SURVEY OF THE HIDDEN COSTS OF STANDARD EIGHT EDUCATION TO THE PARENTS OF YALA DIVISION, SIAYA DISTRICT.

BY

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DECLARATION

This Project Report is my original work and has not been presented for a degree in any other University

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(ii)
This work is dedicated to my Father who inspired me to greater heights of Learning with his wisdom.
ACKNOWLEDGEMENT

I am indebted to the following for their contribution to the success of this Project.

First, my thanks go to my Supervisor Dr. Wanga who guided me throughout the writing of this work. Her valuable comments led to the success of the project.

Second, I would like to register my appreciation for the cooperation I received from the D.O. Yala Division and the supporting staff at the A.E.O's Office Yala, who helped me in identifying the Location of the schools in the sample and arranged for meetings with Headteachers in the Schools. Also, I would like to thank all the Headteachers and Parents who participated in the Project in one way or another for their cooperation.

Third, I wish to register my thanks to my dear Wife, Dorothy, who gave me encouragement at the writing stage of the Project. Last but not least, my thanks go to Jane Airo, who typed the work and made it readable.
The research investigated the hidden costs of Standard eight education to the parent in Yala Division of Siaya District. Nine schools randomly selected from Yala Division, were involved in the study. All of them were rural schools.

In the study, forty-four subjects were used as the sample. These were 35 Parents and 9 Headteachers. To collect data, questionnaires were administered to headteachers while responses were obtained from Parents by interview schedule. The major areas of cost which were investigated included, among others, Building Fund, Development Fund, Activity Fees, Mock Fees, K.C.P.E. enrolment Fees, Materials for Practical Subjects, Exercise Books and Watchman's wages.

Also investigated were the Parents' perceptions of the costs of standard eight education; the real costs of standard eight education to the parents; the real cost of standard eight education to the Ministry of Education, Science and Technology, the congruency between the parents' perceived cost and the real cost; the most expensive element; the effect of the hidden costs on the academic achievement of the child; and whether there was any effect on the school attendance by children from the same family or home.
The findings of the study indicated that Textbooks and Exercise books were the most expensive element of standard eight education. The study findings showed no congruency between the parents' perceived costs (estimated at 72%) and the real costs (estimated at 26%) of standard eight education. The research findings further revealed that the effect of the hidden costs on academic achievement of the pupils was negligible because those pupils who could not pay were given remission and extra tuition upon resuming their studies.

The study also indicated that the average amounts paid by the parents to retain one child in standard eight in a public school was 1259 shillings per year. On the other hand the government spent an average of 3,777 shillings per child per year. The average cost of education was estimated at 5036 shillings per child per year. The results of the study indicated that the Ministry of Education met 74% of the total cost of standard eight education while parents met 26% of the same cost. It was also revealed that parents found it difficult to meet their portion of standard eight education because of high retail prices of books and other items involved.

The researcher concluded that when the Ministry
of Education Science and Technology decides to reduce its budget from the current 35% of national budget to 29% as recommended in Economic Management for Renewed Growth, Sessional Paper No. 1 1986, the Parents' portion of the cost of standard eight education will increase. Consequently placing a heavier burden on the Parents.
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1.0. THE PROBLEM

1.1. Introduction: Historical Perspective.

As early as 1963, education in Kenya had assumed an important dimension. It has been viewed as an important determinant of future economic success for every individual. Politically, it had been seen as the surest way of national stability, Unity and consequently prosperity. At independence, the nation was set for self-government. The Kenya African National Union (K.A.N.U.) party, ingrained in its manifesto free primary education, as one of the priority areas. The task of fulfilling this promise was normous. Therefore, the Government had to take stock of a few constraints it had inherited from the colonial education system. For example the Ominde Report (1964:21) observed that:

Previous reports had dealt with African Education or European Education or Asian Education as though they were separate Social activities. That is what, indeed, they were, for in colonial days education, like society, was stratified along racial lines. In the territory of Kenya, there were three (and, infact, for some social purposes, four) racial groups, each living its own seperate life and going its own way.
The education system which the Kenya Government inherited from the colonial Government was therefore racially biased. There were schools of three categories: for Europeans, for Asians and for Africans. The facilities and fees paid for instruction in each of these schools were different. Worse still, the curriculum for each category of school was different. Hierarchically, the education offered in European Schools was the most expensive and of the highest quality while that offered in Asian Schools was slightly better than the one offered in African Schools. Such differential Administration made it very difficult to achieve national Unity as well as national integration. In the KANU manifestoes of 1963 and 1970, education was therefore seen as an important instrument of not only national integration, but also of achieving national unity. The first step in this direction was to abolish the existence of the separate schools for each racial group. This resulted in integrated curriculum and presumably equal opportunities for all successful children in primary schools who came from poor families.

Fees in these schools (European, Asian and African schools) varied and depended on their status. For example, fees charged in African schools hitherto
independence was between seven shillings and fifty four shillings per year. This was for the lower primary segment. At the Intermediate level, the fees ranged from fifteen shillings to sixty five shillings per year (for day schools) while the Intermediate Boarding Primary Schools charged between one hundred and ten shillings and one hundred and ninety per year (Ministry of Ed. Annual Summary 1962:156).

On the other hand, fees charged in Government Arab primary schools were fifteen shillings per term for standard one to four and forty two shillings for standards five to seven or eight. In Asian Government primary schools, the fees were fifty seven shillings per term. In European Government primary schools they were one hundred and fifty seven shillings tuition, and seven hundred and fifty shillings per term for boarding. (Ministry of Ed. Annual Summary, 1962:156).

By 1964, the average fee paid in the Kenyan Primary school was sixty two shillings per annum. The rationale for this was to enable children in less developed areas to get opportunities to go to school.

School fees was not the sole source of income for most schools, the local authorities also financed the schools out of revenue from their own tax collections,
in particular, the graduated personal tax, produce cessses and Central central Government general grant. (Ministry of Ed. Annual Report 1966). The local councils or authorities had problems in raising enough revenue to finance their schools in 1965 for example:

Six local authorities were unable to finance primary education in their own areas, and thus were forced to close down some schools and dismiss teachers. On the other hand certain local authorities continued to look to the Central government for financial support. (Ministry of Education, Annual Report, 1965:5).

