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E2012-15: Influence of HIV/AIDS Counselling Services on the Quality of Life of People in Selected Churches in Nakuru County, Kenya

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E2012-16: Effects of School Fees on Equity Provision of Education in Public Secondary Schools in Nairobi Province, Kenya

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Abstract

The main objective of this research was to find out the effects of school fees on equity provision of education in public secondary schools in Kenya. The ministry of education fee guidelines allows schools to charge fee according to the category of schools and schools are allowed to alter the fee guidelines to cater for parents to finance school projects(MoEST 2008).As a result there exists different fee structures in public secondary schools whose effects on equity provision of education is not clear. 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. 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. Reliability of the instruments was established through a pilot study. A test- retest technique was used to correlate the result of the pilot study. The pilot study results indicated that instruments yielded consistent results each time they were administered to the respondents. Experts established content validity of the instrument by reading thoroughly to ascertain their focus in responding to research questions. Data obtained were analyzed using descriptive statistics such as frequencies, percentages, and means by 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 from low economic backgrounds are highly disadvantaged in equity provision of

education. In conclusion, categorization of school fees in Kenyan secondary school is an hindrance to equity provision of secondary school to learners from poor economic backgrounds .To the ministry of education, the researcher, recommended a revision of school fees policy guidelines to guard against unrealistic fee increments, allocate funds for free secondary school according to the needs of the schools but not per student. Employ enough teachers for all public secondary schools to enhance equity provision of education. To the head teachers, the study recommended that they should explore avenues of soliciting for funds from non-governmental organizations, well wishers, income generating projects and CDF to assist in funding the school projects. To the parents the study recommended that, they should work in collaboration with the head teachers to be educated on economic empowerment through seminars and workshops. The researcher recommended further research on adequacy of school facilities to establish which school needs more funding for facilities and learning resources to enhance equity provision of education.

1:1 INTRODUCTION

Internationally, education is recognised as a basic human right, this is stipulated in Article 26 of the Universal declaration of human rights as spelt out in the Charter of the United Nations, adapted in the General Assembly on 10th December 1948 (Kiruthu, Kapiyo, and Maina; 2003). The charter reaffirms: the fundamental human rights, worth, dignity, and the equality of all men and women.

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 to human development (Allen, Thoman 2000).

In Newzealand, government provides free and compulsory education both in primary and secondary levels between age Six to Sixteen. (Encyclopaedia 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 and when the governments 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).

Immediately on gaining Kenya’s independence, the government with supplements from local people build equipped and maintained secondary schools (Bogonko, 1992). In 1968 the government admitted that the harambee schools constituted 70% of all unaided schools (Sifuna 1990).The

government paid teachers' remunerations, and purchased teaching and learning resources which constrained the government budget (Republic of Kenya 1972).

The World Bank's and International Monetary Fund's (IMF) Structural Adjustment Programmes (SAPS) compelled the Kenyan Government to reduce spending on education. Cost sharing in all sectors of education by Kamunge report 1988 which led to high dropout rates. By an act of parliament in 1994 bursary fund (SEBF) was introduced to address the escalating cost of education. Njeru and Orodho (2003), point out that the bursary scheme has not been very effective due to the fact that apart from political favouritism, the funds allocated fall short below the schooling needs.

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, pays the remunerations for the teaching and Non-Teaching Staff (NTS) and as well meets students' activity fees while the parents in boarding schools pay 18,627.00 per student per year summing up to Ksh. 28,892.00. per student per year. Parents also meet other obligations such as school uniforms, lunch and transport and the development of physical facilities. (MoE;2008).

However, there exists differences in the amount of fees charged in public boarding and day schools in Kenya. National schools an average of Ksh. 62,000.00, provincial boarding pays Ksh. 40,000.00, Day schools pays approximately Ksh.12,000. per year exclusive of the government (Source: Ministry of Education 12th February 2010 Approved fee structures).

