

# ***Effects of School Fees on Equity Provision of Education in Public Secondary Schools in Nairobi Province, Kenya***

***Kibaara T.M***

Kenya Methodist University  
email kibaara.tarsilla@kemu.ac.ke

## **Abstract**

*The main objective of this research was to find out the effects of school fees on equity provision of education to students in public secondary schools in Kenya. School fee structures approved by the ministry of education on 12<sup>th</sup> February 2010 shows that, National schools pay an average of Ksh 62,000.00, Provincial Boarding Ksh 40,000.00, and Day schools Ksh.12,000.00 per year yet the student needs which are addressed by school fees to facilitate education provision are basically the same. The researcher used cross-sectional survey research design. The independent variables were: fees charged in various categories of secondary schools, parents' economic background, government policy on fees, while the dependent variables were equity provision of learning resources, provision of teachers, student retention in schools, student educational and career aspirations. Target population comprised of secondary school head teachers, teachers, students and parents. Sampling techniques included: stratified sampling for school categories, simple random sampling for students and purposive sampling for head teachers and parents. The sample comprised of: twenty three head teachers, two hundred forty seven teachers, three thousand two hundred and ninety one students, and forty six parents. The research instruments used were: Interview for head teachers and parents, questionnaires for teachers and students and observation check list for school facilities. Data was analyzed by use of descriptive statistics such as frequencies, percentages, and means using Statistical Package For Social Sciences.(SPSS) and presented using tables, graphs, and charts. Discussion and interpretation of the findings, established that the higher the school fees charged, the better the provision of education to students, the lower the school fees charged the poorer the provision of education to students. Students in day secondary schools are highly disadvantaged in equity provision of education. In conclusion, categorization of school fees in Kenyan secondary school is a hindrance to equity provision of education to learners from poor economic backgrounds and day schools. The researcher recommended a revision of school fees policy guidelines to guard against differences in fees paid in secondary schools, allocate funds for free secondary school according to the needs of the schools but not per student and employment of enough teachers for all public secondary schools to enhance equity provision of education.*

## **Introduction**

International declaration of Human Rights states that, "everyone has a right to education". This education should be ideally free at least at primary school level. The technical and professional education should be made generally available while higher education should be equally accessible to all on the basis of merit. Guaranteed right to education means, enhanced people's access to and enjoyment of other rights (UNESCO, 2002).Lack of access to education limits human development (Allen, Thoman 2000).

In America, education is one of the components of equal opportunity. America judges her education through 'Equality and Equity' assessment of education system to its intended beneficiaries. When the government assumed a larger role in financing public education,

equality and equity in education improved significantly (Crampton and Thomson 2001). The British government channels her funds through the local authorities and they in turn allocate funds to schools and colleges within their administrative boundaries and this has increased equity in student participation a great deal. (Pedron and Bruce 2009).

The government of Kenya has been subsidizing school fees since independence in 1963 (Bogonko 1992). In January 2008, the coalition government of Kenya introduced tuition waiver policy in Public Secondary Schools in which the government pays Kshs. 10,265.00 per student per year. Parents also meet other obligations such as school uniforms, lunch and transport and the development of physical facilities (MoE;2008).

School fee structures approved by the ministry of education on 12<sup>th</sup> February 2010 shows that, National Schools pay an average of Ksh 62,000.00, Provincial Boarding Schools charge Ksh 40,000.00, and Day Schools, parents' part with Ksh.12,000.00 per year. The cost of education at secondary school level is often high and unsustainable and solutions should be provided if participation and equity is to be increased argues (Lewin 2004). Although the government has subsidized public secondary school fees, still parents are charged very high fees in various categories of schools whose effects on equity participation and provision of education calls for investigation.

### **Statement of the Problem**

School fees is meant to facilitate the provision of education to the student in learning institution by providing adequate teaching and learning resources, physical facilities, equipments, teachers in case of understaffing, and retention. In secondary schools, the students are subjected to a common curriculum, common examinations and common criteria for admission in public universities. Moreover, students hail from varying economic backgrounds but they are expected to pay equal amount of fees charged by the category of school they are admitted in, select careers, subjects and meet the extra charges of technical subjects regardless of their economic backgrounds. One of the major concerns of education is to ensure equity in provision of education to all students regardless of the school category, or even social-economic backgrounds. This research therefore addresses the effects of school fees on equity provision of education to students in various categories of public secondary schools in Kenya.

