

**EFFECTS OF HIDDEN COSTS ON PUPILS' PARTICIPATION
IN PUBLIC PRIMARY SCHOOLS IN NYERI MUNICIPALITY,
KENYA**

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Requirement for the Award of Master of Education in Economics
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DECLARATION

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

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DEDICATION

This research project is dedicated to my dear husband Samuel Theuri and my sons

Ian dee Muchiri, Alfred Kibata and Maxwell Miano.

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ABBREVIATIONS AND ACRONYMS

B.O.G	Board of Governors
D.E.O	District Education Officer
EFA	Education for All
ESEA	Elementary and Secondary Education Act
FPE	Free Primary Education
GER	Gross Enrolment Rate
HCT	Human Capital Theory
ILO	International Labour Organization
MDGs	Millennium Developments Goals
NARC	National Rainbow Coalition
P.T.A	Parents' and Teachers' Association
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education

ABSTRACT

Despite the fact that the Kenyan government offers Free Primary Education, there are still families that are not able to cater for the hidden costs of education like the school uniform. Such children are sent home until they have the necessities needed in the school. This lowers their participation rates. The purpose of the study was to investigate the effects of hidden costs based on Human Capital Theory on participation in public primary schools in Nyeri Municipality. The study was guided by the following objectives: to establish the types of hidden costs affecting participation in public primary schools in Nyeri Municipality; to determine how flow of revenues from school levies affect the supply of learning resources in public primary schools in Nyeri Municipality; to establish how lunch expenses affect participation in public primary schools in Nyeri Municipality and to find out if hidden costs of education in public primary schools in Nyeri Municipality cause child labour. This study was conducted using the descriptive survey research method. The target population for this study was the public primary schools in Nyeri Municipality. The study used simple random sampling. This study used questionnaires for teachers, interview schedule for parents and focus group discussions for learners as the tools of data collection. Descriptive statistics were used for data analysis and the results were presented using tables.

The study found that despite public primary education being free, there are still costs that parents pay for such as remedial classes, books, uniforms, stationery, school activities such as sports and clubs, development funds, educational tours, examination fees and watchman's fees, PTA fees and BOG teachers' salaries. In relation to learning resources, it was noted that FPE contributes to scarcity of learning resources because they are inadequate and have late deliveries. Resultantly, pupils skip school and engage in child labour to afford them pay for such thus affecting participation of pupils in public primary schools. Regarding lunch expenses, majority of the schools lack free feeding programme and the ones with such are paid for by the parents. Lunch expenses were found to affect pupils' participation to a great extent. This is because learners who cannot afford food remain at home and engage in child labour in order to afford lunch. In relation to child labour, it was found to affect pupils' participation to a great extent. Lunch and uniforms were the mostly mentioned hidden costs which make learners engage in child labour and therefore affect participation of pupils negatively. Based on the findings of the study, the researcher recommended that the government should increase the level of subsidies that the government should deliver learning resources in time and they should be adequate to avoid disrupting learning and that the government should provide free school feeding programmes so that all the pupils can benefit. This would reduce cases of child labour and it would improve performance. The researcher suggested that a similar study should be done in other regions in Kenya.

CHAPTER 1

INTRODUCTION

1.1 Background to the study

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

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

credentials. A professional working force enhances the quality of a nation's economic productivity and guarantees its suitability for global market competitiveness (Grogan, 2006).

It is against such background that education and training have become central to governments' overall development strategy. For example, in America, Kattan (2006) noted that the responsibility for kindergarten to grade 12 education rests with the states under the Constitution. There is also a compelling national interest in the quality of the nation's public schools. Therefore, the federal government, through the legislative process, provides assistance to the states and schools in an effort to supplement not supplant, state support. The Elementary and Secondary Education Act (ESEA) authorizes grants for elementary and secondary school programs for children of low-income families; school library resources, textbooks and other instructional materials; supplemental education centres and services; strengthening state education agencies; education research; and professional development for teachers.

According to Levine and Birdsall (2005) governments all over the world provide free primary education for example in India and Canada. In Africa, governments also fund primary education for example in Nigeria, Ethiopia, Malawi and Uganda (Pillay, 2006). However, hidden costs are always

associated with Free Primary Education because there are charges that the parents have to pay for despite primary education being free.

Hidden costs affect participation all over the world. For example in Bangladesh, Ardt *et al.*, (2005) found out that children who cannot afford the costs of items not offered in free primary education fail to go to school until they can afford. In Indonesia, those learners who cannot afford to cater for hidden costs engage in child labour so as to get enough money to afford such. In Uganda (Stasavage, 2005) and Ethiopia (World Bank, 2005) parents who cannot afford to buy uniforms and textbooks retain their children home thus affecting participation (Tooley, Dixon & Stanfied, 2006). In Burkina Faso, Mali and Mozambique, one of the reasons for leaving school before completion was hidden costs (World Bank, 2006). In Kisumu, hidden costs lead to school dropouts (Oywa, 2010) and in Kibera, it leads to insufficient sanitary facilities making learners who cannot cope to leave school. This affects participation. In a study on the hidden costs of free primary education and their implication on enrolment in Kisii, Ngwacho (2011) noted that the parents who were unable to meet the hidden costs had their children sent home affecting participation while in Kiambu, the learners became child labourers in an effort to afford the hidden costs of education (Mwebia, 2010).

In January 2003 the NARC (National Rainbow Coalition) government implemented the free primary education programme with the aim of providing more opportunities to the disadvantaged school age children (Otach, 2008). This was in line with Education for all (EFA) and millennium Development Goals (MDGs). The programme created a positive outcome because it resulted in significant increase in enrolment in a majority of the schools UNESCO (2012). The policy abolished school fees and other levies arguing that fees and levies posed a serious hindrance to children wanting to access education in schools. The free primary education policy has been described as laudable because of its effect on Gross Enrolment Rate (GER). According to UNESCO (2012) Free Primary Education (FPE) program provides children with staffed public schools to attend as well as learning materials. Nevertheless, as the years go by, the initial amount of money allocated per pupil annually Kshs. 1,020 has been going down to as low as Kshs. 600 (Njihia & Nderitu, 2012). This has reduced the capacity of the government to supply pupils with learning resources. Others costs of education like uniform, food or transport to school are also not provided under FPE policy. These costs are to be paid by the pupils' parents, many of them live in the people's settlements (slums) and make less than a dollar per day. Therefore, they cannot afford to send them to public schools.