From January 1969, therefore, the Central Government took over the responsibility of the supply of school Equipment from local authorities. The reason for this decision was that equipment would be delivered to schools equally. In 1970 the Central Government took over the running of Primary Schools from the County Councils. The transfer of this function was effected by an act of Parliament, passed in 1969. The Ministry of Education Annual Report (1970:3) had this to say on the change in policy of financing primary schools;

The most significant development in primary education this year was the taking over by the Central Government of the running of Primary Schools. Prior to that date, primary education had been largely administered by the County Councils with subsidies form the Central Government. The transfer of this function to the government was effected by an act of Parliament passed in 1969 school fees was still charged.
In the meantime the Government in power was making efforts to provide free primary education, a fulfillment of the earlier KANU manifestoes of 1969 and 1971. Therefore in 1973, the late President Mzee Jomo Kenyatta gave a directive that all children attending primary school from standard I-IV should get free primary education. This had to take effect from January 1974 and had to apply to all government primary schools in the country. In the same directive, it was also announced that the school fees for children attending classes five to seven was to be standardised all over the country to sixty shillings per year. (Ministry of Education, Annual Report 1970;3) Enrolment in Primary Schools shot up from 1,816,000 in 1983 to 2,765,000 at the beginning of the first term in 1974. The total increase was nearly fifty percent compared with previous annual increase of between six and ten percent.

Initially, schools encountered a multitude of problems when the enrolment figure of pupils rose sharply as a result of the Presidential decree of free primary education. The problems mainly hinged on acute shortages of physical facilities and equipment which were sparsely distributed among the numerous pupils enrolled in schools. In attempting to solve these problems, school committees
employed several methods such as charging building fund on every child as a condition for admission. An equipment levy of ten shillings per a child was also introduced by the District Education Board (D.E.B) to complement the Kenya Equipment Scheme (Ministry of Education, Annual Report, 1976).

In 1975 enrolment dropped sharply particularly in 12 districts. Overall increase in enrolment was only 0.4% as opposed to 50% or the other average annual increase of six to ten percent prior to the announcement of free primary education at the lower primary level. It was the government's feeling that the continuance of levies such as building funds, equipment levies and such others, could have caused the sharp drop in the rate of enrolment. The government therefore decided that there would be no more collection of building and other school funds from pupils in primary schools starting from the 1979 school year. In the month of May the same year, the government distributed free milk to all schools to improve the nutritional status of children in primary schools. This resulted in the increase of total enrolment in primary schools by 24%. At standard one level, the rise was 63%.

In 1979, Parent Teacher Associations (PTAs) were
formed for each primary school throughout the country. They were to be responsible for the construction of school buildings, purchase of school furniture, as well as raising funds required by the school for extra curricula activities. According to the directive which was given by His Excellency President Moi in 1979, Parent-Teacher Associations were to raise all the monies required for development of educational facilities through voluntary harambee contribution.

1:2 Significance of the Study.

In view of the above issues affecting the financing of primary education in Kenya, and also in view of the above directives, the researcher felt it was necessary to investigate further to find out the hidden costs that are embedded in the cost of primary education to the parents. What seemed interesting to the investigator was whether free primary education was actually completely free or whether there were other needs the parents had to meet. These costs were what this research set out to find.

In addition, with the introduction of the 8.4.4 and its attendant practical subjects, it became necessary for a parent to know whether there were "hidden costs" or whether the child's education was going to be cheaper.
The study should therefore be useful to parents with children in standard eight because it will enable them to know roughly what to expect in terms of financing the variable costs of their children's education. The study should also help to change the attitude that the duty of financing schools rests only with the government. This is not so. The total cost of a child's education consists of real and hidden costs (or fixed and variable (hidden) costs) and the government meets the fixed costs while the parents meet the hidden costs. Therefore, there is tacit partnership between the government and the parent in financing the total cost of a child's education in a public school.

1:3. Statement of the Problem.

With the introduction of the 8:4:4 education system, an extra class was added to the primary education cycle, namely standard eight. Alongside this extension was the introduction of technical and vocational components to the primary school curriculum. The practical subjects that were added included: Agriculture; Home Science; Art and Crafts (embracing Drawing; Painting; Weaving; Metalwork; Woodwork etc) Music and Physical Education. This implied putting up of workshops and purchasing equipment for the practical subjects. In 1985, the 8:4:4 system of education was put
into operation. Its financing was to be done through "Harambee" donations or funds drive. In 1984 and particularly in 1985 His Excellency the President presided over funds drive for 8:4:4 schools in almost every constituency in the Republic. This initial stage was to help raise funds for construction of standard eight classrooms. The second stage which is still in the process of implementation was the raising of funds to put up workshops and buy equipment for practical subjects. The "understanding" in this venture was that the Government and Parents are partners in the provision of facilities, Services and other items for primary education. It is underneath this understanding that the so-called hidden costs of education underlie.

The problem that arose from the above policy was that the need for parents to subsidise government efforts in the provision of facilities and services for primary education did not end with the building of standard eight classrooms, workshops and laboratories. There were still many other financial needs of the child which the parents had to meet. The hidden costs that this research set out to investigate stemmed from these extra or "unofficial" needs of the child. Unless adequately satisfied, these needs may lead to interference with the child's education.
From time to time children have been sent home to bring this or that to school. This, it is believed, has had some effect on the child's achievement at school and the state of overall enrolment in standard eight.

The purpose of this study was therefore to explore what the actual hidden costs of primary education at standard eight level were and the implications such costs had to schools and parents in selected schools in Yala Division of Siaya District.

1.4. Objectives of the Study.

This study aimed at achieving the following objectives:

(a) To show that apart from the officially stipulated government grants to primary schools, the parents of standard eight children in Yala Division have to sacrifice more financially to meet the costs of their children's education in order to retain them in school.

(b) To show that if the parents want high quality education for their children, they must be prepared to spend more on hidden costs.

(c) To cost the hidden services, facilities and items for which the Yala Division Parent has to pay and to determine the average cost he has to
bear inorder to retain his child in standard eight in a public primary school.

(d) To find out whether the hidden costs affect the attendance of children at school and then final achievement in classwork (i.e. performance in school.)

(e) To investigate whether the hidden costs lead to any significant rate of drop-outs in standard eight and whether such costs affect the level of educational attainment of other children in the same home or family.

1.5. Basic Research Questions.

The following key questions were used to address the purpose of the study.

(a) What is the perception of parents in Yala Division of real costs of standard eight education?

(b) What are the real costs of such education to the parents?

(c) What are the real costs of such education to the Ministry of education Science and Technology?

(d) To what extent is there congruence between the parents' perceived costs and the real costs?

(e) What is the most expensive element in the standard eight education?

(f) Do the parents think that the expensive element is worth it?
(g) What educational implications do these costs have to the child and his academic achievement?

(h) Is there any effect on the overall school enrolment and school attendance of other children in the same home or family as a consequence of the hidden costs?

1.6. Assumptions of the Study.

This investigation assumed that:

(i) All the parents in Yalà Division of Siaya District would be able to raise funds to complement government efforts in the provision of Educational facilities and services.

(ii) When the Primary School Services and facilities such as buildings (classrooms and workshops) have been put up or provided, the cost of other needs would be negligible and insignificant.