### **Research Objectives**

- 1.To find out the effects of school fees charged by various categories of secondary schools in Kenya on equity participation of student in science and technical subjects practical by school category?
- 2.To find out the effects of school fees charged by various categories of secondary schools on retention of students in the school.
- 3.To find out the effects of school fees on equity provision of teachers in various subjects which experience understaffing.
- 4.To find out the effects of school fees on equity participation of students in subject choice and career aspirations.

**Research Questions:** The study sought to provide answers to the following research questions:

1. What were the effects of school fees on equity participation of student in science and technical subjects' practical by school category?
2. What are the effects of school fees charged by the various categories of public secondary schools on equity retention of students in the school?

3. To what extent does school fees charged in various categories of public secondary schools in Kenya affect equity in provision of teachers to subjects which experience understaffing?
4. To what extent does school fees charged by various categories of public secondary schools affect equity participation of students' in educational and career choice.

### **Theoretical Frameworks**

This study is based on the theoretical model of learning put forward by (Chinapah 1984). The theory states that students should be availed equal rights and equity to education participation irrespective of age, sex, ethnicity, social-economic backgrounds and regional origins. The theory further note that home characteristics such as social-economic status directly influence parent support for their children's education in terms of paying fees, buying books and so ford. This theory therefore concur with the arguments by Coleman, (2000) on equality of education provision to every learner without any form of discrimination. Furthermore, (UNESCO 1949) points out that education should be universal, embracing equity of educational opportunity without regard to race, sex or any other distinctions. Economic or social inequality to education is a drawback to this policy and also contravenes the convention of the elimination of all forms of discrimination on education participation, Coleman(2000).

### **Financing Education in Kenya**

A study carried out by Obulemilert (2006) in Kenya on the financial management in 34 secondary schools found that the management of school resources is the responsibility of the head teacher of that institution. Parents' Teachers' Association (PTA) and Board of Governors (BoG) and teachers may render their support. Institutions determine their own expenditure priorities which involve parents, District Education Board (DEB) and Provincial Director of Education's approval. It is clear from Obulemilert study that public secondary schools charge different school fees but the effects of different school fees on equity provision of education to students in education needs further investigation which is the concern for this research.

World Bank (1984), Observe that for quite a number of years, African governments financed the cost of education to the maximum. Towards the end of 1980s, governments did not have the capacity to fully finance education. The World Bank therefore recommended that the burden of financing education be passed to parents and community through cost sharing which became burdensome to parents. However effects of cost sharing on equity on provision education students is a major concern addressed in this research.

### **School fees and provision of physical, human and learning resources**

According to a study by (Okeke,1986) in Siaya District, parents provided textbooks and school uniforms but found these unaffordable. Matiasi,(1986) in a study conducted in Eldoret Municipality, found that, parents provided laboratory apparatus and teaching aids while Obongo,(1987) in a study conducted in Kisumu Municipality points out that Parent provided text books, constructed classrooms and home science rooms but were unable to provide enough facilities. In Imenti Division Meru District most schools lacked essential facilities to cope with increased enrolment due to inability of the parents to finance them (Kiugu,1990). In addition, (Matiasi,1986; Bironga, 2002; Lekalgitele, 2003;) in their studies on cost of education found out that lack of school fees and inadequate provision of qualified teachers, learning and physical facilities affected student participation in secondary education. In this respect therefore, it is questionable how the varying fees charged affect equity of education provision to students in various categories of secondary schools in Kenya.

### **School fees and Student Retention in School**

Several researchers such as (Efumbi, 2003; Orenge, 2007; Njagi, 2008) just to mention but a few, found out that lack of school fees led to absenteeism from school. Schools in Eastlands in Nairobi City registered high dropout rates and poor examination performance due to inability of the parents to pay levies and provide essential learning facilities. The pertinent question one may ask at this point is: how and to what extent do the varied secondary school fees affect the equity of students' retention in public secondary schools in Kenya?