The Free Primary Education, which is also compulsory, saw many children, particularly from poor families; enjoy an opportunity to be in school (UNDP, 2012). The number of boys and girls enrolled in primary school has risen from five million to a staggering eight million. However, there are glaring obstacles that are keeping the children out of school (Kaga, 2006). For example Nthiga (2006) revealed that there are hidden costs associated with Free Primary Education in Tharaka District much as the Kenyan Government had banned payment of levies in public primary schools. These include PTA fund to pay teachers employed by the parents, watchman fees and fees for field trips among others. As a result about 15 pupils drop out of school every year in Nyeri Municipality (D.E.O., 2013).

Table 1.1 Number of school drop outs

Year	Number of school drop outs	Percentage (%)
2008	14	0.14
2009	15	0.16
2010	14	0.14
2011	16	0.17
2012	15	0.16

The question is if the government of Kenya can fully cater for the increasing number of needy learners in public primary schools in order to increase participation in these schools hence the need to investigate the effects of hidden costs on pupils' participation in public primary schools in Nyeri Municipality.

1.2 Statement of the problem

In 2003, the government introduced Free Primary Education. The main reason was to increase participation and ensure high retention and completion rates in primary education to all learners. Despite this, there are cases of drop outs in primary schools due to hidden costs of education. This is because the children of parents who are unable to meet costs like PTA funds, text books, uniforms, watchman fees, food are always sent home from school to come with the same. Given that the government offers Free Primary Education, it would be expected to cover all the costs of education but this is not the case. As a result, hidden costs like revenues from school levies may end up affecting the supply of learning resources as well as cause school dropouts in case of learners who cannot afford to cater for the costs. Other learners may engage in child labour so as to get money for catering for the hidden costs of education. This affects their participation and may hence affect their academic performance. Hence the need to investigate how hidden costs affect participation in public primary schools in Nyeri Municipality in Kenya.

1.3 Purpose of the study

The purpose of the study was to investigate the effects of hidden costs on participation in public primary schools in Nyeri Municipality.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To establish the types of hidden costs affecting participation in public primary schools in Nyeri Municipality.
- ii. To determine how flow of revenues from school levies affect the supply of learning resources in public primary schools in Nyeri Municipality.
- iii. To establish how lunch expenses affect participation in public primary schools in Nyeri Municipality.
- iv. To find out if hidden costs of education in public primary schools in Nyeri Municipality cause child labour

1.5 Research questions

- i. What are the types of hidden costs affecting participation in public primary schools in Nyeri Municipality?
- ii. How does flow of revenues from school levies affect the supply of learning resources in public primary schools in Nyeri Municipality?

- iii. How do lunch expenses affect participation in public primary schools in Nyeri Municipality?
- iv. Do hidden costs of education in public primary schools in Nyeri Municipality cause child labour?

1.6 Significance of the study

The study might be important to the Ministry of Education because it brought together a range of literature on participation in a way that has not happened before. With Education For All and Millennium Development Goals targeting access to education, studies such as this can help illuminate to the Ministry of Education, head teachers, teachers, parents and learners some of the complexities around school non-participation and bring new insights to policy makers and educational practitioners. The study provided information that could form the basis for further critical assessment and evaluation of the FPE situation by future researchers to facilitate more concrete and valid solutions to the problem. The results of this study might be of benefit to other researchers interested in this area of research.

1.7 Limitations of the study

There are limitations which affected this study. For example, due to fear of higher authorities like education officers, the respondents tended to give socially acceptable responses. The researcher was also not in a position to

control the attitudes of the respondents. However, the researcher assured the respondents of anonymity of their identity to encourage them to give information truthfully. The researcher also explained the importance of the study to the respondents in order for them to have positive attitude towards the study.

1.8 Delimitations of the study

This study was carried out in Nyeri Municipality. It was as well done in the public primary schools in the region. This is because education in public schools is more standardized compared to education in private schools. The study focused on four variables; types of hidden costs, and how hidden costs affect supply of learning resources, lunch expenses and child labour. The study targeted the teachers, parents and pupils because they are affected by the issue of hidden costs hence are likely to understand it well.

1.9 Assumptions of the study

This study was carried out on the assumption that the respondents were right for the study and that they would give correct information. It also assumed that the sample population would adequately represent the target population.

1.10 Definition of significant terms

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

Hidden costs are the charges that are not catered for by Free Primary Education yet they have to be paid for like uniforms, PTA funds, food, watchman fees.

Learning resources are things used to support the learning process like textbooks.

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

School dropouts refer to the pupils who fail to complete the primary cycle of education

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

1.11 Organization of the study

The study is organized into the following chapters; chapter one which contains background of the study, statement of the problem, purpose of the study, study objectives, research questions, significance of the study, delimitations,

limitations, assumptions of the study, definitions of significant terms and organisations of the study. The second chapter reviewed the past literature regarding this topic. It also has theoretical framework, conceptual framework and a summary of the chapter. The third chapter which is research methodology has the research design, target population, sampling procedure and sample size, data collection instruments, validity and reliability and methods of analysing and presenting data. Chapter four covers data analysis, presentation, discussions and interpretation. Chapter five comprises summary of the study, conclusion, recommendations and suggestions for further research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The purpose of the study was to investigate the effects of hidden costs on participation in public primary schools in Nyeri Municipality. This chapter contains a review of literature related to the study. It focuses on the empirical studies on the types of hidden costs affecting participation in public primary schools, how hidden costs contribute to inadequacy of learning resources in schools how lunch expenses affect participation in primary schools and how hidden costs of education lead to child labour. It also covers the theoretical framework, conceptual framework and a summary of the chapter.

2.2 Effects of hidden costs of Free Primary Education on pupils participation

This reviews the empirical studies which have been done on the types of hidden costs affecting participation in public primary schools, how hidden costs contribute to inadequacy of learning resources in schools, how lunch expenses affect participation and how hidden costs of education lead to child labour.

2.2.1 Types of hidden costs affecting participation in public primary schools

The problem of hidden costs of education for example cost of uniforms and textbooks occurs all over the world. In Bangladesh, Ardt *et al.*, (2005) found out that there are hidden costs in the educational system that abolishing tuition fees do not address. Annual testing and activity fees exist in many schools and families often employ private tutors outside of school. If a family cannot afford a tutor, children often fail because of the limited time they have with the teacher, others may drop out of school. Many schools also require a uniform. This problem is also evident in Latin America and parts of Australia where the hidden costs of education, including school supplies, uniforms and transportation, make it difficult for all but the wealthy to send every child in a family to school. Although education is purportedly free in India, Dorleans (2006) noted that household expenditures are significant and the greatest costs appear to be uniforms and textbooks (approximately 80% of all spending). Despite Nepal's policy of providing free education, households spent a mean of 660 rupees on a primary school child, which amounts to 20% of the income of the poorest households (Glewwe & Kremer, 2005).