(iii) All schools in the Republic get similar treatment in receiving of government aid, particularly for the implementation of the school programme. Hence, primary education is essentially free up to standard eight.

(iv) Parents would go into great sacrifices to see that their children in standard eight complete their programme even at the expense of having other children in the family stay home for lack of school fees.
1.7. Limitations of the study.

The time available for a research of this magnitude was too short (approximately two months.) As such, a smaller sample was selected as it was felt to be more manageable. It was also for this reason that the research was confined to Yala Division.

In addition, the funds available for the research was so limited and meagre that it was impossible to select a bigger sample and thus cover a wider area. The available funds could only allow for the engagement of one research assistant. The above factors therefore mulifated against wider generalisability of research findings.

Another factor that interfered with the plan of action were the school activities such as sports which coincided with time when the research was being conducted. Many wasted trips were made to some of the selected schools only to find inter-schools sports on or the Headteacher away on a sports mission. In addition, varying backgrounds of the subjects in the sample imposed a limiting influence. The use of a tape recorder also inhibited some parents. Others even became suspicious of the intentions of the researcher. This prevented some parents from giving accurate information or responses.

However, notwithstanding the above confounding
factors, the findings of the project is deemed to be a good starting point for future and more generalisable investigation.

1.8. Definition of Significant Terms.

The following terms have been used in the research study:

Hidden Costs:

These are indirect payments made by the parents to meet the cost of education of their children. These costs are neither quantified nor are they usually included in the official annual reports of Education by the Ministry of Education Science and Technology.

Building and Development Fund:

These are terms used interchangeably when referring to money collected from parents for the purposes of construction and maintenance of primary school buildings. The term development fund was coined in Nairobi soon after the Presidential directive of 1979 which banned all charges direct to parents in order to allow their children to have free education. Since the directive specified building fund charged directly to parents, as one of the funds banned, the assumption was that development fund would not be seen as part of the
building fund. Development fund was banned in another Presidential directive of February 1986.

**Harambee Fund:**

The word "harambee" means "let us pull together." In 1963, the term Harambee, a Swahili word, was activated by the late President Kenyatta to mean pulling together the resources and efforts of the community (even the nation at large) for the benefit of all. Hence, Harambee Fund, is a fund from the resources voluntarily donated by members of the Public for the benefit of all.

**8:4:4: Education System:**

This is a new education system in Kenya involving 8 years of primary education, 4 years of secondary education and a minimum of 4 years University Education.

**7:4:2:3 Education System:**

This is the system of education which Kenya is departing from and the process should be over by 1990. It entails 7 years primary, 4 years secondary, 2 years higher and a minimum of 3 years University Education.

**P.T.A. - Parents - Teachers Association.**

According to the Presidential directive of 1979, every school in Kenya, must have a PTA to be responsible
for the provision of physical facilities to the primary schools. These include classrooms, workshops, teachers' houses, equipment etc.


It is the ruling party of Kenya. Therefore, it is a political party and the only one in Kenya.

1.9. Organisation of the Rest of the Study.

Chapter II: Outlines literature review based on scholarly researches done in the fields related to the study.

Chapter III: Presents a description of the Design of the study including such segments as: the sample, instrumentation and methodology.

Chapter IV: Focuses on Data Analysis, research findings and discussion of the findings.

Chapter V: Includes the summary of the study, observations, conclusions and recommendations. It also includes suggestions for further research.

Bibliography: A list of reference materials used.

Appendices.
CHAPTER 2.

REVIEW OF RELATED LITERATURE

The literature about Hidden costs of standard eight education is meagre but the concept of miscellaneous costs is as old as the history of formal education in Kenya.

It is inorder to point out right from the beginning that there is scanty research publication on the hidden costs of standard eight education. This fact is acknowledged by Prof. Eshiwani in Research in Education, the Kenya Registrar (Research Paper No. 1080 1982: 15-16) When he observes that 60% of the research in educational administration and planning has mainly concentrated on planning and educational development. That there has been less emphasis on:

(a) Budgeting and financing policy (only about 8.5%)
(b) Capital outlay, building and physical development (13.6%).
(c) Personnel Management (18.5%)

In his forward to Dr. Olembo's book, Financing Primary Schoold Buildings in Kenya (1985), Prof. Eshiwani reiterates the fact that the contribution of parents
to the financing of primary education is significant but it has never been quantified and added to the total budget for education. Thus it still remains as a hidden cost i.e. a miscellaneous cost that does not form part of Government annual budget for education.

Despite the shortage of literature regarding the financing of primary education, a few scholars have discussed this in their research work. Dr. Olembo has particularly done some work in this area.

In his research paper on "the cost of primary education to A Kenyan Parent." (1982:10) Dr. Olembo identified the hidden costs as being Building Fund, Development Fund, Activities Fee, Watchman Wages, Harambee contribution, School Uniform, Stationary, School Equipment, Desks, Examination fees (KCPE/MOCK), lunch and Boarding Fees and others. Since this work was done in 1982, before the official launching of the 8:4:4: education system, it does not include the practical component in the upper primary, particularly in standard eight. The practical component of the primary curriculum now includes Agriculture, Home Science, Art and Craft (embracing woodwork, metalwork etc). This element of practical subjects at upper primary school level now means that the parents of standard eight children in Yala Division and elsewhere, have to pay for
an extra cost. The cost is not covered by Olembo's Research Report of 1982 mentioned above. His work focuses mainly on the cost of education to the Kenyan Parents as it was before the 8:4:4 system of education. However, the Research Report is invaluable because it shows the average cost the parents have to meet inorder to supplement government efforts.

In a more recent work, Dr. Olembo has succinctly shown that the parents in primary schools are solely responsible for the financing of school buildings. This is recorded in his recent book, *Financing of Primary School Buildings in Kenya* (1985). The International Year Book of Education Vol. XXVII (1965:204-205) also underlines Dr. Olembo's thesis that the burden of financing primary schools facilities in Kenya is largely borne by the communities in which the schools are located. Communities contribute labour and materials to provide the temporary buildings which make 90% of primary school buildings.

In another Research Report published in 1982 (as Research Paper No.1091) entitled *Financing Primary School Education in Kenya*, Dr. Olembo, Wanaswa and Omoka underscored the role of parents in financing part of primary education. They noted that:
First, under the Education Act, 1968 and the presidential directive of 1980, the responsibility for providing educational facilities such as school buildings and furniture for primary schools rests with parents and members of the school community under the auspices of the school committees and Parent-Teacher Associations (PTAs). Secondly, the responsibility for providing the syllabuses, curriculum, school teachers, remunerations, equipment and stores rests with Ministry of Education Science and Technology (1982:4).