### **School fees and Student Participation in Subjects and Career choices**

On the subjects' participation and career choices, studies conducted by (Obonyo, 1994; Ehiwani, 2001; Mauga, 2007) agree that the type of school and the availability of facilities influence the subject and career choices of the students. Ogeto (2008) conducted a study at Nairobi University on the factors influencing female students in the choice of science-based courses and found out that, lack of adequate facilities, such as well equipped science laboratories and textbooks affected student in the choice of subjects and careers. The study was conducted at University level but the extent to which school fees influences student choice of subjects and careers in secondary schools is crucial in order to ensure equity in education provision to students.

### **Research Design.**

Cross-sectional survey design was used in this study which allowed the researcher to study the effects of fees on equity participation of student in education across various categories of public schools in Kenya and gather information at one point in time. It also allowed the researcher to carry out the study in a natural setting and a real-life situation using profanity samples to enhance external validity.

### **Locale, Target Population and Sampling Procedure.**

The study was conducted in Nairobi Province, in public secondary schools in Kenya and it included: head teachers, teachers, students and parents. Stratified random sampling techniques were used in which the researcher established strata according to the major and minor categories of schools. The sample for schools and participants was stratified on three main strata on the bases of school category: National, provincial and Day schools. Sub-strata were then established from each stratum such as boarding, day, mixed, and single sex schools. The total number of schools in the province was 65 then, out of which 23 schools were sampled using simple random sampling technique. The total number of students in all categories of schools then was 32,928 and 10% of the total students were sampled using simple random sampling techniques making total of 3291. According to Kothari (1974), 10% sample is representative of a target population for research. Two parents who were members of PTA were purposively sampled from each school making a total of 46 parents. Sampling of parents was facilitated by the head teachers who provided the PTA lists and telephone numbers to the researcher for communication. One head teacher was purposively sampled from each school making a total of 23 head teachers. Purposive sampling was appropriate because parents and head-teachers are rich in school fees information crucial for this study.

### **Research Instruments and Data Collection Procedures, and Ethics**

In this study questionnaire, structured and semi-structured interviews and observation check lists were used to collect data. Questionnaires were used to collect data from teachers and students while interviews were used to collect data from parents and head teachers. Observation check list was used to collect data on physical facilitates such as classrooms, laboratories, home science rooms, libraries, teacher preparation rooms (staffrooms) computer rooms, dormitories, play grounds, water systems, lighting systems and income generating

projects. On receiving the permit the researcher visited the sampled schools on the days agreed with the school head teachers, created rapport with respondents, sampled, explained the purpose of research and ensured confidentiality to respondents, administered the research instruments and collected them for data analysis.

**Validity and Reliability of the Research Instruments**

In this study, content validity and triangulation was established by three research experts on curriculum studies who determined that the set of items presented in the data collection instruments accurately represented and measured the effects of school fees on provision of education to students. In triangulation, the content in three data collection instruments were matched by research experts appointed by the researcher and it was found that, questionnaires, interviews and check list had similar items, focusing on the study problem. Reliability of research instruments was established through pilot study in three secondary schools in Kiambu District on three head teachers, forty students, three parents and ten teachers. Observation checklist was also piloted in the three schools.

**Data Analysis Procedures**

Descriptive statistics were used to summarize the data in frequencies, percentages, mean scores and standard deviations using statistical Packages for Social Sciences (SPSS)

**Results: Results of descriptive analysis have been presented in the following sub-sections:**

Table 4.1: Response rates (expected, actual and percentage) of the study participants.

Participants	Expected Response	Actual Response	%
Students	3291	3204	93.4%
H/teachers	23	23	100%
Teachers	247	200	81%
Parents	46	42	93.9%
<b>Totals</b>	<b>3607</b>	<b>3469</b>	<b>93.9%</b>

A percentage response rate of 93.9% was indicated which shows that the sample was representative of the target population, hence reliable

**School fees and Equity in Student Participation in Learning of Various Subjects.**

To establish, the effects of school fees on equity participation of students in science and technical subjects, students, head teacher and teachers were asked to state how often students participate in practical in science and technical subjects. Their responses were analyzed as presented in table 4.2 below.