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

Oywa (2010) on a survey of hidden costs of education in Kisumu Municipality reported that the survey was necessitated by frequent complaints by parents that schools were introducing too many levies. He said the school dropout was likely to rise because of the hidden costs of education. According to the report all public schools in Kisumu charge admission fees ranging between Ksh 200 to Ksh2,000 for new pupils. New entrants also buy their own desks and books. In some schools new pupils pay Ksh200 for an interview. One school with more than 1,000 pupils has been charging Ksh50 for the PTA per pupil per

year totalling to Ksh50,000 and a further Ksh50 activity fee per pupil per term. The report said that nearly all the schools sampled are charging between Ksh 50 and Ksh150 tuition fees per term and between 20 and Ksh50 for mock examinations per term (Oywa, 2010).

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

2.2.2 Relationship between revenue from school levies and learning resources in public schools

According to Bray (2004) in the Middle East, tuition fees are more common, along with textbook fees and PTA fees, while uniforms are rare. Fees are standard in South Asia as well, yet the recent trend has been for parents to transfer to the private system where although fees exist, the quality of the schools and availability of resources appear to be higher. In East Asia, all kinds of fees are prevalent, as is the added cost of private tutoring. Fees existed in 97% of the 79 countries surveyed by the World Bank (2005) of these, about 1/3 of all fees charged are unofficial. Most countries charge more than one type of fee and even countries which had recently abolished fees still had some fees. PTA contributions were the most common type of fee (71% of countries

surveyed); followed by tuition fees (38%), textbook fees (47%), uniforms (49%) and other activity fees (43%) (Kattan & Burnett, 2004).

In Kibera, Tooley, Dixon and Stanfield (2006) found out that after the introduction of FPE, schools that were suffering from insufficient sanitary facilities (toilets and water) suddenly found themselves unable to cope. Despite the programme being dubbed 'free', there were still hidden costs that parents were expected to meet. These include purchasing uniforms and other learning materials. They claimed that parents spent at least Kshs50 per week on 'perishables' (exercise books, pencils, rubbers, etc). UNESCO (2005) added that it is no wonder that many public primary schools did not perform well this time round. While many children sprinted to school, a large number also fell out before they got to Class Eight. The causes for the large number of school drop-outs ranged from lack of food at lunch time to trekking for long distances to school, poverty, problems at home, displacement as a result of the post-election violence and drought, child labour at farms or to tend livestock among others.

2.2.3 Effects of lunch expenses on participation in primary schools

There is a general consensus that Food for Education (FFE) programs increase primary school participation. For example, in America, the school nutrition programs are more important than ever, as more students participate in the free

and reduced price categories. Nationwide, school nutrition programs serve as safety nets for families that are facing financial difficulties as the economy falters. Hinrichs (2010) discovered that the increase in food security does not have significant long-term health effects, but has a positive impact on participation in education. These results may suggest that subsidized lunches induce children to attend school. Ahmed (2004) also provides evidence of the impact of a food program provided to poor households in rural Bangladesh. He shows that the program had fairly significant impacts on school participation, including an eight percent increase in primary school enrolment and a 12 percent increase in school attendance recorded during unannounced attendance visits.

In Burkina Faso, Kazianga, Walque and Alderman (2008) noted a 6 percent increase in pupils' enrolment from a take-home rations program. They also found that food programs increased school participation by 19 percentage points for boys and 18 percentage points for girls on average. These results suggest that food for education programs remain an effective strategy for attracting children to school.

In Kenya, Uwezo (2010) noted that while the free primary education (FPE) program has increased access to primary education especially among poorer households, ancillary costs of primary education (such as lunch expenses)

continue to hinder the educational attainment of many children. While tuition is a major barrier, ancillary costs such as lunch can also act as an impediment.

2.2.4 How hidden costs of education lead to child labour

In Indonesia (Edwards, 2005) noted that although the government is supposed to finance basic supplies such as exercise books and writing materials, households are continuing to have to pay. Schools similarly begin to charge fees for labour, sports or water bills. Often, these costs as well as the costs of clothing to attend school are prohibitive and students drop out. Other seek out child labour in an effort to pay go back to school.

Based on a review of several studies, Avenstrup, Liang and Nellemann (2004) reported that in Uganda, uniforms were the greatest cost; in Lesotho, transport and pocket money were the greatest cost. In Malawi, uniforms and PTA fees were the greatest cost, except in urban areas where transport and extra tuition were the greatest expenses. From 1991-1994, households in Tanzania spent the majority of their school expenditures on uniforms (48%) followed by: books/supplies (23%), UPE fund fees (16%) and others (3%) including registration and PTA funds, transport and lodging). Overall, total costs to education were less than 1% of total household expenditures. Out of the pupils

who dropped out, 10% sought out for child labour to finance their education (Avenstrup, Liang & Nellemann, 2004).

In Malawi, fee creep has occurred as Chimombo's (2005) survey found that 80% still pay for learning materials, 70% for uniforms, 60% for school development funds, 33% for school meals. Unless revenues from officially sanctioned fees are replaced, informal fees and charges are likely to take their place. Fees were abolished in 1994 in Malawi, but parents still pay approximately 60 percent of the total cost of education. Teachers in Sierra Leone demanded extra charges levied from students after FPE (Kpaka&Klemm, 2005). In Nigeria, public schools could not charge tuition fees. As a replacement, they charged PTA levies and fees for minor items such as report sheets. The sum of these charges was small and administrators often complained that they had difficulty even collecting these amounts (Uko-Aviomoh, Okoh & Omatseye, 2007). As a result, they sent the pupils home to collect the money.

Mwebia (2010) on a study on efficacy of free primary education in withdrawing children from child labour in Kiambu District noticed that child labour can result from a faulty education system, where children drop out of school due to various reasons. These include among others hidden costs of education. The main conclusion was that some children after being withdrawn

from child labour did not participate effectively in the learning process as some of them combined schooling and child labour and others dropped out of school and rejoined child labour.