Although at the time of their research (Dr. Olembo et.al) the Presidential working party on the second University had not established its findings, the above researchers rightly observed that:

The curriculum of the 8:4:4 puts heavy emphasis on development of skills for self-employment workshops similar to those in the village polytechnics would have to be constructed if planned educational objectives have to be achieved (1986:13).

The above observation is in line with the requirements of the 8:4:4 system of education which is oriented towards technical education. According to the Ministry of Education Science and Technology publication 8:4:4 system of Education (Dec. 1984, Appendix VII:40), at least 13,370 standard eight classrooms were required. This does not include workshops, and laboratories.

Finally, Dr. Olembo (et.al) in Financing Primary Education in Kenya (1982:16-21) observed that:
Parents paid sums ranging from Kshs. 150-500 averagely. In Nandi District (for example) parents were required to contribute between Shs. 500/= and 1000/= each .... In some schools in Central and Western Provinces, parents' contribution to the Development Fund was in the form of labour in school farms. This was seen in Schools which had sizeable acreage of tea, sugarcane or coffee.

Writing on the Organising and Financing of self-help Education in Kenya, Anderson I.E. (Unesco, 1973:31) noted the importance of the contribution of parents towards the financing of primary education. He said (Unesco, 1973:31) that:

Only about 7% of the costs of Capital development for first level schools come from sources outside the local community. In most areas, these grants take the form of materials (corrugated iron sheets or cement) given to support self-help groups in their efforts .... It can be seen, therefore, that Capital development and maintenance in first level (primary school) education are based almost entirely on community self-help effort.

From the above, it can be said that, the hidden costs of primary education to the Kenyan parent is a shared burden and something not just confined to standard eight alone. That it involves the whole spectrum of primary education cycle. Despite its own disadvantages, the hidden costs which the parents meet to supplement the government efforts are significant.
Already, education budget is putting so much pressure on the national budget. It stands at about 35% of the total government budget as of now. The Government's sessional Paper Number One 1986, *Economic Management for Renewal Growth*, has recommended that education budget should be reduced from the current 35% to 29%. This will mean that 5% of the extra cost will be transferred to the parents. Thus the hidden costs of education be met by parents will increase by at least 5% soon after 1986. Presently, the Government has subsidised most of the expendable items in primary schools. These have mainly included chalk, text-books, exercise-books and office stationary. Perhaps with the reduction of education budget, the Government may cease to give grants to primary schools altogether.

In conclusion, one would say that the history of parental involvement in the development of primary education (in the Colony and later Independent Kenya) is a long one. Parents were involved in the development Expenditure of primary schools right from the inception of formal education in the country. Today they are also involved with the purchase of expendable items for schools e.g. text-books, chalk, exercise books, desks and uniform. This tacit partnership between the
parents and the government in the financing of primary education is an ongoing process which cannot be eliminated because of the sharp population increase and continuing demand for more education. Thus, primary education has had to expand. With the limited national resources, parents will still have to supplement government efforts in many respects, much more than they have done in the past.
CHAPTER 3

3.0. DESIGN OF STUDY

The investigation was carried out as an exploratory survey. The data was collected by means of Interview Schedules (for parents) and questionnaires (for Headteachers). This was augmented by data derived from various sources already in print.

The major components of this section are:

(a) The Sample

(b) Instrumentation

(c) Methodology.

3.1. The sample.

The sample of the study was derived from Yala Division of Siaya District. Yala Division is a rural divisional headquater. It lies to the East of Siaya Town. It is a populous area with a population of about 102,000 people. As already mentioned, it had about 200 government primary schools with pupil enrolment of about 60,000. The Division comprised of four locations namely East Gem, in which the divisional headquater is situated, Central Gem, North Gem and South Gem. Each of the above locations was represented in the sample. Altogether, the division had over one hundred standard eight primary schools. Of these schools, two
were boarding. One of the boarding primary schools, Yala Girls Boarding School, is situated at the divisional headquater. The other one was a boys' boarding school. The remaining primary schools were co-educational.

A total of nine schools were selected to form the sample of the study. At least two schools were randomly selected from each location. Only schools with standard eight were included in the sample. Yala Girls Boading school was selected because of its uniqueness i.e. being a boarding school. Random sampling was used to select the parents at the nine schools which formed the sample. From each school was drawn four parents. Thus, 36 parents were to be reached to complete the interview schedules. The parents of most pupils were peasant farmers, business men, teachers and public servants. The level of literacy is quite high and the division has turned out quite a number of highly reputed professionally, academically and politically oriented people.

All the nine heateachers whose schools were included in the sample were considered as part of the sample. Parents and Headteachers who were included in the sample gave a sample size of 45. The schools
which were included in the sample were rural schools.

3.2. Instrumentation.

Two major research instruments were used for the study. These were a questionnaire and an interview schedule. As has already been pointed out, each category of sample had a separate instrument. Head-teachers had their own instrument different from that of the parents. The major items which appeared in both the questionnaire and interview schedule included:

(a) Building and Development Fund.
(b) Harambee contributions
(c) School Uniforms
(d) School equipment
(e) Kenya Certificate of Primary Education Fees.
(f) Mock Fees
(g) School Watchman Wages.
(h) Activity Fund
(i) Stationary, Desks and Text-Books.
(j) Lunch and Boarding
(k) Music and Drama Festivals
(l) Funeral Church Donations
(m) Latrines
(n) Practical Subject Fees
(o) Telephone
(p) Drop out rates and absenteeism.
The interview schedule and the questionnaire carried a total of at least sixty items (Questions). The interview schedule was used to solicit responses in circumstances where the respondent could not read and write for one reason or another. Such interviews were recorded. The format of the questionnaire and the interview schedule are attached herewith as appendices. In both the questionnaire and interview schedule, structured and open ended types of items were provided.

3.3. Methodology.

The questionnaires and interview schedule were pilot tested to determine their validity and reliability. Three different schools were selected from the researchers sublocation within Yala Division. They were not included in the research sample. The results of the pilot test revealed that item 47 from the interview schedule was vague and this made the researcher to delete it. There was no problem with the questionnaire items. Because of the limited time available for the project, the researcher engaged the services of a research assistant.

This helped to facilitate the speed of questionnaire administration during the period of data collection.
The investigator also participated in the administration of the research instruments. To reach all the forty-five subjects in an easier way, the population of the research areas was divided into four zones. Each zone consisted of at least two schools and each had a sample size of five subjects. This added to at least nine schools in all and forty-five subjects altogether. The research was carried during school term. The questionnaires were administered to head-teachers while interview schedule were for parents. The Headteachers were given two to five days in which to fill the Questionnaire.

There was 100% (9 out of 9) return of questionnaires by Headteachers while the parents who turned up for interview were 31 out of 36 (86%).
4.0 DATA ANALYSIS.