**Table 4.2 Effects of School fees and equity participation of student in science and technical subjects by school category.**

School category	Very often		Often		Rare		Never	
	F	%	f	%	f	%	f	%
National	42	30.9%	94	69.1	0	0%	0	0%
Provincial boarding	9	2.38%	272	71.7%	88	24.22%	10	2.64%

Day sch.	11	2.28%	152	35.5%	254	59.79%	8	2.88%
<b>Totals</b>	<b>62</b>	<b>6.6%</b>	<b>518</b>	<b>55.1%</b>	<b>342</b>	<b>36.4%</b>	<b>18</b>	<b>1.19%</b>

The researcher found (30.9%) respondents agreed that students participate very often in science and technical subject practical in National schools as compared to (2.38%) respondents

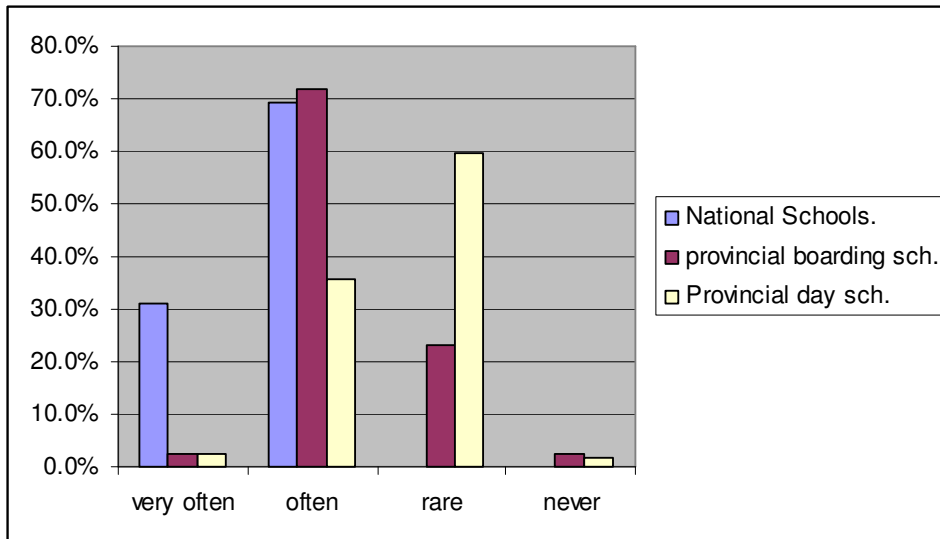
in provincial and (2.28%) day school. Findings also indicate that (70.1%) respondents agreed that students in provincial schools participate in science and technical subject practical often as compared to (69.1%) and (35.5%) respondents in National and Day schools respectively.

Findings also indicate that in National schools (0%) respondents agreed that students rarely fail to participate in practical in science and technical subjects as compared to (24.22%) respondents in provincial schools and (59.70%) respondents in day schools who agreed that students rarely participate in practical in science and technical subjects. On responding whether students never fail to participate in science and technical subjects' practical, (0%) respondents agreed that students in National S

schools never fail to do practical as compared to (2.64%) and (2.88%) respondents who agreed that some students in provincial and day schools respectively fail to participate in practical in science and technical subjects. High disparity in student participation in science and technical subject practical in National, Provincial and Day schools was due to differences in school fees charged by these three categories of schools in Kenya. These findings are closely related to the findings by (Musoga, 2005; Nyongesa, 2008) who found that inadequacy of laboratories, science and equipments was due to lack of finances in schools and this had consequences on student performance in examinations

**Student level of participation in various subjects per school category**

Data for student participation in various subjects is presented in figure 4:1 below.