2.3 Summary of the literature review

The study's dependent variable is primary school participation. There are four independent variables: hidden costs types, inadequacy of learning resources, lunch expenses and child labour. Past studies on hidden costs of education showed that despite the fact that primary education is free in most countries, parents still have to pay for what the government does not cater for. These make it cost-sharing and not free education. As a result, some children whose parents cannot afford to buy the items the government does not buy like uniform are always sent home to get them. In Kenya, most studies on hidden costs of education have been carried in other areas like Tharaka, Kisii and Kiambu but in Nyeri Municipality, there is limited research on this area. This made this study crucial.

2.4 Theoretical framework

The study was guided by human capital theory. Human Capital Theory is a modern extension of Adam Smith's explanation of wage differentials by the so-

called net (dis)advantages between different employments (McFadyen, 2006). The costs of learning the job are a very important component of net advantage and have led economists such as Gary S. Becker and Jacob Mincer to claim that, other things being equal, personal incomes vary according to the amount of investment in human capital; that is, the education and training undertaken by individuals or groups of workers.

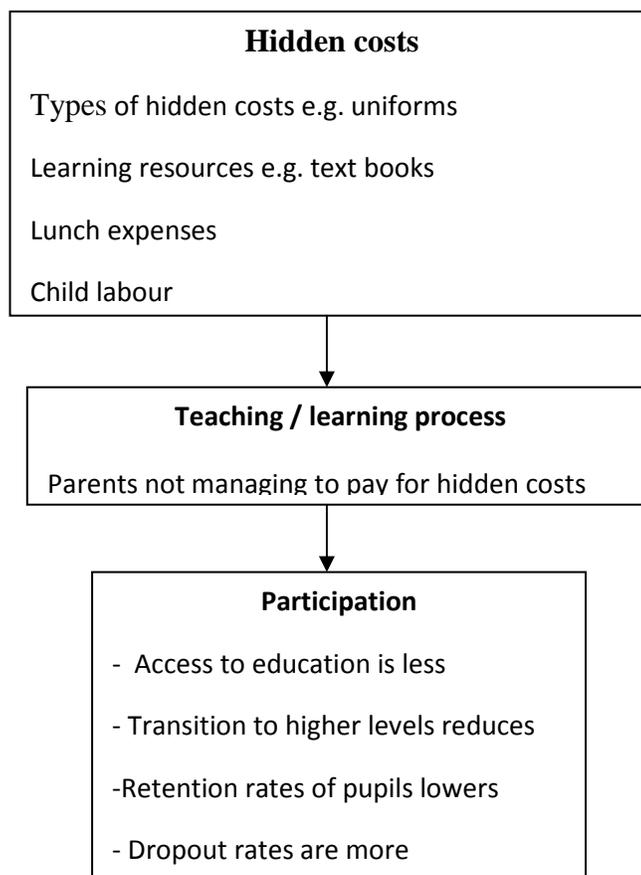
According to the theory, Human Capital Theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings. It postulates that expenditure on training and education is costly,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

Human Capital Theory is applicable to this study because it applies to educational systems. However, there are implications involved, especially in relation to the differences in policies and expenditures in education (Olaniyan&Okemakinde, 2008). The Human Capital Theory emphasizes the need for policy makers to allocate significant resources to the expansion of educational systems. While some governments may be reluctant to invest in education, the positive returns from this investment will significantly outweigh the costs. Many of the developing nations have thus realized that the principal mechanism for developing human knowledge is the education system. Thus, they invest huge sums of money on education especially through Free Primary Education not only as an attempt to impart knowledge and skills to individuals, but also to impart values, ideas, attitudes and aspirations which may be in the nation's best developmental interest. However, since the government does not cover all the costs of education, some economically disadvantaged households maybe unable to benefit from education. Their children would be forced to be sent home anytime they lack what they are supposed to have while others would be forced to adopt child labour or drop out of school for good. This according to Human Capital Theory would mean that they fail to explore their productive capacity in life.

2.5 Conceptual framework

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

Figure 2.1: Conceptual framework on the effects of hidden costs on participation in primary schools in Nyeri Municipality



The dependent variable is hidden costs while the independent variables are types of hidden costs, learning resources, lunch expenses and child labour. The independent variables are linked to the dependent variable. Hidden costs like the cost of uniforms may make learners fail to go to school hence affecting participation. As a result of hidden costs, learners may not have enough learning materials. Some do not meet their nutritive needs while others might engage in child labour. All these affect participation of learners in schools.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of the study was to investigate the effect of hidden costs on participation in primary schools in Nyeri Municipality. This chapter deals with the research methodology in the study. This includes the research design, target population, sample and sampling procedures, research instruments, data collection procedures and data analysis and presentation techniques.

3.2 Research Design

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

3.3 Target Population

The target population for this study was the public primary schools in Nyeri Municipality. There are 42 public primary schools in this region with 504 teachers, 9, 663 pupils and 8,114 parents because they are the ones who cater for the hidden costs of education.

3.4 Sample size and Sampling Procedures

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

Table 3.1 Sample size of each category of participants

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

3.5 Research Instruments

This study used questionnaires for teachers, interview schedule for parents and focus group discussions for learners as the tools of data collection (Wiersma, 2000). The questionnaires had both closed and open-ended questions. Close-ended questions were accompanied by a list of all possible alternatives from which the respondents selected the answer that best described their situation. Open ended questions gave the respondents complete freedom of response (Kerlinger, 1973). The questionnaires were preferred because they could collect a lot of information in a large population and their objectivity is high.

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

3.6 Validity of the instruments

According to Connaway and Powell (2010) validity of the instrument is the accuracy and meaningfulness of inferences which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. To enhance content validity, the questionnaires were pre-tested before the actual research and inconsistencies corrected. In addition, the researcher consulted the experts in the field of research in order to ascertain and clarify that the test instruments can measure what they are intended to measure.

3.7 Reliability of the instruments

Reliability of the research instrument is its level of internal consistency over time (Connaway & Powell, 2010). A reliable instrument therefore, is the one

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

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

Where

x = results for first test

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

y = results for second test

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

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

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

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

It is simply the average of the sum of the Z score products and it measures the strength of linear relationship between two characteristics. The positive (increase, increase) correlation coefficient can range from 0.00 to 1.00. The closer to 1.00; the stronger the relationship is. A reliability coefficient of 0.8 showed that the instrument was reliable.