The cost of education at secondary school level is often high and unsustainable and solutions should be provided if participation is to be increased argues (Lewin 2004). Secondary schools charge different schools, bursary fund is inadequate, students learn common curriculum, do common national examinations and Kenya signed the universal declaration of human rights to ensure equity in education participation. It is against this background that the researcher sought to answer this question: What are the effects of school fees on equity participation of student in public secondary school education in Nairobi province; Kenya?

1:2 Statement of the Problem

Studies have been done generally on the factors affecting student participation in education provision of physical and learning resources, student retention in school, gender disparity and examination performance, student educational and career aspirations but no conclusive and systematic study has been done on the effects of school fees on various categories of public

secondary school on equity participation of student in secondary school education in Kenya. Kivuva, 2006; Chepkenei, 2004; Bironga, 2002; Lekaligatile, 2003, Eshiwani, 2001; Orengo 2007, Bennaars, 1995).

The cost of education at secondary school level is often high and unsustainable and solutions should be provided if participation is to be increased argues (Lewin 2004). Public secondary schools charge different school fees whose effects on equity of student participation in education have not been researched so far in Kenya? In order to bridge this gap, this study sought to answer this question: What are the effects of school fees on student participation in public secondary education in Nairobi province?

1:3 Research Questions: The study sought to provide answers to the following research questions:

What are the effects of school fees charged by various categories of public secondary schools equity participation of students in learning of various subjects?

2. What are the effects of school fees charged by the various categories of public secondary schools on the equity retention of students in the school

3. What are the effects of school fees charged in various categories of public secondary on the provision of teachers

4. What are the effects of the school fees charged by various categories of public secondary schools on the equity students' educational and career aspirations?

1:4 Significance of the Study

The study provided new knowledge on the effects different school fees charged by the various categories of public secondary schools have on equity student participation in education and suggestions on how the situation can be remedied.

The findings and the suggestions of the study are useful to the school administrators, policy makers especially in the area of school fees policies, school resource and finance management.

The findings and suggestions of the study are useful to the parents for their children will participate in education on equal bases regardless of parents economic backgrounds.

The findings of the study and suggestions of are useful to the students as equality of education participation would be availed to all regardless of social-economic status and the category of school.

1:5 Theoretical Frameworks

This study is based on the theoretical model of learning put forward by Chinapah (1984) which emphasises equal rights and equity to education participation irrespective of age, sex, ethnicity, social-economic backgrounds and regional origins.

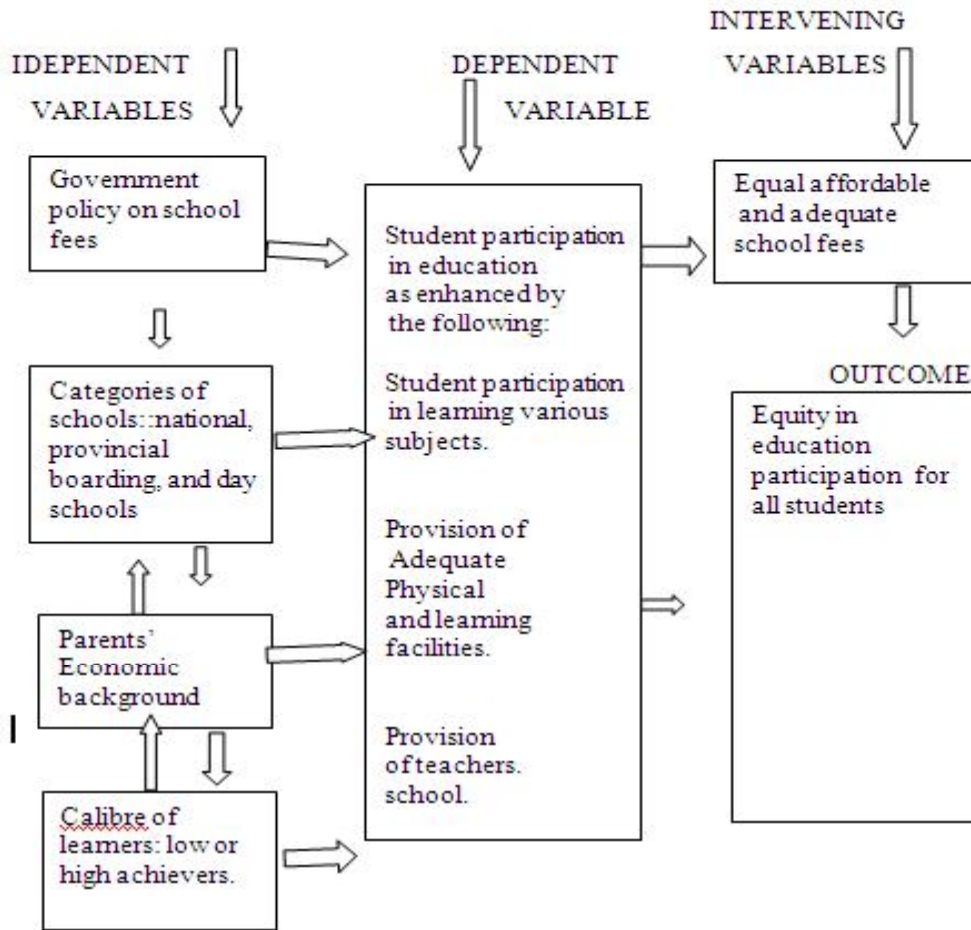
The model further notes that home characteristics such as social-economic status and home possessions directly influence parent support for their children's education in terms of paying fees, buying books and so forth.