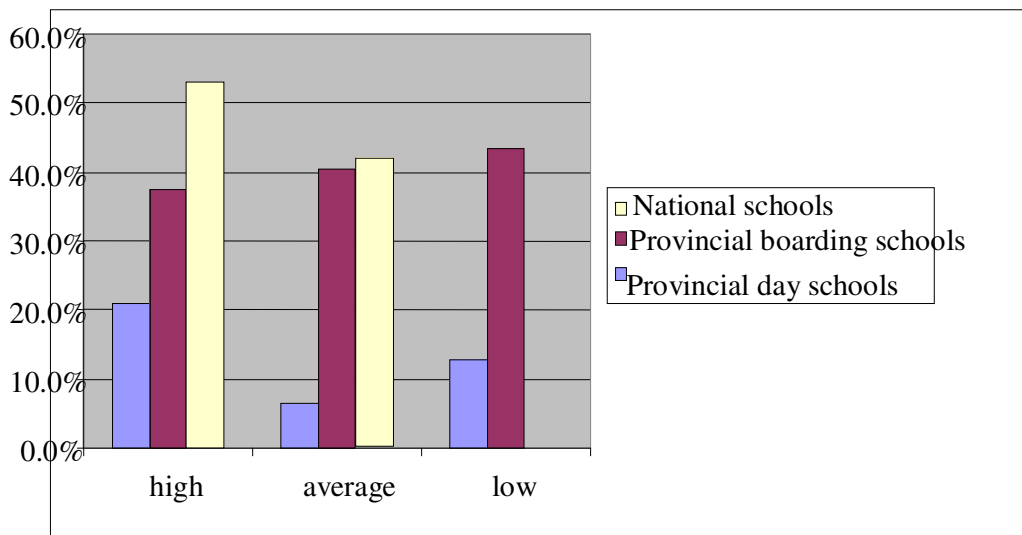
**Figure 4.1: Comparison of student level of participation in various subjects per school category.**

To establish the effects of school fees on student participation in learning various subjects by school category, participants were asked to indicate how often student participate in consulting teachers, write notes, do group discussions, go for field trips and ask questions. The researcher found out that students participate very often, consult teachers, write notes, do group discussions, go for field trips and ask questions in National schools ( 31.%) as compared to (4%) student participation in provincial and (4%) in day schools. Findings also indicate that (69%) participants agreed that students in national schools often consult teachers, write notes, do group discussions, go for field trips and ask questions as compared to (72%) and (37%) participants in provincial and public day schools respectively..

The findings also indicate that (0%) respondents showed that no students in National schools rarely consulted teachers, wrote notes, did group discussions, went for field trips and asked questions as compared to (24%) and (60%) participants in Provincial and Day schools respectively who agreed that students rarely consulted teachers, wrote notes, did group discussions, went for field trips, and asked questions. Finally, the researcher found that (0%) respondents indicated that students in National schools never failed to consult teachers, writing notes, do group discussions, go for field trips and ask question as compared to (3%) in provincial and (2%) respondents in day schools who agreed that students never consulted teachers, wrote notes, did group discussions, never went for field trips and finally never asked questions. These findings indicate unequal participation of students in education in various categories of schools in Kenya. These findings concur with the findings of (Amanjo 1997), who found that unequal participation in education at long run worsens the status of the poor or vulnerable groups.

#### **School fees and Student Retention in Various Categories of Secondary Schools**

To establish, the effects of school fees on rate of student retention in various categories of public secondary schools in Kenya, researcher compared the retention rates in the three categories of schools as represented in figure 4.2 below.



**Figure 4.2: Rate of student Retention in Various Categories of Schools**

Findings indicated in figure 4.2 above on the effects of school fees on the retention of students by school category indicate that: National schools had high retention rate of (54%) as compared to (38%) retention rate in provincial school and (21%) retention rate in day schools.

Findings also indicate that National schools had average retention rate of (43%) as compared to (41%) and (7%) average retention rates in Provincial and Day schools respectively. Finally, the researcher found that on low retention rates, National schools had (0%) low retention rate as compared to (44%) low retention rate in Provincial schools and (14%) low retention rate in Day schools. In comparison therefore, National schools and Day schools have very high student retention rates as compared to Provincial schools and Day schools which have low retention rates. These findings concur with the findings indicated on table (4.3) below on comparison of parents' inability to pay school fees in the three categories of secondary schools which shows that in Provincial schools, parents inability to pay school fees accounted for (64.94%) as compared to National schools (12.98%) and (22.08%) in day schools respectively.

Table 4.3: Inability to pay fees and student Retention in schools.