3.8 Data Collection Procedures

To carry out the study, permission and authority were sought from the National Council of Science and Technology. Subsequent clearance to carry out the study was obtained from the District Education Officer (DEO) in Nyeri District. The researcher then paid a visit to the participating schools to inform them of the intended study and create some rapport. The pilot study was then conducted and corrections made to the questionnaires. Then, afterwards, the researcher administered the questionnaires personally to the respondents in each school at different times. The filled questionnaires were collected one week after. Interviews for parents and focus group discussions for pupils were carried out according to the school schedule to avoid disrupting learning.

3.9 Data Analysis Techniques

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

CHAPTER 4

DATA ANALYSIS, PRESENTATION, DISCUSSIONS AND INTERPRETATION

4.1 Introduction

The purpose of the study was to investigate the effects of hidden costs on participation in public primary schools in Nyeri Municipality. This chapter presents results, discussions and interpretation of the research findings that are laid out as per the study objectives.

4.2 Response rate

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

4.3 General characteristics of the respondents

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

4.3.1 Gender of the respondents

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

4.3.2 Age of respondents

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

Table 4.1 Teachers' age

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

As shown in Table 4.1 majority of the teachers 80% were aged between 25 and 50 years. This implies that most were middle aged. As far as parents are concerned, 90.1% were between 25 and 50 years old while only 9.9% were

above 50 years old. This shows that majority of the parents were also middle aged.

4.4.3 Respondents' education level

In relation to their highest education level, the teachers and parents responded as shown in Table 4.2

Table 4.2 Teachers' education level

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

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

This implies that most parents 59.8% were fairly educated hence could understand the issue under study.

4.3.4 Teachers' working experience

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

Table 4.3 Teachers' working experience

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

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

hidden costs of Free Primary Education as well as note the way such hidden costs affect participation of learners.

4.3.5 Parents' occupation

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

Table 4.4 Parents' occupation

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

According to Table 4.4 majority of parents were farmers. The others were business men and minority had white collar jobs. This means that most parents could understand about hidden costs and its effects on participation of learners.

4.4 Free Primary Education

The respondents were asked how they understood Free Primary Education. Most of the teachers and parents described it as education provided by the government without having to pay for anything. This is in line with Levine and Birdsall (2005) and (Pillay, 2006). This implies that given that education is free, the parents are not expected to pay for anything related to education. This brings in the aspect of hidden costs which are the expenses that the parents have to cater for despite the fact that primary education is free. These findings were supported by Ardt *et al.* (2005); World Bank (2005; 2006); Tooley, Dixon and Stanfield (2006) and Oywa (2010). When asked about what the government provides for as far as Free Primary Education is concerned, the respondents said stationery, course books, chalks, wall maps, exercise books, building classrooms, text books, pens, pencils, desks, rulers, rubbers, sharpeners and paying teachers.

In relation to whether Free Primary Education (FPE) is beneficial, all the teachers 100% and all the parents 100% said yes. This implies that despite the presence of hidden costs of education, Free Primary Education is still beneficial. The reasons given were that with FPE, children no longer have to be sent home for school fees and this increases their learning time. Poor parents also benefit because the government helps to pay for what they cannot afford. Pupils enrol in large numbers because education is free.

4.5 Hidden costs of education and enrolment of pupils

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

4.5.1 Items paid for by parents

Despite the primary education being free, there are still items which are paid for by the parents as shown in Table 4.5

Table 4.5 Items paid for by parents

Items	Frequency	Percent	Cumulative Percent
Text books	159	20.0	20.0
Writing materials	80	10.1	30.0
Uniform	239	30.0	60.1
PTA fees	158	19.8	79.9
BOG teachers' salaries	80	10.1	89.9
Others	80	10.1	100.0
Total	796	100.0	

Source: Field Data

As shown in Table 4.5, 20% of the parents reported that they still have to buy textbooks despite the fact that primary education is free, 10.1% said they buy writing materials, 30% said they buy uniforms while 19.8% said they pay PTA fees and 10.15% said they pay for BOG teachers' salaries. Other 10.1% reported that they pay for other costs like the costs of educational tours and trips. These findings were in line with Ardt *et al.* (2005) who found out that

there are costs of education which are not addressed by Free Primary Education. Findings on teachers showed that parents buy writing materials 10%, they buy uniforms 60% while other 10% teachers reported that parents pay for PTA fees and BOG teachers' salaries 10.0% and another 10% said they pay for development fund. These were in line with Dorleans' (2006) study findings which found out that household expenditures which were not catered for under FPE were significant and the greatest costs were uniforms and textbooks. According to the learners, the parents have to pay for lunch, remedial classes, buy books, uniforms, stationery, school activities such as sports and clubs, development funds, educational tours, examination fees and watchman's fees. These findings were in line with Glewwe and Kremer (2005) who discovered that despite Nepal's policy of providing free education, households spent a mean of 660 rupees on a primary school child, which amounts to 20% of the income of the poorest households. This implies that even if primary education is free, there are still many costs which have to be catered for by the parents.

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

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

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

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

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

households was 50.4% in 2003/4 with parents contributing Le 50,330 million and the government contributing Le 49,542 million.

4.5.3 Extent to which primary education is free

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

Table 4.7 Extent to which primary education is free

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

According to the teachers and as shown in Table 4.7, all the teachers reported that primary education is free to at least moderate extent. This shows that most teachers were of the opinion that primary education is partly free. This means that parents still have to cater for some costs of education. This was in line with Stasavage (2005) who found out that despite there being FPE, parents whose children attend public school spent an average of US\$ 33,460 on

transport, 17,810 on private tutoring, 15,480 on food, 9,710 on tuition fees, and 6,470 on uniforms. Around US\$ 3,000 were spent on each PTA fees, development funds, and exam fees. When asked what makes education free, the parents said it is non-payment of tuition fees, payment of teachers' salaries and buying of learning resources like textbooks and exercise books.

4.6 Learning resources and participation of pupils in primary schools

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

4.6.1 Whether FPE has contributed to the scarcity of learning resources

The participants were asked whether FPE has contributed to the scarcity of learning resources and 80% of the teachers said yes as supported by Bray (2004) while the other 20% said no. Of the parents who participated in the study, 70% reported that FPE has contributed to the scarcity of learning resources while the other 30% said it has not. Given that majority of the teachers and parents said that FPE has contributed to the scarcity of learning resources, it means that FPE could be failing in that aspect. When asked how it contributes to scarcity of learning resources, 50% of the teachers and 29.8% of the parents said that it delays the learning resources while 30% of the teachers and 40.2% of the parents said the learning resources provided are not enough. These findings were in line with World Bank (2005) which indicated an

inadequacy of learning resources in public schools. This shows that the government did very well in providing FPE and learning resources as a result. However, the learning resources are hardly enough and they are always delayed. This can affect the teaching learning process negatively.

