits passed to the students in terms of reduced fees. The study sought to find out existence of income generating activities. It was established that (40%) of the schools had some income generating activities, while (60%) did not have any income generating activity.
Incomes earned from income generating activities vary from each other. The study therefore sought to find out the nature of income generating activity in schools. Income generating activities included horticulture and maize farming, Housing, dairy farming and service activities such as hire of field and halls. Horticulture and dairy farming were major activities as they exist in 50% of the schools that were undertaking income generating activities. For income generating activities to be meaningful the earnings must be reasonable for the benefits to be felt by the beneficiaries. The study therefore sought to find out the earnings of income generating activities. The findings were presented in figure 4.7

Table 4.7 Earnings From Income Generating Activities From Study Schools Annually.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horticulture</td>
<td>&lt;10,000</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>maize</td>
<td>10,001-20,000</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Dairy farming</td>
<td>&lt;20,000</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>20,001-30,000</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Hire of field</td>
<td>100,000</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>buses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff houses</td>
<td>80,000</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>total</td>
<td>40</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.7, income do not generate returns that can make significant contribution towards supplementing school budgets which could be passed to parents in form of reduced fees payment. The highest income was realized from hire of school bus which earns kshs 100,000. Similar studies also reported low earnings from income generating activities (Selina, 2012)The researcher was
interested in establishing how earnings from income generating activities were being established. It was found out that most earnings (60%) went towards provision of tea and other meals for teachers, 30% towards payment of wages for casual workers while 10% went towards provision of basic needs for bright and needy students. Though income generating activities could have gone a long way in supplementing school budget the same was not fully exploited. The researcher sought to establish the reasons why schools had not exploited this option. The findings are presented in table 4.8

Table 4.8: Head Teachers Response on Challenges Hindering Exploitation Of Income Generating Activities.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of land</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>Lack of capital</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Government policy</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Lack of entrepreneur skills.</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From table 4.8, majority of head teachers cited lack of land as the main reason why income generating activities have been fully exploited to supplement school budgets. However, the researcher Opinioned that the main reason may not be land since not all income generating activities require huge chunk of land. Income generating activities such as poultry farming which do not require huge size of land had not fully been exploited. Therefore the major problem facing head teachers was lack of entrepreneur skills by head teachers to exploit income generating activities.
4.6 Other Services Offered By Schools and their Influence on School Fees.

The study sought to find out whether there were other services offered by schools. The results were summarized and presented in table 4.10

<table>
<thead>
<tr>
<th>Service</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign language</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Computer</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Transport</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Uniforms</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Remedial</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results showed that 10% offered foreign languages, 20% offered computer studies, 10% offered transport, 40% offered uniforms and 20% gave remedial services.

Extra services offered by schools increase the cost of education as reflected by the amount of fees charged.

The researcher sought to find out extra services offered by schools and how they were affecting the amount of fees charged. It was found out that some schools (20%) offered boarding services and all schools (100%) offered paid holiday tuition. Comparison between fees charged by boarding and day schools showed a difference of over shs 25,000 similarly charges for holiday tuition ranged from shs 1000 to shs 3500 depending on the nature of the school. Charges in boarding schools were higher compared to day schools.

4.7 Challenges faced by School managers and how they influence amount of fees charged.

The amount of fees charged depend on how effective available educational resources among them teaching and learning resources human resources and financial resources are utilized
by school management. Effective utilization of educational resources leads to lower charges in terms of fees. Ineffective utilization implies high cost in terms of fees. However school managers face challenges in the endeavor, to utilize educational resources. The study sought to find out challenges school management face and how such challenges were impacting on the amount of fees charged. Interview with head teachers established that the major challenges faced by public secondary schools were managed of financial resources, physical resources and human resources.