<i>School category</i>	<i>Frequency</i>	<i>Percentage</i>
National schools	20	12.98%
Provincial boarding schools	100	64.94%
Provincial day schools	34	22.08%
<b>Total</b>	<b>154</b>	<b>100.00%</b>

**Head teachers, reaction to students who are unable to pay fees.**

To establish the comparison of the reaction of head teachers on the students who were unable to pay school fees, participants were asked to indicate whether the head teachers assisted students to access a Constituency Development Fund,(CDF), got sponsorship to assist to pay school fees, sent student home, and deployed parents some work in the school to clear fee balance. Findings are presented in the figure 4.3. below:

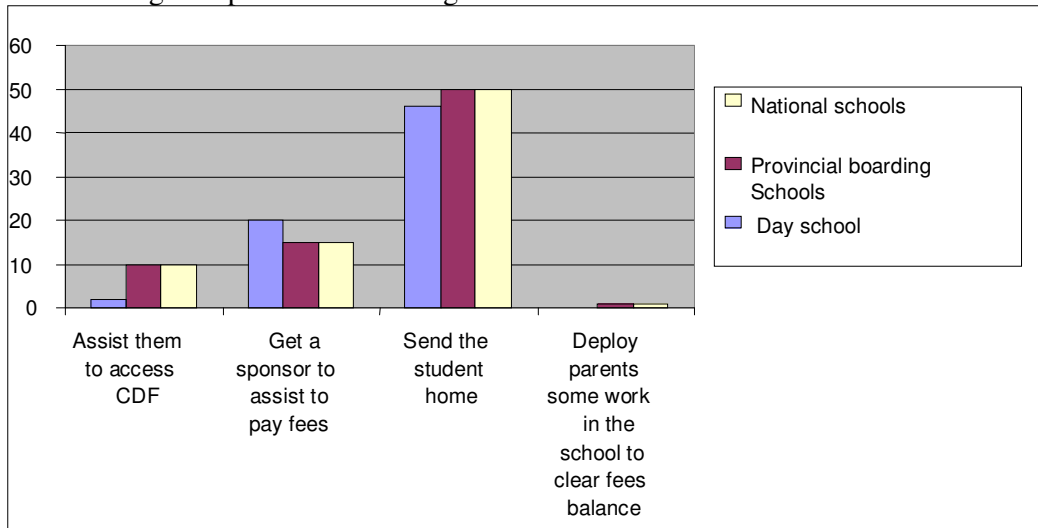


Figure 4.3: Head teachers' reaction on the students who are unable to pay school fees

Findings on figure 4.3 above on head teachers' reaction on students who are unable to pay school fees indicate that (10%) respondents agreed that headteachers in National and Provincial

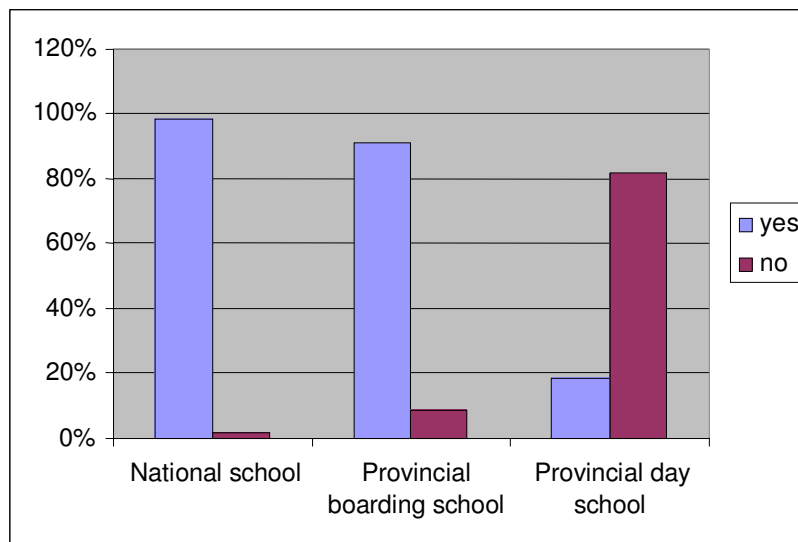
Schools assisted students to access constituency development fund as compared two (2%) respondents for Day schools. On the issue of sponsorship,(20%) respondents agreed that head teachers in Day schools assisted students to get sponsors as compared to (17%) respondents in National and Provincial schools respectively. On the reaction of headteachers on student



who were unable to pay fees by sending them home, it was found that, (50%) respondents agreed that head teachers in both National and Provincial schools reacted by sending students home as compared to (48%) respondents for Day schools. On deploying parents in the school to clear school fees balance, findings indicate that only (2%) respondents agreed that head teachers in National and Provincial schools deployed parents some work to earn money to pay fees whereas the head teachers in Day schools never deployed parents to clear fee balances as indicated by to (0%) respondents for Day schools. On the question of head teachers, reaction by sending students home, (50%) respondents agreed that head teaches in National and Provincial schools reacted by sending students home as compared to (47%) respondents for Day schools. all categories of schools head teachers commonly reacted to failure to pay fees by sendin students home and rarely did they explore other options to solve the school fees problems. Betts (2002) argues that schools could reduce rates of dropouts by using savings to pay for textbooks and to reduce the fixed costs of sending children to school.