This theory therefore concurs with the classical liberal theory on the equality of education provision to every learner without any form of discrimination. Furthermore, (UNESCO 1949) argue that education should be universal as per as the constitution of UNESCO (1949) which embraces equity of educational opportunity without regard to race, sex or any other distinctions.

Economic or social inequality to education is a drawback to agreed policy and also contravenes the convention of the elimination of all forms of discrimination on education participation

1:6 Conceptual Frame Work

Figure 1.1: Conceptual framework.



1:7 Knowledge Gaps Ministry of Education Fee Guidelines

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.

That 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 participation of students in education were not established.

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, the 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. However effects of cost sharing on equity of student participation in education were not discussed in this survey.

Student participation in education and provision of physical, human and learning resources

The literature review shows that school fees are the main source of public secondary school finances in Kenya. In Siaya District for example parents provided textbooks and school uniforms but found these unaffordable (Okeke 1986). In Eldoret Municipality, parents provided laboratory apparatus and teaching aids (Matiasi1986).In Kisumu Municipality Parent provided text books, constructed classrooms and home science rooms but were unable to provide enough facilities (Obongo1987). In Imenti Division Meru District most schools lacked essential facilities to cope with increased enrolment due to inability of the parents to finance them (Kiugu1990). (Irungu1992).

In addition, (Matiasi,1986; Bironga, 2002; Aluoch, 2002; Lekalgitele, 2003; Murumba, 2004) in their studies on cost of education found out that lack of school fees and inadequate provision qualified teachers, learning and physical facilities affected student participation in secondary education.

Student retention in school

Several researchers such as Efumbi, 2003; Orange, 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?

Participation in various subjects, educational and career aspirations

On the subjects' participation and career aspirations, studies conducted by (Kinyanjui, 1990; Kibera, 1993; Obonyo, 1994; Ehiwani, 2001; Munguti, 2004; Mauga, 2007) agree that the type of school and the availability of facilities influence the educational and career aspirations 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 schools lack of adequate

facilities, such as well equipped science laboratories and textbooks. The study was conducted at a University level. A study on the extent to which facilities influence student choice of subjects at secondary school level is crucial for equality of student participation

1:8 Methodologies

The components of research methodology used in this study includes description of research design and sampling procedure, description of the research instruments, validity and reliability of the instruments, description of the data collection procedures and finally description of the data analysis.

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.

Target Population and Sampling procedures

This study targeted included head teachers, teachers, students and parents in Public Secondary Schools in Nairobi Province.