**4.7.1 Financial Resources.**

It was established that the major challenge that majority of the schools (60%) were unable to collect more than 50% of their budgeted fees. With the poor fee collection, the researcher sought head teachers view on how such poor fee collection was affecting the amount of fees charged. The amount of fees charged could be lower if all parents could be making timely payment of fees. Timely payment of fees enable schools to procure food stuffs on time particularly harvesting time, make bulky purchases at lower cost and also have surplus funds that could be invested in income generating activities. Supplement school budgets, reducing the burden of schooling to household in form of educed fees. Entrepreneurial skills imparted are supposed to equip head teachers with financial management skills including investment which could end up reducing the amount of fees charged. The study sought to find whether head teachers training is adequate in equipping them with such skills. The findings are given in table 4.10
From Table 4.10 majority of head teachers believe that their training is inadequate in equipping them with financial management skills. The researcher was interested in establishing how their level of financial management skills were impacting on the amount of fees charged. According to the findings 60% of the head teachers stated that they were unable to supplement school budgets, relying on traditional sources of finding such as school fees. With increasing cost of education, the value of school fees, is always on the rise as a result of over reliance. However 40% of the head teachers were unable to relate how their weakness affected the amount of fees charged since they believed that amount of fees charged is controlled by the government. This shows that some head teachers were not fully equipped to understand the relationship of their management actions and school expenditure.

4.7.2 Physical Resources.

The study established through observation that most schools lacked basic physical resources such as laboratories, classrooms and libraries to support effective teaching and
learning. The researcher was therefore interested in finding out how this state was affecting the amount of fees charged by schools in the region. According to head teachers response establishment of school infrastructure is a responsibility of PTA therefore schools in this region were passing the burden to parents in terms of PTA levy which ranged from Shs 2000 to shs 7500 with rates varying from school to school. However it was noted that even more established schools kept on charging very high PTA levies with some even going in for luxury items such as school buses which were not very essential in support of learning.

4.7.3 Human Resource Management

Human resources in school include teachers and sub–ordinate staff. First the researcher sought to find out the adequacy of teachers to support effective teaching and learning. It was established that all schools (100%) did not have adequate human resource in schools to support effective teaching and learning. The researcher sought to find out how schools were coping with shortages. It was established that all schools (100%) had teachers employed by board of governors (BOG) who ranged from 2 – 7 depending on the school size. These teachers were being paid salaries ranging from shs 3500 – shs 12000.

The researcher wanted to find out the source of funding for such salaries. It was found out that on 40% of the schools BOG teachers were being treated as sub –ordinate workers and were therefore paid on vote head of personal emoluments while 60% of the schools parents charged a special levy ranging from shs 500 – shs 1000 approved by District Education Board (DEB) specifically for salaries for sub-ordinates. The researcher sought teachers view of such action on school fees charged given that fees charged is regulated by Government. Head teachers concurred that such actions actually do push
fees beyond the stipulated level but their actions are justified given that it is meant to benefit the child and they are endorsed by DEB. Finally the researcher sought teachers view on the effect of amount of fees charged on students’ participation, Quality of education and how the situation could be improved. According to head teachers response over 60% students were unable to settle their financial obligation on time while 40% met their obligations timely with worst hit being boarding schools whose fees was far much above day schools by over shs 20,000.
CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the findings of the study discussions, conclusions and recommendations. It also provides suggestions for further research and contribution to the body of knowledge. The objectives were: management of financial resources and its effects on amount of school fees charged, income generating activities in school and its influence on amount of school fees charged, other services offered by schools and its effect on amount of fees charged and challenges faced by school managers in running of schools and how they affect amount of school fees charged.

5.2 Summary of the Findings

There is inefficiency in management of financial resources. This was mainly affected by poor fees payment. Procurement in schools was mainly tied to availability of funds. However despite the fact that schools could have really benefited from procurement during harvesting time and bulky purchases, poor payment hindered their ability to do so. This even made most schools to complete their developments projects outside their budgeted time. Poor fee payment further hindered schools ability to have surplus funds for investment. This made schools to mainly rely on external sources of funding with school fees being the main source.