### **School Fees and Equity Provision of Teachers' Staffing in Public Secondary Schools.**

To establish the effects of school fees in equity provision of teachers in various categories of public secondary schools, study participants were asked to indicate whether there were any teachers in the school who were employed by school board of governors using school fees to curve understaffing. Findings are presented in figure 4.4 below.



**Figure 4.4: Effects of school fees on the provision of teachers in various categories of school.**

The findings in figure 4.4 indicate (98%) respondents agreed that in National schools, understaffing of teachers is addressed by school fees as compared to (2%) respondents who disagreed. (86%) respondents agreed that in Provincial schools, understaffing of teachers is addressed by school fees as compared to only (14%) respondents who disagreed. (19%) respondents agreed that understaffing of teachers is addressed by school fees in Day schools as compared to (81%) respondents who disagreed. Findings therefore reveal that school fees charged by both National and Provincial boarding schools provides for teachers to enhance students participation in education more as compared to school fees charged in day schools, leading to student low participation rates. These findings concur with Chabira (2005) who observes that understaffing contribute to low student participation in education.

**School Fees and Equity on student subject choice, educational and career aspirations**

**Table 4.4. Student educational and career aspirations by school category**

School category	<i>Positive effects</i>		<i>Negative effects</i>	
	f	%	f	%
National sch	133	97.8%	3	2.2%
Provincial boarding sch	213	67.7%	16	33.3%
Day schools	65	7.2%	128	92.8%
<b>Totals</b>	<b>411</b>	<b>73.3%</b>	<b>147</b>	<b>26.3%</b>

To establish the effects of school fees on selection of subjects by students and their future careers, study participants were asked to indicate whether the school fees charged by their schools, adequately purchased the facilities required by various subjects such as computers, sewing machines for home science, whether the students were compelled to choose alternative subjects because of limited facilities such laboratories, workshops and parents' inability to finance the learning resources for science and technical subjects in particular. Findings indicated on table 4.4 revealed that (97.8%) respondents agreed that school fees affected student in selection of subjects for their future career positively in National schools as compared to (67.7%) and (7.7%) participants in Provincial and Day schools respectively. On the other hand, (2.2%) participants agreed that school fees affected student subjects' and future career choices negatively in National schools as compared to (33.3%) and (92.8%) participants in Provincial and Day schools respectively. Findings therefore reveal although Day schools charge low fees in Kenya, students are negatively affected in choosing subjects and careers of their preferences as compared to students in National and Provincial secondary schools who charge high fees. Gay and John (2001) argue that if cost differences among schools are substantial, the students should not be subjected to the same evaluation measure without reforming the financial resources in schools.

**Conclusion**

School fees charged by various categories of public secondary schools in Kenya affect equity in provision of education to students in the following areas: participation in practical in science and technical subjects, student retention in schools, provision of teachers and student subject and career choices. Findings reveal that, fees charged in National schools provide for higher rate of student participation in education as compared to fees charged in Provincial and Day public secondary schools.

**Recommendations:**

- The government of Kenya should address fee inequalities in fees charged by the various categories of public secondary schools by revising fees policy to focus on needy schools and only the needy students instead of financing every child with Ksh.10.265.00 per year regardless of need. This will enhance equity in provision of education to every student regard less of school category economic status.
- There is need for school head teachers to educate the students on how to access sponsorship and Constituency Developments Funds to curve inequality in student participation in education.