4.6.2 Learning resources paid for by parents

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

Table 4.8 Learning resources paid for by parents

Learning resources	Frequency	Percent	Cumulative Percent
Exercise books	10	20.0	20.0
Pencils, rubbers	40	80.0	100.0
Total	50	100.0	

According to 20% of the teachers, parents still have to buy exercise books for their children in spite of FPE, while 80% said that parents buy pencils and rubbers. Parents' findings showed that parents buy text books 39.9% while 20% said they buy exercise books and 40.1% said they buy pencils and rubbers. This means that even if primary education is free, parents are the ones

who buy some of the learning materials. These findings were supported by Kattan and Burnett (2004) who found out parents still have to purchase learning resources even if primary education is free.

4.6.3 When parents cannot afford to buy the learning materials

This item sought for information on what happens when parents cannot afford to buy the learning materials and the participants responded as shown in Table 4.9

Table 4.9 When parents cannot afford to buy the learning materials

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

As shown in Table 4.9, 40% of the teachers and 59.8% of the parents reported that when parents cannot afford to buy some learning materials, the pupils are sent home until they get the learning materials. These are in line with Ardt, *et al* (2005) who found out that; children who cannot afford the costs of items not offered in free primary education fail to go to school until they can afford Ngwacho (2011) who found out that the parents who were unable to meet the hidden costs had their children sent home affecting participation; 40% of the teachers and 40.2% of the parents said that some pupils become child labourers in an effort to afford the required items. This was in line with Mwebia (2010) who found out that learners became child labourers in an effort to afford the hidden costs of education. Another 10% said that some children just drop out of school. This was in line with Oywa (2010) who found out that school dropout was likely to rise because of the hidden costs of education. An added 10 said that the children are at the mercy of teachers. These findings are also in line with UNESCO (2005) which found out that while many children sprinted to school, a large number also fell out before they got to class eight. This means that when parents cannot afford to buy some learning resources, the learners are sent home making them lose learning time. Other children engage in child labour in order to make enough money to buy the learning resources while others just drop out of school. Parents also reported that when some learners cannot afford learning materials, they feel uncomfortable in the

presence of those who can afford and this lowers their self esteem which can contribute to school dropout. This affects their participation in school.

4.6.4 Extent to which hidden costs affect participation of pupils in primary schools

The responses as to what extent the hidden costs affect participation of pupils in primary schools were as shown in Table 4.10

Table 4.10 Extent to which hidden costs affect participation of pupils

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

As shown in Table 4.10, majority of the teachers 60% reported that hidden costs affect participation of learners at least to a great extent. This shows that

hidden costs play a great role in the supply of learning resources which further affect participation of pupils in primary schools.

4.7 Lunch expenses and participation of pupils in primary schools

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

4.7.1 Whether lunch expenses affect pupils' participation in schools

In response to whether lunch expenses affect pupils' participation in primary schools, all parents 100% said yes while 80% of the teachers said yes as in line with Hinrichs (2010) who found out that lunch expenses had a positive impact on participation in education and 20% said no. Out of 796 parents, 30% said that the school has a free feeding programme while majority 70% said that the school does not have a free feeding programme. Parents were also asked about who pays for the food eaten by pupils and majority 90.1% said parents while the other 9.9% said that the government pays for the food. The teachers were asked to state their level of agreement to statements regarding pupils' lunch as they responded as shown in Table 4.11

Table 4.11 Lunch expenses

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

As shown in Table 4.11, 10.0% of the teachers strongly agreed that the school has a free feeding program 30.0% disagreed while 60.0% strongly disagreed. Whether the school has a feeding program but parents pay for the same, 40.0% of the teachers strongly agreed, 50.0% agreed while 10.0% strongly disagreed. On the statement the school does not have a feeding program, 10.0% strongly agreed, 50.0% disagreed while 10.0% strongly disagreed. On whether children carry their own food from home 10.0% strongly agreed, 40.0% agreed while 50.0% disagreed. These findings showed that most public primary school in the region lack school feeding programme that is free of charge as in line with Ahmed (2004) who found out that school feeding programmes had fairly significant impacts on school participation. The ones with school feeding programme is mostly paid for by parents. In most schools, children carry their own food from home. This implies that lunch expenses are mostly catered for by parents even if primary education is free.

4.7.2 Extent to which lunch expenses affect participation of pupils

The respondents were asked to the extent to which lunch expenses affect participation of pupils in primary schools as they responded as shown in Table 4.12

Table 4.12 Extent to which lunch expenses affect participation of pupils

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

According to the parents and as shown in Table 4.12, most 79.9% reported that lunch expenses affect participation of pupils to a great extent. Findings on teachers showed that 20% said that lunch expenses affect pupils' participation to a very great extent, 40% said it affects to a great extent, 20% said it affects to moderate extent while 20% said it affects to a small extent. According to the pupils, lunch expenses contribute to non-participation because learners who cannot afford food remain at home and engage in child labour in order to afford lunch. Others lose concentration and this affects their performance in the long run which may make them to drop out of school. From these findings, it is clear that lunch expenses do have a part they play in making learners either

participate in school or fail to participate. These findings are in line with Uwezo's (2010) study which found out that lunch expenses continue to hinder the educational attainment of many children.

4.8 Child labour and pupils' participation in primary school

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

4.8.1 Whether hidden costs make pupils to become child labourers

In response to whether hidden costs make pupils to become child labourers, 70% of the teachers said yes and 89.9% parents said yes as in line with Mwebia (2010) who found out that labour can result from a faulty education system, where children drop out of school due to various reasons including hidden costs of education. The other 30% teachers and 10.1% pupils said no. This means that hidden costs are partly responsible for children engaging in child labour in Nyeri. When asked the kind of hidden costs which mostly cause child labour, the participants responded as shown in Table 4.13

Table 4.13 Hidden costs which lead to child labour

Hidden costs	Frequency	Percent	Cumulative Percent
None	80	10.1	10.1
Uniform	160	20.1	30.2
Lunch	239	30.0	60.2
Learning resources	158	19.8	80.0
Others	159	20.0	100.0
Total	796	100.0	

According to the parents, the cost of uniform make children engage in child labour 20.1%, 30% said lunch expenses, 19.8% said learning resources while 20% said other expenses like educational trips and personal items. Of the teachers who participated in the study, 50% named uniform while 40% said lunch. Lunch and uniforms were the mostly mentioned hidden costs which make learners engage in child labour as in line with Edwards (2005).