Stratified random sampling techniques were used in which the researcher established strata according to the major and minor categories of school. The researcher then proceeded to sample 10% of the schools from each category and the 10% of the respondents respective

Out of the total of sixty five (65) secondary schools in the province, twenty schools (23) schools were selected using stratified random sampling technique. The total number of students in all categories of the schools was 32,928.

Twenty three (23) schools were sampled for the study and the 10% of the total students in the sampled schools made a total of 3291 students as respondents to the study and 46 parents were PTA members.

Research Instruments and data collection procedure, and Ethics

In these study questionnaires, structured and semi-structured interviews and observation check lists were used to collect data. Observation check list were used to collect data on physical facilities 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. Self administration of the instrument was used to correct data and informed, voluntary consent, and confidentiality of respondents was sought for through writing.

Validity of the Research Instruments

In this study content validity and triangulation were used to establish instrument validity. Content validity was established by three experts on curriculum studies who determined that the set of items accurately represented and measured the concept of study. methodological triangulation was utilized in which the researcher used Questionnaires, interviews and observation check lists with similar items to collect data to ascertain similar results.

Reliability of the 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. Cronbach’s alpha was used to calculate alpha coefficient and it established that the correlation between the two tests was 0.7 which was above 0.5 reliability index recommended in social sciences.

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) A T-Test analysis was carried out at a significant level of 0.05 to find out the level of significant of the effects of school fees on student participation in education in various categories of schools. The qualitative data was analysed thematically.

1:9 Study findings

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%
Totals	3607	3469	93.9%

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

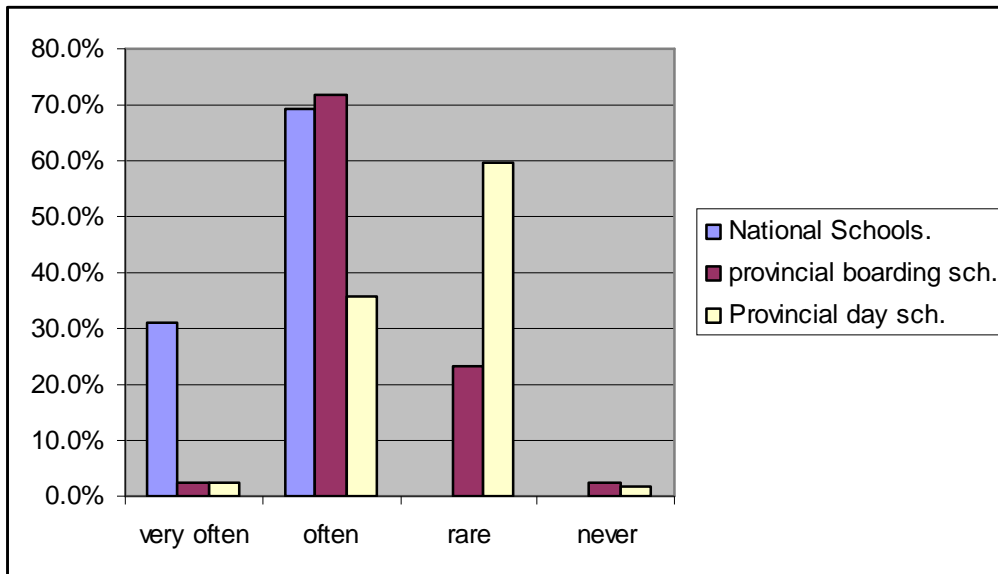
Research Question One: Effects of school fees charged by various categories of public secondary schools equity participation of students in learning of various subjects?

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

<i>School category</i>	<i>Very often</i>		<i>Often</i>		<i>Rare</i>		<i>Never</i>	
	f	%	f	%	f	%	f	%
National	42	30.9%	94	69.2%	0	0%	0	0%
Provincial boarding	9	2.38%	272	71.7%	88	23.22%	10	2.64%
Day sch.	11	2.28%	152	35.5%	254	59.77%	8	1.88%
Totals	62	6.6%	518	55.1%	342	36.4%	18	1.19%

Student participation in practical was highest in national schools at 30.9% very oftenly done and 69.2 often done while in provincial boarding and day schools only 2.38% and 2.28% respectively very often were practical done. This due to availability of laboratories, science rooms and equipments as the checklist for facilities indicated. (Musoga, 2005; Nyongesa, 2008) found that most schools lacked teaching –learning facilities such as laboratories, workshops and libraries as a result of lack of finances to provide these facilities.