It was established that 60% of the schools did not have income generating activities to supplement their budget and therefore totally relied on traditional sources such as school
fee. Schools that engaged in income generating activities (IGAs) mainly concentrated on Maize farming and horticulture. The study found out that earnings from IGAS mainly went towards teachers’ motivation.

It was established that the amount of fees charged in a school was being affected by provision of other services such as boarding and holiday tuition. Indeed there was a big difference between fees charged by day schools and boarding schools.

The study found out that majority of the schools (60%) were unable to collect more than 50% of their budgeted fees. This poor fee collection made it difficult for schools to make investments to supplement school budget. Whose benefit could have been passed to parents in form of reduced fees. The study also established that most head teachers (60%) felt that they were inadequately prepared to carry out financial management. They felt that their training did not fully equip them with investment skills resulting in their total reliance on traditional sources of funding.

The study found out that all schools (100% had inadequate teachers posted by Teachers Service Commission (TSC). As such all schools had employed teachers on BOG terms whose salaries was being passed to parents in form of higher charges.

The study established that the state of physical resources in all schools was inadequate. It was found out that schools were struggling to put up this infrastructure by charging parents development levy. However poor payments hindered schools ability to put up the same within stipulated time budget.
5.3 Discussions

Management of financial resources has an effect on amount of fees charged. Inefficiency in management of resources leads to high fee charged while efficiency in management leads to lower fees. The researcher wanted to find out the time when procurement particularly for food stuffs is done. The findings showed most schools 70% carry out procurement particularly of foodstuff when funds are available. Procurement of foodstuffs during harvesting time is meant to ensure that goods are acquired at relatively lower prices. The researcher wanted to find out why most schools were not procuring goods during harvesting time to benefit from lower prices which could have been passed to students in form of lower fees. It was established that poor payment of fees experienced by schools was a major hindrance for schools to capitalize on low prices when procuring good. “We are unable to capitalize on low prices to procure goods due to poor payment of fees by the parents” stated one head teacher. The amount of fees charged is further increased by projects that take along period to complete, outside the budgeted time. The study therefore intended to find out how long development projects were taking before completion. The findings are given in figure 4.3 below. Only one (5%) of the study schools was able to complete development projects on time. Majority of the schools were unable to complete the set projects within stipulated time. The researcher was interested in finding out why projects were not being completed on time yet this could have gone along way in reducing the cost of projects which is occasioned by inflation. All (100%) of head teachers identified poor fee payment as the main problem. When collections are made, funds are first channeled to key areas such as boarding and provision of teaching and learning leaving very little funds (if any ) for development projects. The research wanted to find out the implication of delay in completion of
development projects on the amount of fees charged by these institutions. It was found out that increase in cost of projects was being passed to parents inform of high fees. Indeed according to District Education Board rule; no new project can start before completion of the old one. This means that costs are passed to parents until the project is completed. Proper management of financial resources include timely collection of resources include timely collection of fees. The researcher therefore wanted to establish the state of fee payment in schools. It was established that fee payment was poor in all schools. The study schools were able to collect at least 60% of their budgeted fees. Most schools (60%) collected less than 50% of their annual budgeted fees. With poor fee payment the researcher was interested in establishing how schools were carrying out their activities. It was found out that all schools had huge debt obligations with some ranging as old as five years. Most head teachers stated that they were only concentrating on sensitive areas such as stationery and boarding. Product management of financial resources includes undertaking some investment activities, to generate supplement income. The researcher established that only 40% of the study schools had some income generating activity while 60% did not have any. The researcher was therefore interested in establishing why some schools were not keen to initiate income generating activities. The head teachers stated that they can not invest what they don’t have. They cited lack of capital for investment due to poor payment of fees and lack of specific vote head on fee structure meant for investment. This finding is similar to the findings of Selina (2012) who also found out that most schools had huge debts obligations which are passed to the parents.
Income generating activities supplement school budgets reducing with the benefit passed to the students in terms of reduced fees. The study sought to find out existence of income generating activities. It was established that (40%) of the schools had some income generating activities, while (60%) did not have any income generating activity. Incomes earned from income generating activities vary from each other. The study therefore sought to find out the nature of income generating activities in schools. Income generating activities included horticulture and maize farming, Housing, dairy farming and service activities such as hire of field and halls. Horticulture and dairy farming were major activities as they exist in 50% (4) of the schools that were undertaking income generating activities. For income generating activities to be meaningful the earnings must be reasonable for the benefits to be felt by the beneficiaries. The study therefore sought to find out the earnings of income generating activities. Income do not generate returns that can make significant contribution towards supplementing school budgets which could be passed to parents in form of reduced fees payment. The highest income was realized from hire of school bus which earns kshs 100,000. Similar studies also reported low earnings from income generating activities (Selina 2012). The study was interested in establishing how earnings from income generating activities were being established. It was found out that most earnings (60%) went towards provision of tea and other meals for teachers, 30% towards payment of wages for causal workers while 10% went towards provision of basic needs for bright and needy students. Though income generating activities could have gone a long way in supplementing school budget the same was not fully exploited. The study sought to establish the reasons why schools had not exploited this option. The findings indicated that majority of head teachers cited lack of land as the main reason why income generating activities had not been fully exploited to supplement school budgets. However, the study Opinioned that the main reason may not be land since not all income
generating activities require huge chunk of land. Income generating activities such as poultry farming which do not require huge size of land had not fully been exploited. Therefore the major problem facing head teachers was lack of entrepreneur skills by head teachers to exploit income generating activities.