4.8.2 Whether child labour helps to cater for the charges not paid for by FPE

The participants were asked whether child labour helps to cater for the charges not paid for by FPE and they responded as shown in Table 4.14

Table 4.14 Whether child labour helps to pay for the charges not paid for by FPE

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

As shown in Table 4.14, 50.1% of the parents were of the opinion that child labour at least somehow helps to cater for the costs which are not catered for by FPE. Of the teachers who took part in the study, 40% said it helps while 60% said it does not help. The respondents who said that child labour helps said that once pupils get money from child labour; they pay for the hidden costs and continue learning as in line with Avenstrup, Liang and Nellemann (2004) who found that pupils who dropped out sought out for child labour to

finance their education. The ones who said that child labour does not help said that pupils lose lesson time as a result, others said that it stresses the pupils since they work at the expense of their education, child labour does not amount to any earnings but a denial of the rights of the child. Child labour leads to poor performance which further leads to payment of remedial classes and tuition fees. These findings imply that even if child labour may help to cater for the immediate needs of pupils which are not catered for under FPE, it has negative repercussions on the performance and participation of pupils in schools. This was in line with Mwebia (2010) who found out that some children after being withdrawn from child labour did not participate effectively in the learning process as some of them combined schooling and child labour and others dropped out of school and rejoined child labour.

4.8.3 Extent to which hidden costs cause child labour among pupils

The respondents were asked the extent to which hidden costs cause child labour in primary schools and they responded as shown in Table 4.15

Table 4.15 Extent to which hidden costs cause child labour among pupils

Extent	Frequency	Percent	Cumulative Percent
Very great extent	5	10.0	10.0
Great extent	25	50.0	60.0
Moderate extent	10	20.0	80.0
Small extent	10	20.0	100.0
Total	50	100.0	

As shown in Table 4.15, most teachers 50% reported that hidden costs cause child labour at least to a great extent. This was in line with Mwebia (2010) study which found out that pupils dropped out of school in order to get money for the costs of education which were not catered for under FPE. Child labour affect learners' participation in school as it requires time too.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate the effects of hidden cost on participation in primary schools in Nyeri Municipality. This chapter presents summary, conclusions and recommendations of the study.

5.2 Summary of the study

The purpose of the study was to investigate the effects of hidden costs on participation in public primary schools in Nyeri Municipality. The study was guided by the following objectives: to establish the types of hidden costs affecting participation in public primary schools in Nyeri Municipality; to determine how hidden costs affect the supply of learning resources in public primary schools in Nyeri Municipality; to establish how lunch expenses affect participation in public primary schools in Nyeri Municipality and to assess how hidden costs of education in public primary schools in Nyeri Municipality make pupils engage in child labour. This study was conducted using the descriptive survey research method. The target population for this study was the public primary schools in Nyeri Municipality. The study used simple random sampling. This study used questionnaires for teachers, interview schedule for parents and focus group discussions for learners as the tools of

data collection. Descriptive statistics were used for data analysis and the results were presented using tables.

As far as Free Primary Education is concerned, most of the teachers and parents described it as education provided by the government without having to pay for anything. This implies that given that education is free, the parents are not expected to pay for anything related to education. The government through FPE provides stationery, course books, chalks, wall maps and exercise books, building classrooms, text books, pens, pencils, desks, rulers, rubbers, sharpeners and paying teachers. All respondents indicated that FPE is beneficial especially to the poor parents who could not afford to pay for their children's education before FPE.

On the first objective which established the types of hidden costs affecting participation in public primary schools in Nyeri Municipality, the types of hidden costs identified by parents, teachers and learners include money for lunch, remedial classes, books, uniforms, stationery, school activities such as sports and clubs, development funds, educational tours, examination fees and watchman's fees, PTA fees and BOG teachers' salaries. This implies that even if primary education is free, there are still many costs which have to be catered for by the parents. FPE was mainly rated as moderately efficient because parents' burden to cater for the cost of education is reduced but there are still

costs that parents have to cater for. Most respondents also rated FPE as moderately free because even if the government claims it is free; parents still have a role to pay for some charges in education.

Findings on the second objective which sought to determine how flow of revenues from school levies affects the supply of learning resources in public primary schools in Nyeri Municipality showed that majority of the respondents reported that FPE has contributed to the scarcity of learning resources. The reasons for the same are that it delays the learning resources and the learning resources provided are not enough. Parents still have to buy exercise books, text books, pencils and rubbers. This means that even if primary education is free, parents are the ones who buy some of the learning materials. When parents cannot afford to buy some learning materials, the pupils are sent home until they get the learning materials, some pupils become child labourers in an effort to afford the required items while some children just drop out of school and some are at the mercy of teachers. This shows that majority of the respondents were of the opinion that hidden costs affect participation of pupils in primary schools to a least great extent.

The third objective on establishing how lunch expenses affect participation in public primary schools in Nyeri Municipality, the findings showed that all the respondents were in agreement that they affect participation of pupils. Majority

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

On the fourth objective which sought to assess how hidden costs of education in public primary schools in Nyeri Municipality make pupils engage in child labour, majority of the respondents reported that it affects participation of learners. Lunch and uniforms were the mostly mentioned hidden costs which make learners engage in child labour. Majority of parents reported that child labour somehow helps because once pupils get money from child labour; they pay for the hidden costs and continue learning. Majority of teachers reported

that child labour does not help because pupils lose lesson time; it leads to poor performance which further leads to need for payment of remedial classes and tuition fees. These findings imply that even if child labour may help to cater for the immediate needs of pupils which are not catered for under FPE, it has negative repercussions on the performance and participation of pupils in schools. Majority of the teachers reported that hidden costs contribute to child labour to a great extent. This affects learners' participation in school as the child labour requires time too.

5.3 Conclusion of the study

On the first objective, the types of hidden costs identified in the study include fees for tuition and remedial classes, uniforms, stationery, school activities fee such as sports and clubs, development funds, educational tours, examination fees and watchman's fees, PTA fees and BOG teachers' salaries. FPE was rated moderately free because some costs of education (hidden costs) are catered for by the parents. FPE is moderately efficient in lifting the burden to education costs from parents.