**REFERENCES**

- Abongo,G.(1987). An investigation of the techniques and procedures of financing primary school facilities of Kenya .Kenyatta University, Nairobi.
- Allen,T. & Thoman, A. (2000). *Poverty and Development into the 21<sup>st</sup> century*. Journal of international development and inequality.
- Amanjo,A.A.(1997).Parental Social Economic Status and its Influence in Standard One Enrolment in Primary Schools. A Case Study of a Migori District .Kenyatta University, Nairobi.
- Bogonko,S.N.(1992).*Reflections on Education in East Africa Nairobi*: University of Nairobi Press
- Bironga, S.M.(2002). Factors Responsible for student's absenteeism in secondary schools in Ruiru Division in Thiaka District. Kenyatta University. Nairobi.
- Chabira,M.(2005). Factors affecting students Access and Participation in Day secondary schools Education In Meru Central District Keyatta University, Nairobi.
- Coleman,S.E.(2000).*Equality of Education Opportunity*:.Longman Publishers. Newyork
- Cramton,F.and Thomson,D.C (2001). *Journal of education finance* (2001).Vol 26.pp319 (equity and adequacy in education).
- Chinapar,V.(1984).*Equality of Education Opportunity.Is this a Panacea or a Dream?*.University of Scotland.Stockholm.
- Efumbi, M.D.W. (2003). Factors Associated with low student's achievements in chemistry in Busia at Kenya Certificate of Secondary Education Level. Kenyatta University, Nairobi.
- Eshiwani G.S. (2001). *Enhancing Female participation and performance in mathematics, sciences and information Technology in University Education Kenya*: Intervention Strategies: A Research paper. Kenyatta University, Nairobi
- Lekalgitele, S.M. (2003). Social-Economic-Cultural and school Based Factors affecting the aspiration for higher education of Samburu Girls in Secondary Schools. Kenyatta University, Nairobi.
- Lewin, K.M (2004).*Beyond primary Education For All*. Planning and Financing Education in Africa. University Amsterdam, Netherlands.
- Matiasi, O.C. (1986). A study of Access to Laboratory Apparatus and Aids in Physics Education and their effect on learning . Kenyatta University, Nairobi.
- Mauga, F.O.(2007). Factors Affecting Student Enrolment in Geography in public secondary Schools of Nyamira Division, Nyamira District. Kenyatta University, Nairobi.
- MoE (2008). *Secondary Schools Guidelines on School fees*.Nairobi.Government Printers. Reference No G9=1/(61). Sept, Nairobi.
- Mugenda,O.M.&Mugenda,A.G.(2003).*Research Methods:Qualitative and Quantitative Approaches*..Acts Press. Nairobi
- Musoga, R.A. (2005).Cost-sharing Measures in Public Secondary Schools in Kakamega District Kenyatta University, Nairobi.
- Njagi, K. (2008). Factors Affecting Performance in Kenya Certificate of Education in Day Secondary Schools in Embu District. University of Nairobi, Nairobi.
- Nyongesa, J.J. (2008). Supplementary Sources of Funds for Improving Educational Facilities in Public Secondary Schools in Kiambu West District.University of Nairobi.Nairobi.
- Obonyo, M.M. (1994). Educational and Career Expectations of Form Three Gils at Nyabururu and Kareri Schools in Kisii District. Kenyatta University, Nairobi.
- Obulemilt, T.A. (2006). A Survey of Budgeting Practices in Public Secondary Schools in Nairobi. University of Nairobi, Nairobi.

- Ogeto, K.J. (2008). Factors that led to Low Enrolment in Science Based Undergraduate Courses at Nairobi University. University of Nairobi, Nairobi.
- Okeke, G. M. (1986). Survey of Hidden Costs of Standard Eight Educations to the Parents of Yala Division, Siaya District, Kenyatta University, Nairobi
- Orege, M.J. (2007). Analysis of the Factors which Contribute to Poor Performance in KCSE Examination in Nyakechi Division, Gucha District. University of Nairobi, Nairobi.
- Pedron,N. and Bruce,J. (2009). *Effects of Activity Fee*. <http://gradworks.umi.com/33/61/3361995.htm>
- UNESCO (1949). *Constitution of the United Nations Educational, Scientific and cultural organization*, Paris, UNESO.
- UNESCO. (2002). *Education for All*. United Nations Education, Scientific and Central Organization UNESCO part I.
- World Bank. (1984). *World Bank Staff Working Papers No 655 .Educational Costing and Financing in Developing Countries: Focus Sub-Saharan Africa*. World Bank. Nairobi.