The study sought to find out whether there were other services offered by schools. The results showed that 5% offered swimming, 10% offered foreign languages, 15% offered computer studies, 10% offered transport, 40% offered uniforms and 20% gave remedial services. Extra services offered by schools increase the cost of education as reflected by the amount of fees charged. The researcher sought to find out extra services offered by schools and how they were affecting the amount of fees charged. It was found out that some schools (20%) offered boarding services and all schools (100%) offered paid holiday tuition. Comparison between fees charged by boarding and day schools showed a difference of over shs 25,000 similarly charges for holiday tuition ranged from shs 1000 to shs 3500 depending on the nature of the school. Charges in boarding schools were higher compared to day schools.

It was established that the major challenge that majority of the schools (60%) were unable to collect more than 50% of their budgeted fees. With the poor fee collection, the researcher sought head teachers view on how such poor fee collection was affecting the amount of fees charged. The amount of fees charged could be lower if all parents could be making timely payment of fees. Timely payment of fees enable schools to procure food stuffs on time particularly harvesting time, make bulky purchases at lower cost and also have surplus funds that could be invested in income generating activities. Supplement school budgets, reducing the burden of schooling to household in
form of educed fees. Entrepreneurial skills imparted are supposed to equip head teachers with financial management skills including investment which could end up reducing the amount of fees charged. The study sought to find whether head teachers training is adequate in equipping them with such skills. The study established through observation that most schools lacked basic physical resources such as laboratories, classrooms and libraries to support effective teaching and learning. The researcher was therefore interested in finding out how this state was affecting the amount of fees charged by schools in the region. According to head teachers response establishment of school infrastructure is a responsibility of PTA therefore schools in this region were passing the burden to parents in terms of PTA levy which ranged from Shs 2000 to shs 7500 with rates varying from school to school. However it was noted that even more established schools kept on charging very high PTA levies with some even going in for luxury items such as school buses which were not very essential in support of learning. Human resources in school include teachers and sub –ordinate staff. First the researcher sought to find out the adequacy of teachers to support effective teaching and learning. It was established that all schools (100%) did not have adequate human resource in schools to support effective teaching and learning. The researcher sought to find out how schools were coping with shortages. It was established that all schools (100%) had teachers employed by board of governors (BOG) who ranged from 2 – 7 depending on the school size. These teachers were being paid salaries ranging from shs 3500 – shs 12000.
5.4 Conclusion
Investigation on Management of financial resources, indicated that effective utilization financial resources was being hindered by poor fees payment hindering timely completion of development projects and procurement of commodities such as foodstuffs whose saving could have been passed to students in form of reduced fees. Though income activities could have gone along was in supplementing school budget, reducing the amount of fees charged, the option was not fully being exploited. This was attributed to poor fees payment denying schools opportunity surplus funds for investment. Other services offered by schools push up the amount of fees charged by schools. Schools that offered boarding services charged higher fees compared to day schools. The study indicate that poor fees payment, poor management of financial resources, ill preparedness of head teachers in financial management and inadequate human and physical resources are key challenges facing school managers. These challenges are pushing up the amount of fees charged by schools.