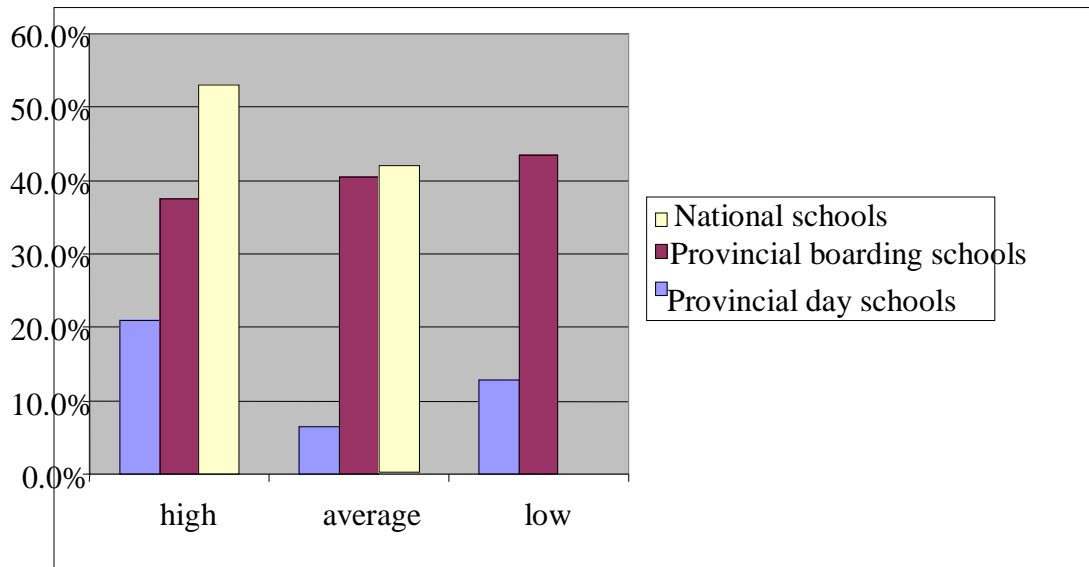
Figure 4.3 Comparison of student level of participation in various subjects per school category by consultations, writing notes, group discussions, field trips, asking questions.



In national schools students' participation in learning various subjects is very high (69% and 30%) respectively for very often and often as compared to the provincial boarding(4% and 72%) respectively for often and very often and day school (4% and 36%) respectively for very often and often. This is a very high disparity in equity participation in education. On this Amanjo (1997) argues that unequal participation in education at long run worsens the status of the poor or vulnerable groups. Betts (1999) observe that lack of adequate facilities in schools compromises quality education.