4.1. The Perception of Parents of the Real Costs of standard Eight Education.

In investigating the hidden costs of standard eight education to the parent in Yala Division of Siaya District, an interview schedule was used to record the responses of the parents on their perception of the real costs of standard eight education. Table 1 below summarises the parents responses.

**TABLE 1**
The Perception of Parents of the Real Costs of standard Eight Education

<table>
<thead>
<tr>
<th>Item</th>
<th>Cheap</th>
<th>Expensive</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniform</td>
<td>3(9.7%)</td>
<td>28(90.3%)</td>
<td>31(100%)</td>
</tr>
<tr>
<td>Parents Portion of the cost</td>
<td>7(28%)</td>
<td>18(72%)</td>
<td>25(80.65%)</td>
</tr>
<tr>
<td>Do Parents find it easy or difficult to meet the costs</td>
<td>2(6.5%)</td>
<td>29(93.5%)</td>
<td>31(100%)</td>
</tr>
<tr>
<td>No response received</td>
<td>-</td>
<td>6</td>
<td>19.35</td>
</tr>
</tbody>
</table>

All the parents perceived books (Text-books and Exercise books) as being expensive. Also, 28 out of 31(90.3%)
parents perceived Uniform as being the second expensive item to books. One of the reasons which was given by the majority of parents for considering Text and Exercise books as being expensive was that the retail prices of books were generally high. There was also lack of well stocked bookshops with the relevant texts in the local shopping centres, hence parents had to travel to distant towns like Kisumu to buy the books. This increased the cost of books indirectly as the parents had to spend extra money on fare. In addition, the increased number of subjects being studied at upper primary level now demands using so many exercise books. This has increased the amount of exercise books being 'consumed' by a standard eight child. In financial terms it has meant that the parents now spend more on buying text-books and exercise books for their children than before.

Lastly, all the 31 parents (i.e. 100%) interviewed agreed that Uniform for girls was more expensive than for boys.

4.2. The Real Costs of Standard Eight Education to the Parents.

By referring to Table 1, it can be noted that 18 out of 25 (72%) parents who gave their responses regarded their portion of the cost of standard eight education as being expensive. On the other hand 29(93.5%) out
of 31 parents regarded their portion of the cost of standard eight as being difficult to meet. In otherwords, they found it difficult to finance the portion for which they were responsible. More than 70% (19 out of 31) of parents attributed this to the fact that they had many children going to school at various levels and the expenses compounded together sometimes were too much for them to bear. About 30% gave a reason that they were peasants and had no regular income.

When the parents perception of the costs of Standard eight education was compared to their comp- laints to the Headteachers (see Table 2 below), there still existed congruence between the Headteachers' report on their complaints and their perception of costs. Textbooks (7 out of 30 or 23.33%) still ranked first as a major item complained about. Buying exercise books and lack of equipment for practical subjects were yet other important items complained about.
TABLE 2

Parents Complaints to Headteachers.

<table>
<thead>
<tr>
<th>Type of Complaint</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Equipment for Practical Subjects</td>
<td>6</td>
<td>20.00</td>
</tr>
<tr>
<td>Buying Expensive Text-books</td>
<td>7</td>
<td>23.33</td>
</tr>
<tr>
<td>Building Extra classroom with shutters</td>
<td>4</td>
<td>13.33</td>
</tr>
<tr>
<td>Buying Exercise Books</td>
<td>6</td>
<td>20.00</td>
</tr>
<tr>
<td>Lack of qualified Technical Teachers.</td>
<td>2</td>
<td>6.66</td>
</tr>
<tr>
<td>Buying Extra Desks</td>
<td>2</td>
<td>6.66</td>
</tr>
<tr>
<td>Mock Fees</td>
<td>2</td>
<td>6.66</td>
</tr>
<tr>
<td>Standard Eight is Time Consuming</td>
<td>1</td>
<td>3.36</td>
</tr>
<tr>
<td>No Response Given</td>
<td>1</td>
<td>3.36</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Surprisingly, building new classrooms and workshops or laboratories did not feature prominently in complaints of parents about the cost of standard eight education. Perhaps this was due to the fact that putting up buildings is a once-for-all affair. The methods used for collecting funds for such ventures is through self-help effort. The cost is therefore shared and parents do not see it as burdensome.
Finally an investigation into the real costs of standard eight to the Parents in Yala Division led to the findings summarised on Table 3 below.

**TABLE 3a**

The Real Costs of Standard Eight Education to the parents

<table>
<thead>
<tr>
<th>Item</th>
<th>Average cost in shillings</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desks</td>
<td>69</td>
<td>4.00</td>
</tr>
<tr>
<td>Mock Fees</td>
<td>111</td>
<td>7.52</td>
</tr>
<tr>
<td>Activity Fees</td>
<td>8</td>
<td>0.56</td>
</tr>
<tr>
<td>Development Fund</td>
<td>122</td>
<td>8.50</td>
</tr>
<tr>
<td>Coaching</td>
<td>4</td>
<td>0.20</td>
</tr>
<tr>
<td>Security</td>
<td>31</td>
<td>1.50</td>
</tr>
<tr>
<td>Funneral and others</td>
<td>19</td>
<td>1.25</td>
</tr>
<tr>
<td>Lunch</td>
<td>22</td>
<td>1.25</td>
</tr>
<tr>
<td>Uniform</td>
<td>310</td>
<td>24.00</td>
</tr>
<tr>
<td>Text-books</td>
<td>309</td>
<td>20.00</td>
</tr>
<tr>
<td>Exercise books and Pens</td>
<td>212</td>
<td>15.25</td>
</tr>
<tr>
<td>Total</td>
<td>1259</td>
<td>100.00</td>
</tr>
</tbody>
</table>

It can be observed from Table 3 above that each parent spent an average sum of 1259/= shillings on the standard eight education of his child per year. Most of this amount went into buying uniform (average of
310 shillings) this accounted for 24% of the average amount (1259 shillings) spent by each parent per child per year. Also, each parent spent an average of 309 shillings (20%) and 212 (15.25) on Text books and exercise books and Pens respectively.

Viewed from a slightly more detailed angle (as shown in Tables 3b and 3c), 23 out of 31 (74%) of the parents reported that they incurred lunch expenses on sports days only. Most of the schools were within a radius of one kilometre from the home of the pupils. Therefore, nearly all of them went back home for lunch everyday.

On sports days pupils did not normally go back home for lunch. Sports usually took a whole day and sometimes it was held at avenue far from the pupils home. Because of this reason, parents normally gave their children money for lunch when they went for sports. On the other hand 28.8% (8) of the parents reported that they did not incur any expenses at all on lunch even during sports days. This may be due to the fact that either their children participated in sports as players or athletes and hence were provided with free meals or they never attended sports at all. Or the parents gave them no money at all despite the fact that they attended sports. On the average, each
parent spent 21,60 shillings per term on Lunch.