5.5 Recommendations
There is need to improve management of financial resources to ensure that Schools have adequate funds to be used for investment purposes to generate supplementary funds whose benefit could be passed to parents inform of reduced fees. Income generating Activities (IGAs) could go along way in containing the amount of fees charged to parents. Therefore schools should seriously exploit IGAs as alternative form of education financing. Extra services offered by schools push up the amount of fees charged Schools should therefore ensure that services offered are only those that are essential in promotion of effective teaching and learning.
5.6 Suggestions for further Research

i) Similar study to be carried out in other regions to establish if the findings can be generalized

ii) An investigation to be carried out to find out the adequacy of teachers training course to establish its adequacy in preparation of head teachers as financial managers

5.7 Contribution to the body of knowledge

The section highlights the gains from the study in terms of knowledge gained.

<table>
<thead>
<tr>
<th>No.</th>
<th>Objective</th>
<th>Contribution to knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To establish how management of financial resources influence amount of fees charged</td>
<td>Sound financial management reduces the amount of fees charged</td>
</tr>
<tr>
<td>2</td>
<td>To assess how income generated from other sources influence amount of fees charged</td>
<td>Various income generating activities have a positive influence on the amount of fees charged</td>
</tr>
<tr>
<td>3</td>
<td>To determine how other services offered by a school influence amount of fees charged</td>
<td>Other sources of funds boost school financial base</td>
</tr>
<tr>
<td>4</td>
<td>To establish how the challenges faced by school managers in management of schools influence the amount charged</td>
<td>Many challenges are faced by school financial managers</td>
</tr>
</tbody>
</table>
REFERENCES


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APPENDICES

APPENDIX A:

LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI
DEPARTMENT OF EXTRA
MURAL STUDIES
P.o Box 30197
NAIROBI

Dear Sir / Madam,

RE: DATA COLLECTION

I am a student currently a master of Arts degree in project planning and management as part of the requirement for the academic, I am carrying out a research on the “factors that determine the amount of fees charged to students in public secondary schools” in Bungoma South District. Your school had been randomly selected for the purpose of participation in the study. I therefore kindly ask you to respond to the attached questionnaire. To ensure the confidentiality of your opinion, do not write your name anywhere on the questionnaire.

Thank you for your cooperation.

Yours faithfully,

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

Esther Otidi
APPENDIX B

This questionnaire is designed for the purpose of a study on determinants of amount of fees charged to students in public secondary schools in Bungoma South. Your school has been randomly selected to participate in the study. The information provided will be strictly confidential and used for academic purposes only. Kindly respond to all items in this questionnaire.

BIO DATA

1. **PART A: Background of School Managers**
   i) What is your gender? Male (       ) Female (       )
   ii) For how long have you been a teacher? ________________________________

2. **PART B: School Background**

   a) When was the school started? ________________________________
   b) How many streams does the school have?

      i) Single stream [   ]
      ii) Double stream [   ]
      iii) Three stream [   ]
      iv) Others (specify) [   ]

   c) What is the current enrolment in your school?