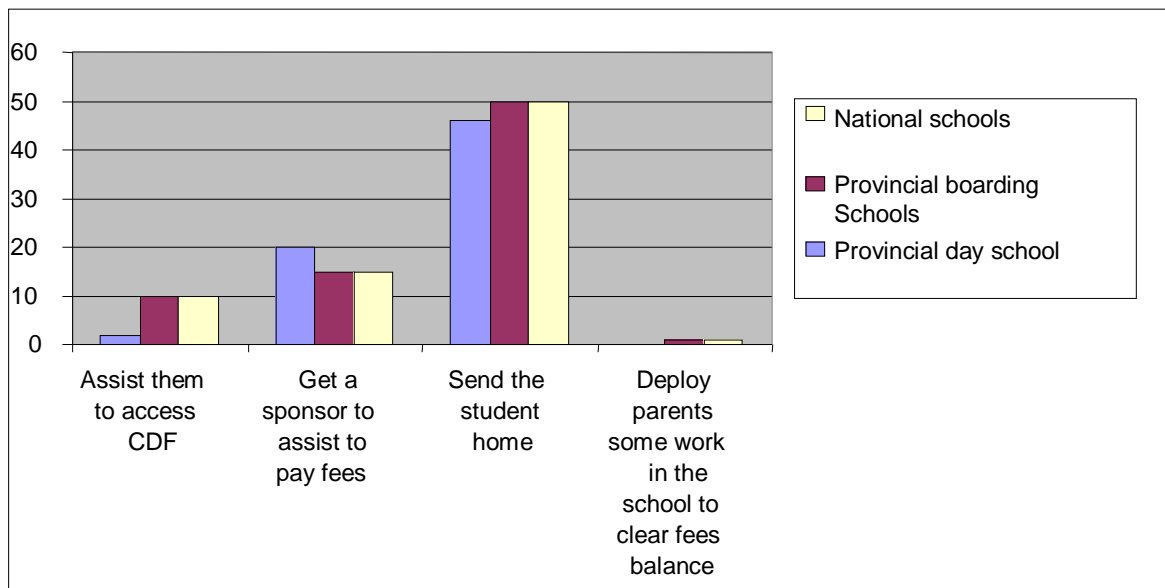
Research Question Two: Effects of school fees on equity retention of students in various categories of secondary schools

Figure 4.5: Rate of student Retention in various categories of categories of schools.



National schools have the highest retention rate as indicated on figure 4.4 with a percentage of 42% followed by provincial boarding schools with a percentage rate of 38% . Day schools have a very low retention rate as indicated by the 21%percentage.

Figure 4.6: Head teachers' reaction on the students who are unable to pay school fees.



10% students get bursary in both national and provincial boarding schools while only 2% get bursary in day schools. This could be explained by the fact that the criteria for the poor criteria for bursary award as observed by (Njeru and Orodho2003)

On sponsorship day schools indicated the highest percentage of 20% while the provincial boarding and national schools indicate 10%.

Most common reaction of the head teachers on students who are unable to pay school fees on all categories of schools is to send student home: in national school of 50%, provincial boarding 50% and 48% in day schools. 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.

On deploying parents in school work to assist in clearing fees all categories of schools registered a minimal percentage

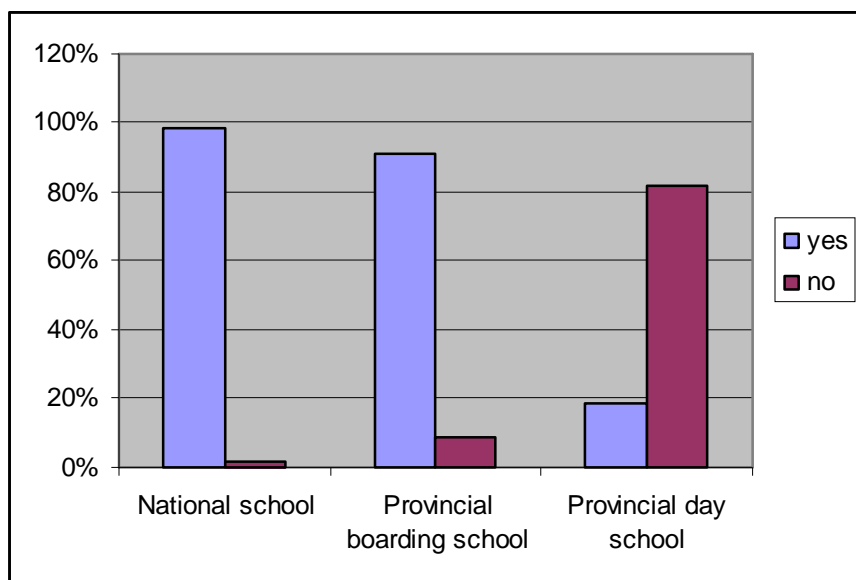
Table 43: Inability to pay fees and student transfers

<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%
Total	154	100.00%

In national schools parents inability to pay school fees indicate 12.98% , provincial boarding 64.94%, day schools 22.08%.