TABLE 3(b)

Parents Expenditure on Lunch on Sports Days

<table>
<thead>
<tr>
<th>Item</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch Expense</td>
<td>23</td>
<td>74.2</td>
</tr>
<tr>
<td>No Lunch Expense</td>
<td>8</td>
<td>28.8</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.00</td>
</tr>
</tbody>
</table>

TABLE 3(c)

Parents Expenditure on Uniform

<table>
<thead>
<tr>
<th>Item</th>
<th>F</th>
<th>Average Amount (Shs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 pair of Uniform a year</td>
<td>17</td>
<td>215</td>
</tr>
<tr>
<td>2. Pairs of uniform a year</td>
<td>17</td>
<td>425</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>640</td>
</tr>
</tbody>
</table>

From Table 3c it can be observed that 17 parents out of 31 (55%) bought one pair of Uniform for their children per year. On the other hand, 14 (45%) out of 31 parents who bought two pairs of uniform spent an average of 215 shillings per child. On the average, parents spent 640 shillings per year on uniform.
Uniform appears to have cost the parents much more than other items and yet they did not regard it as the most expensive element. One reason for this is that most of the Uniform bought for children lasted for over one year. Another reason is that some parents bought uniforms of expensive materials or in some cases two pairs. This inflated the figures.

4.3. The Real Costs of Standard Eight Education to the Ministry of Education Science and Technology.

Table 4 below shows the actual or real cost of standard eight education to the Ministry of Education, Science and Technology. The Ministry allocates an average of 24 shillings per child per month to the education of every Kenyan Child in primary school. This amount does not include the sum the Ministry of Education, Science and Technology spends on the teachers' salaries.
The Actual Cost of Standard Eight Education to the Ministry of Education Science and Technology

<table>
<thead>
<tr>
<th>Item</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td>41,600</td>
<td>21.04</td>
</tr>
<tr>
<td>School Milk</td>
<td>58,500</td>
<td>29.29</td>
</tr>
<tr>
<td>Text-books &amp; Exercise books</td>
<td>32,800</td>
<td>16.74</td>
</tr>
<tr>
<td>Stationary</td>
<td>64,800</td>
<td>32.93</td>
</tr>
<tr>
<td>Total</td>
<td>197,700</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The above Table (4) shows that they spent more money on stationary and school milk. School stationary took roughly 64,800 shillings a year or about 32.93% of the total. The Government spent a total of 197,700 shillings a year on the standard eight education in Yala Division. Parents spent 39027 shillings a year on their children's standard eight education.

4.4. The Extent to Which There is Congruency Between the Parents' Perceived Costs and the Real Costs of Standard Eight Education.

Having analysed the parents perceived costs of standard eight education, and the real costs of the same, it was necessary to compare the two variables to find out whether there was any congruency between them.
In Table 1, it was observed that 18 out of 31 (72%) of the parents regarded their portion of standard eight education as being very expensive. However, the real costs show that the government spent 197,700 shillings on the education of standard eight children in the division (see Table 4 above) while parents spent 39,027 on the same a year (see Table 3). The Governments' portion excluded the salaries paid to teachers working in the Division. Therefore the governments' portion was an average of 3777 shillings per year per child. On the other hand the parents portion was 1259 shillings per year per child. The government thus shouldered 74% (197,700) of the total cost while the parents shouldered 26% (39,027) respectively.

An analysis of the Headteachers' reports on the actual amounts paid by parents for their standard eight childrens' education put the figure to a much lower amount 2,865 Shs a year. This is much lower than what parents actually pay for. The headteachers may have had their reasons for underestimating the parents' contribution. One reason could be the fear to be blamed for continuing with direct charges to parents despite the Presidential directive of February 1986. However, if the real costs are compared with the perceived costs - real costs was estimated at 74% - it becomes clear that there is no congruency between the parents' perceived costs and real costs of standard eight education.
4.5. The Most Expensive Element of Standard Eight Education According to Parents and Headteachers

In finding out the most expensive element of standard eight education to the parents in Yala Division the following elements were identified – Text books and workshops, exercise books, enrolment fee for Kenya Certificate of Primary Education (KCPE), Mock Fees, Uniform, Equipment and materials for practical subjects. Table 5 below, gives a summary of the findings:

TABLE 5

The Most Expensive Element of Standard Eight Education According to Parents and Headteachers

<table>
<thead>
<tr>
<th>Item</th>
<th>Parents</th>
<th></th>
<th></th>
<th>Headteachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Text-Books</td>
<td>24</td>
<td>36.92</td>
<td>3</td>
<td>12.50</td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td>2</td>
<td>3.08</td>
<td>6</td>
<td>25.00</td>
<td></td>
</tr>
<tr>
<td>Exercise Books</td>
<td>17</td>
<td>26.15</td>
<td>2</td>
<td>8.33</td>
<td></td>
</tr>
<tr>
<td>Enrolment Fees (KCPE)</td>
<td>2</td>
<td>3.08</td>
<td>2</td>
<td>8.33</td>
<td></td>
</tr>
<tr>
<td>Mock Fees</td>
<td>2</td>
<td>3.08</td>
<td>2</td>
<td>8.33</td>
<td></td>
</tr>
<tr>
<td>Uniform</td>
<td>7</td>
<td>10.77</td>
<td>2</td>
<td>8.33</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>1</td>
<td>1.54</td>
<td>2</td>
<td>8.33</td>
<td></td>
</tr>
<tr>
<td>Materials for Practical Subjects</td>
<td>10</td>
<td>15.38</td>
<td>1</td>
<td>4.16</td>
<td></td>
</tr>
<tr>
<td>Workshops/Laboratories</td>
<td></td>
<td></td>
<td>2</td>
<td>8.33</td>
<td></td>
</tr>
</tbody>
</table>
Table 5 Cont.

<table>
<thead>
<tr>
<th>Item</th>
<th>Parents</th>
<th>Headteachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Stationary</td>
<td>2</td>
<td>8.33</td>
</tr>
<tr>
<td>Activity Fee</td>
<td>2</td>
<td>8.33</td>
</tr>
<tr>
<td>Educational Visits</td>
<td>1</td>
<td>4.16</td>
</tr>
<tr>
<td>Tools</td>
<td>1</td>
<td>4.16</td>
</tr>
<tr>
<td>Teachers' Houses</td>
<td>2</td>
<td>8.33</td>
</tr>
<tr>
<td>Security</td>
<td>1</td>
<td>4.16</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From Table 5 it can be noted that parents regarded textbooks as the most expensive element of standard eight education. It constituted 36% of the parents' total expenditure on standard eight education. Exercise books was second in rank of expensive elements it constituted 26.15% of the total cost. On the other hand, the Headteachers' views showed that classrooms and workshops were the most expensive elements which constituted 25% of the total cost. The reason for this disparity could be that parents view books as a priority while the Headteachers view classrooms and workshops as the most desired though expensive to put up because of large sums of capital outlay involved. Another reason could be that individual parents do not feel the weight of
building classrooms since this is a cooperative effort involving all the parents.