On the second objective, it was noted that FPE affects supply of learning resources because they are inadequate and have late deliveries. As a result, parents have to buy exercise books, text books, pencils and rubbers. When parents cannot afford to buy some learning materials, the pupils are sent home

until they get the learning materials, some pupils adopt child labour while others just drop out of school and some are at the mercy of teachers. It can therefore be concluded that learning resources affects participation of pupils in public primary schools.

On the third objective regarding lunch expenses, majority of the respondents reported that schools do not have free feeding programmes. Of the schools with school feeding programme, most of them are paid for by the parents. Lunch expenses were found to affect pupils' participation to a great extent. This is because learners who cannot afford food remain at home and engage in child labour in order to afford lunch. Others lose concentration in class and this affects their performance in the long run which may make them to drop out of school. From these findings, it can be concluded that lunch expenses affect pupils' participation in school.

On the fourth objective on child labour, it was found to affect pupils' participation to a great extent. Lunch and uniforms were the mostly mentioned hidden costs which make learners engage in child labour. Child labour cannot help learners because it has negative repercussions as pupils lose lesson time, it leads to poor performance which further leads to payment of remedial classes and tuition fees. It can therefore be concluded that even if child labour may help to a small extent, it affects participation of pupils negatively.

5.4 Recommendations of the study

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

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

5.5 Suggestions for further studies

The researcher suggests that a study on effects of hidden costs on participation in public primary schools should be done in other regions in Kenya. This is because hidden costs are critical issues that affect participation of learners in Nyeri Municipality hence the study would establish whether other areas in Kenya are going through the same so as to influence FPE policy amendment.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Muchiri Nancy Nyambura

P.O Box 12200

Nyeri

Cell phone: 0722641755

To

Dear Sir or Madam,

REF: REQUEST FOR PARTICIPATION IN RESEARCH STUDY

I am a final year Master of Education Degree student at the University of Nairobi. My area of specialization is economics of education. I am currently undertaking research study on the effects of hidden costs of Free Primary Education on the participation rates in public primary schools in Nyeri Municipality.

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

Yours faithfully,

Muchiri Nancy Nyambura

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

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

Section A: Demographic information

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

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

Above 50 years []

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

4. For how long have you worked? (in years) 1-10 [] 11- 20 [] 21-30 [] 31-40 []

Section B: Free Primary Education

5. How do you understand Free Primary Education?

.....

.....

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

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

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

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

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

Section C: Hidden costs of Free Primary Education

8. What do the parents have to pay for despite the fact that primary education in public primary schools is free? Tick all relevant responses

Text books []

Writing materials []

Uniform []

PTA fees []

BOG teachers' salaries []

Development fund []

Any other (specify).....

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

Very efficient [] Efficient [] Moderately efficient []

Inefficient [] Very inefficient []

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

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

No extent []

Section D: Learning resources

11. a) Has Free Primary Education contributed to the scarcity of learning resources? Yes [] No []

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

It delays the learning resources []

It does not provide learning resources like textbooks []

The learning resources provided are not enough []

Any other (specify).....

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

Text books []

Exercise books []

Pencils, Rubbers []

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

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

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

Some children just drop out of school []

14. To what extent do hidden costs affect participation of pupils in primary schools?

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

No extent []

Section E: Lunch expenses

15. Do lunch expenses affect pupils participation in schools? Yes []

No []

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

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

17. To what extent do lunch expenses affect participation of pupils in primary schools?

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

Section F: Child labour

18. a) Do hidden costs make pupils to become child labourers?

Yes [] No []

b) If yes, which are the hidden costs which mostly cause child labour?

Transport []

Uniform []

Lunch []

Learning resources []

Others (specify).....

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

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

.....
.....

20. To what extent do hidden costs cause child labour in primary schools?

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

No extent []

APPENDIX III: INTERVIEW SCHEDULE FOR PARENTS

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

Section A: Demographic information

1. Gender? Male [] Female []

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

Above 50 years []

3. What is your education level Diploma [] Higher diploma [] Bachelors' degree [] Master degree [] Any other

4. What is your occupation?

Section B: Free Primary Education

5. How do you understand Free Primary Education?

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

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

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

7. Do you think that Free Primary Education is beneficial

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

Section C: Hidden costs of Free Primary Education

8. What do the parents have to pay for despite the fact that primary education in public primary schools is free?

Text books []

Writing materials []

Lunch []

Uniform []

PTA fees []

BOG teachers' salaries []

Development fund []

Any other

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

.....
.....

10. What makes primary education in Kenya free?

.....
.....

Section D: Learning resources

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

.....
.....

b) How has Free Primary Education contributed to the scarcity of learning resources?

It delays the learning resources []

It does not provide learning resources like textbooks []

The learning resources provided are not enough []

Any other

12. Despite there being Free Primary Education, what are parents required to buy in terms of learning resources?

Text books []

Exercise books []

Pencils, Rubbers []

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

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

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

[] Some children just drop out of school []

14. How do hidden costs affect participation of pupils in primary schools?

.....
.....

Section E: Lunch Expenses

15. Do lunch expenses affect school participation of pupils?

.....

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

.....

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

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

19. To what extent do lunch expenses affect participation of pupils in primary schools?

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

No extent []

Section F: Child labour

20. a) Do hidden costs make pupils to become child labourers?

b) Which are the hidden costs which mostly cause child labour?

Transport []

Uniform []

Lunch []

Learning resources []

Others.....

21. a) Do you think that child labour helps the pupils to cater for the charges not paid for by Free Primary Education?

b) Reason.....

22. How do hidden costs cause child labour in primary schools?

.....
.....

APPENDIX IV: LEARNERS FOCUS GROUP DISCUSSION

Welcome

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

Introductions

Moderator; assistant moderator

Purpose of focus groups

I am currently undertaking research study on the effects of hidden costs of Free Primary Education on the participation in public primary schools in Nyeri Municipality. I wish to conduct a focus group discussion on the same and I need your input and want you to share your honest and open thoughts with me.

Ground Rules

1. I want you to do the talking.

I would like everyone to participate.

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

2. There are no right or wrong answers

Every person's experiences and opinions are important.

Speak up whether you agree or disagree.

I want to hear a wide range of opinions.

3. What is said in this room stays here

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

Questions

- i. What do your parents have to pay for in order for you to successfully participate in learning?
- ii. How do hidden costs affect the supply of learning resources in public primary schools in Nyeri Municipality?
- iii. Do lunch expenses affect pupil participation in primary schools in Nyeri Municipality?
- iv. Do hidden costs of education lead to child labour in public primary schools in Nyeri Municipality?