      Boys [   ]
      Girls [   ]
      Total [   ]
QUESTIONNAIRE FOR HEADTEACHERS

Thank you for your interest in participating in this survey. The purpose of this study is to collect data on the ‘Determinants of the amount of fees charged in public secondary schools in Bungoma south District’ This questionnaire is a part of a master of arts degree in project planning and management at the university of Nairobi, and is completely anonymous. Your answers will be treated with confidentiality. Please indicate the correct option as honestly and as correctly as possible by ticking on one of the options. For the questions that require your opinion please complete the blanks.

1. Do you carry out any procurement?
   Yes ☐ No ☐

2. When do you procure? _____

3. Averagely how long do your development project take to be completed?
   Long ☐ Average time ☐ very long ☐ indefinite ☐

4. Give reasons for any of the above
   ............................................
   ............................................

5. Does your school engage in any income generating activities?
   Yes ☐ No ☐

6. If Yes, which ones are they?
   ...........................................................................................................................................................................
   ...........................................................................................................................................................................
   ...........................................................................................................................................................................
   ...........................................................................................................................................................................

7. Are they profitable to the school or are they wasteful? .........................

8. Do you have other funders other than parents?
   Yes ☐ No ☐

9. If Yes, who are they?
   ...........................................................................................................................................................................
   ...........................................................................................................................................................................
10. How do they fund your school?............................

11. Does your school offer other services i.e
    Uniform  Yes  No
    Transport Yes  No
    Extra Tuition Yes  No
    Others ........................................................................................................

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

........................................................................................................
Questionnaires for the school Bursars

Thank you for your interest in participating in this survey.

The purpose of this study is to collect data on the ‘Determinants of the amount of fees charged in public secondary schools in Bungoma south District’. This questionnaire is a part of masters of arts in project planning and management at the university of Nairobi, and is completely anonymous. Your answers will be treated with confidentiality. Please indicate the correct option as honestly and as correctly as possible by questions a Tick on one of the options. For the questions that require your opinion please complete the blanks.

Do you carry out any procurement?

Yes [ ] No [ ]

1. At what time is procurement carried out particularly for food stuff?
   a) Harvesting [ ]
   b) When funds are available [ ]
   c) When arises [ ]

Give reasons for your answers

2. Do you completely school projects on time?

   Yes [ ] No [ ]

   If no, state why?

3. Does the school have income generating activities?

   Yes [ ] No [ ]

   If yes, state the activities and approximate amount of profit or loss generated the previous year.

   Activity

   i.
   ii.

   Approximate profit (loss)
4. How was the profit realized utilized?
   I. Provision of teaching and learning materials? ☐
   II. Teachers welfare ☐
   III. Assisting needy students ☐
   IV. Others (specify) .................................................................

5. In a situation where the school does not have income generating activities, what are the reasons for the same?

6. How much fee does the school charge per year?
   I. Less than 10,000 ☐
   II. Between 10,000-20,000 ☐
   III. Between 25,000-30,000 ☐
   IV. Above 30,000 ☐

7. A part from school fees, does the school have other charges?
   Yes ☐ No ☐
   If yes, specify
   I.

   II

8. Does the school experience delay in the payment of levies?
   Yes ☐ No ☐

9. If the answer is yes, what are the reasons for the delayed?
APPENDIX C

INTERVIEW SCHEDULE FOR DISTRICT AUDITOR OF SCHOOLS

i) For how long have you been an auditor of schools in this district?

i) What is the general state of affairs of financial statements of schools within the district?

iii) What is your opinion towards management of financial resources in schools within the district concerning the qualification of manager?

iv) Are you satisfied with management of financial resources?

v) Justify your answer

vi) In your own opinion, how can schools utilize financial resources to cut down the cost of education?

THANK YOU ALL!