4.6. Whether Parents Think That the Most Expensive Element is Worth the Cost.

Table 6 below shows most parents as having agreed that the most expensive element of standard eight education was also the most crucial and worthwhile. These were Textbooks, ranking first, and Exercise books, ranking second. As the Table shows, 32.87% of parents agreed that text books were vital for the academic success of their children. They also admitted that although Text-books were expensive, it was worth the cost.

**TABLE 6**

The Value of the Most Expensive Element

<table>
<thead>
<tr>
<th>Item</th>
<th>Parents</th>
<th>Headteachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Text - books</td>
<td>25</td>
<td>32.89</td>
</tr>
<tr>
<td>Classrooms</td>
<td>3</td>
<td>3.95</td>
</tr>
<tr>
<td>Workshops</td>
<td>3</td>
<td>3.95</td>
</tr>
<tr>
<td>Exercise Books</td>
<td>23</td>
<td>30.26</td>
</tr>
<tr>
<td>KCPE Fees</td>
<td>3</td>
<td>3.95</td>
</tr>
<tr>
<td>Mock Fees</td>
<td>3</td>
<td>3.95</td>
</tr>
<tr>
<td>Uniform</td>
<td>3</td>
<td>3.95</td>
</tr>
</tbody>
</table>
Table 6 shows that parents and headteachers tended to agree to a certain extent on the worth of the most expensive element of standard eight education. The Headteachers ranked Text-books (12.13%) and Equipment and Tools (12.73%) first. Both the parents and the headteachers agreed that the most expensive elements were also the most crucial for the academic success of the child.

4.7. The Effect of the Hidden Costs on Overall School Enrolment:

In Table 7, the effect of hidden costs on school attendance is summarised.
TABLE 7

The Effect of Hidden Costs of Education on School Attendance

<table>
<thead>
<tr>
<th>Item</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absenteeism (for a whole day)</td>
<td>5</td>
<td>55.55</td>
</tr>
<tr>
<td>Irregular attendance (half-day)</td>
<td>3</td>
<td>33.33</td>
</tr>
<tr>
<td>Regular attendance</td>
<td>1</td>
<td>11.99</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100.00</td>
</tr>
</tbody>
</table>

When Parents failed to pay for their children's upkeep in school, the school authorities would usually send such children home to call their parents for a discussion. Some children brought their parents to school while others took as long as seven days or more to do so. This meant that the child was away from school during that period of time. Therefore the rate of school attendance was affected. It dropped. The rate of absenteeism also increased. Pupils who came from poor families or those who were orphans could have taken a much longer time at home while awaiting the decision of the school committee or Parent-Teacher Association to give them a remission. This explains the high rate of absenteeism and irregular attendance which stands at 55.55% and 33.33% respectively.
Sometimes when children were sent home to call their parents, they decided to stay away for good. On the other hand other parents tried to evade paying for the required funds by taking their children to another school in the course of the year. This was noted to affect school enrolment in the division. In 1985 there were 19 cases of drop-outs in the division and till July 1986 there were 20 cases. This is summarised in Table 8 below:

**TABLE 8**

<table>
<thead>
<tr>
<th>Year</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1985</td>
<td>19</td>
<td>48.72</td>
</tr>
<tr>
<td>In 1986 (by July)</td>
<td>20</td>
<td>51.28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>39</td>
<td>100.00</td>
</tr>
</tbody>
</table>

As can be seen from Table 8, the drop out rate is low considering that the division has a pupil population of about 4,000 in standard eight.

4.8. The Effect of the Hidden Costs on School Attendance of Other Children in the same Family or Home.

An investigation was done to find out whether the pressure on parents to pay for the cost of their children standard eight education led to drop out from
school of children from the same families who were in lower classes. It was noted that between 1985 and 1986 only one child in the division had left school for the above reason. Five others repeated standard seven to enable their brothers complete their standard eight first. But the majority of those who would have dropped out (7 out 13 or 53.84%), were either given remission or their parents offered Physical labour to the schools instead of paying cash. This therefore kept the rate of drop out low to only 7.69%. Table 9 below summarises the above situation.

TABLE 9

The Effect of the Hidden Costs on School attendance of other children in the Family

<table>
<thead>
<tr>
<th>Item</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left school (1985-1986)</td>
<td>1</td>
<td>7.69</td>
</tr>
<tr>
<td>Repeated class</td>
<td>5</td>
<td>38.46</td>
</tr>
<tr>
<td>Given Remission</td>
<td>7</td>
<td>53.84</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.00</td>
</tr>
</tbody>
</table>


At individual pupil level, sending a child home affects his school attendance and therefore his studies.
Upto July 1986 the sample schools in the division recorded four different ways in which sending pupils home to get necessary funds affected their educational (academic) attainment. These namely were missing lessons, forgetting what was taught, feeling ashamed and lack of interest in studies. Table 10 summarises the findings.

**TABLE 10**

**Effect of Sending Children Home On Their Academic Attainment**

<table>
<thead>
<tr>
<th>Item</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing Lessons</td>
<td>8</td>
<td>53.33</td>
</tr>
<tr>
<td>Forgetting what was learned</td>
<td>4</td>
<td>36.66</td>
</tr>
<tr>
<td>Lack of interest in Studies</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>Feeling ashamed and desperate</td>
<td>1</td>
<td>6.66</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

It is evident from the above Table that the results of missing the classes (lessons) could be drastic. It was noted that of the fifteen cases, eight (53.33%) missed their lessons because they had to go home to call their parents to pay for the necessary funds. 36.66% forgot what they had learnt when they returned to school. This portrays a very gleam picture of how
the pupils' academic success could be affected. However the situation is not as bad as the statistics of the Table show. The pupils are given free extra coaching when they return to school and so they are able to catch up with the others. All the nine headteachers of the sample schools confirmed that they held extra tuition for their standard eight pupils who returned to school after staying away from school because of lack of funds.

Because of extra tuition or coaching, the number of standard eight pupils who failed their mock examinations and KCPE due to absence from school because of lack of funds remained low. There were nine cases in 1985 (Mock) and nine cases in 1986 (mock) in 1985 ten pupils failed their Kenya Certificate of Primary Education because of staying at home. Table 11 summarises the above situation.