Research Question Three: Effects of School Fees on equity provision of Teachers’ Staffing in Public Secondary Schools.

Figure 4.7: Effects of school fees on the provision of teachers in various categories of school



National Schools have 99.8% percent capability of proving teachers through school fees, provincial boarding indicates 87% and day schools only 19%. Chabira (2005) observe that understaffing contribute to low student participation rates in education.

Research Question Four: Effects of School Fees on equity on student subject choice, educational and career aspirations.

Table 4.16 Student educational and career aspirations by school category

97.8% Students in national schools aspire for university education high careers and only 2.2% in

<i>School category</i>	<i>University</i>		<i>Tertiary colleges</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
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%
Totals	411	73.3%	147	26.3%

tertiary colleges while provincial indicated 67.77% and 33.3% aspirations for university and tertiary colleges respectively. In public day secondary schools, the educational and career are very low (7.2%) students aspiring for education to university level and 92.8% aspire for tertiary colleges. Gary and John (2001) argue that if cost differences among schools are substantial, then imposing state wide student performance without simultaneously reforming the way financial resources are described among schools will result in a situation where the schools with inadequate finances will not have enough resources to educate their students to meet the new standards. Julie and Suzanne (2001) observe that the problem of educational inequalities in financing education could be solved by centralization of education finance at the state level.

1:10 Conclusions.

The government provision of tuition fund for Ksh.10,265.00 per student per year is hardly enough to cater for textbooks and development of physical facilities in day schools. Study findings established that the government tuition fund has enabled the economically disadvantaged students to access education in day schools but participation is not effective due lack of physical facilities such as laboratories, libraries, workshops and computers and computer rooms. Technical subjects

such as home science, power mechanics and computer studies are mainly offered in national schools and a few provincial boarding schools which can afford to finance them. There is great disparity in equity participation of students in education as a result of different school fees paid in various categories of secondary schools in Kenya.

1:11 Recommendations

Recommendation to the ministry of Education

That school fees be equalised for all categories of secondary schools and be made affordable. That the government take the role of financing infrastructure development in secondary schools and parents pay tuition.

That the ministry of education move speedily to solve the understaffing of teachers in secondary schools.

That the allocation of free secondary education fund be based on the school needs for infrastructure and learning facilities development and not on student enrolment.

That all the funds for financing secondary school education be consolidated and be planned by the ministry of education for effective accountability. These funds include: Free Secondary Education Fund, Secondary School Bursary Fund, allocation from the constituency development fund and the Local Authority Transfer Fund.

That the ministry of education should issue a policy on the most necessary facilities for secondary schools for effective learning.

Recommendations to head teachers

Solicit for funds from well wishers, non-governmental organisations for school infrastructure development.

The school head teachers organise for parents, seminars in schools preferably on Saturdays to educate both students and parents on how to access the CDF fund to facilitate payment of school fees.

Explore the possibility of sharing the facilities with the nearby needy schools such as laboratories, workshops, computers, playgrounds, school bus and so forth for equality of student participation in education.

The school head teachers should employ some of the parents in school as watchmen, cooks, messengers, casual workers, drivers, artisans and so forth to empower them to meet fees obligations.

Allow those parents who are able to make supplies in schools such as maize, beans, firewood, milk and so forth should be asked to participate called upon and be educated by the school management on allow to participate in tendering so as to supply their goods in school to meet fees obligations of their children.

Recommendations to the parents and students

Parents should explore various methods of economic empowerment so as to be able to finance the education of their children to the highest levels. For example parents can get small loans from the banks and associations and invest in business, be deployed some work in school.

Parents should find out the procedures followed to acquire bursary fund for their children, from constituency development fund. Parents should consult the location chief for guidance on how to get bursary funds for the education of their children in case of need. This is because the chief is one of the committee members for bursary awards

Students could also be involved in income generating projects to in schools through c organisations such as cubs to subsidise school fees. For example student can be involved in poultry and pig keeping raising money. Students can also raise money for infrastructure construction through” school facility walks”.

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