TABLE 11

The Number of Pupils who Failed Examinations (Mock & KCPE) Because of staying at home

<table>
<thead>
<tr>
<th>Item</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mock 1985</td>
<td>9</td>
<td>32.14</td>
</tr>
<tr>
<td>Mock 1986</td>
<td>9</td>
<td>32.14</td>
</tr>
<tr>
<td>KCPE 1985</td>
<td>10</td>
<td>35.71</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100.00</td>
</tr>
</tbody>
</table>
The majority of head of headteachers who gave their responses 3 out of 5 (60%) admitted that the pupils would have done much better if they had not stayed at home. They believed that the pupils who failed did so because of irregular attendance due to lack of necessary funds.

It was necessary to find out whether absenteeism had any effect on the performance of the schools which were affected. The KCPE performance of 6 out of the 9 (75.0%) of the schools was not affected. However, 25% of the schools admitted that the failure of the pupils who had been away from school affected the schools' overall performance in KCPE.

The above findings revealed the real cost of standard eight education to the parent in Yala Division. The average cost of standard education was found to be 5036 shillings per child per year. Out of this the parent shouldered an average of 1259 shillings per child per year while the government bore an average of 3777 shillings per year per child. The parent thus shouldered 26% while the government bore 74%. Parents still found it difficult to meet their portion because of having too many children to cater for adequately and because of the expensive elements in standard eight education which they had to meet. Therefore when the Ministry of Education decides to reduce its budget on education from 35% to 29% the parents' burden might increase two fold.
CHAPTER 5

5.0. SUMMARY CONCLUSIONS AND RECOMMENDATIONS.

Summary:

5.1. The research study aimed at finding out the hidden costs of standard eight education to the parents in Yala Division of Siaya District. In trying to do so, the investigator used two instruments: a questionnaire and an interview schedule. The following were covered by the two instruments:

(i) the perception of Parents in Yala Division of the costs of standard eight education.
(ii) the real costs of such education to the Parents.
(iii) the real cost of such education to the Ministry of Education Science and Technology.
(iv) the congruency between the Parent's perceived costs and the real costs.
(v) the most expensive element in the standard eight education.
(vi) whether parents think that the most expensive element is worth the cost.
(vii) the educational implications of the costs and their effect on the child's academic achievement.
(viii) effect of the hidden costs of education on school attendance of other children in the same home or family.

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5.2. The Research Findings.

The findings of the research study were as follows:

1. Responses by parents showed that text-books were the most expensive items. This was due to high retail prices and lack of well-stocked bookshops nearby. Fare to and from the bookshops in Kisumu or elsewhere increased the total cost of books. The headteachers gave similar responses of text-books.

2. Parents bought a large portion of text-books while the Ministry of Education Science and Technology provided some.

3. Parents found it difficult to meet the expenses for their children's education. This was due to the fact that most parents had many children, 70% of whom were either in primary schools or secondary schools. Some parents were not engaged in wage employment and thus had no regular income.

4. The parents perceived their portion of the cost of standard eight education as being bigger than that of the Ministry of Education, Science and Technology. This was partly because the variable costs which included physical facilities were met by the parents themselves.
5. The Ministry of Education, Science and Technology shouldered 74% of the total cost of standard eight education while the parents bore 26% of the total cost.

6. There was no congruency between the parents' perceived costs and the real costs of their children's standard eight education. The perceived costs were estimated at 72% whereas the real cost was estimated at 26%.

7. Parents and headteachers agreed that Textbooks and Equipment were the most crucial and worthwhile for the academic success of the child. That the presence of these items enables the child to do assignments at home, to revise and generally to work on his own when the child is not attending formal lessons in the classrooms.

8. Failure by some parents to pay for their children's upkeep in school leads to their being sent home. This results in the child being absent from school. It thus increases the rate of absenteeism however short it may be.

9. Some pupils drop out altogether when their parents are unable to meet the costs.

10. Drop out rate was noted to be low at standard eight because children who cannot meet the costs are given remission.

11. Absenteeism among standard eight pupils due to lack of necessary funds was negligible.
12. Sending children home for necessary funds affected their education in four ways. First, they missed lessons. Second, they forgot what they had learnt in school. Third, they felt ashamed of being incapable of paying required money. Fourth, they lost interest in their studies.

13. The number of pupils who failed their Mock and Kenya Certificate of Primary Education was negligible. However, it was felt that they would have done much better than that had they remained in school continuously.

14. The schools' overall standard was not affected because only a few pupils failed.

15. There was no effect on the overall school enrolment and school attendance of other children in the same home or family as a consequence of the hidden costs.

5.3. Conclusions.

From the above findings various conclusion may be drawn:

(a) that textbooks were an expensive element because the Ministry of Education Science and Technology does not publish and sell most of the textbooks used in the primary schools. The textbook industry has been
left in the hands of commercial agents. Therefore they manipulate the prices in the way they want.

(b) Parents find it difficult to meet the costs of their children's education because of high dependence ratio. For example 70% of their families were dependants. This strains the income of the parents as the breadwinners of the families.

(c) That parents perceived their portion of the cost of standard eight education as being bigger because the variable costs, which excluded physical facilities are met by the individual parents. Uniform, for example, had to be bought for each child in standard eight by the individual parents. This tended to inflate the amounts involved thus making the figures bigger and the proportion larger. Second, the amount of money for physical facilities is usually shared as it is obtained through harambee donations. The cost is therefore shared among parents and they do not see it as being expensive. Parents spend an average of 1,259/= shillings per year on each child's education at standard eight while the Government meets 3,777/= shillings per year per child. The average total cost of standard eight education per child is therefore 5,036/= shillings per year.

(d) Drop out rate was lower in standard eight because parents would do everything possible to retain their children in school. They value the future of their
children in standard eight more than that of other children in lower classes in the primary school. Also, some of the children were given remission.

(e) The number of children who failed their Mock and Kenya Certificate of Primary Education because of being absent from school for lack of funds was negligible because such children were given free extra coaching when they returned to school. This helped them to catch up with other members of their class. Hence the academic achievement of the child was not affected as a result of hidden costs.

(f) There was no effect on the overall school enrolment and school attendance of other children in the same home or family as a consequence of the hidden costs because of remission which children who were not capable financially were given.

5.4. Recommendations.

To reduce the high price of text-books, the government should set up a system in which it can participate in the publishing and printing of text-books at cheap rates. It should also encourage primary school teachers and tutors in primary teachers colleges to write books. In addition, the government should eliminate the role of the middlemen in the retailing of school supplies and equipment. The books in.
particular, should be sold direct to the schools. This will help to reduce the prices of text-books.

Second, schools should engage in income generating projects. Many schools which were visited by the investigator had large chunks of usable land which was lying idle. This could be used productively as farms and for poultry keeping. This would enable the schools to generate enough cash to provide some of the facilities needed in schools without having to rely so much on the parents and the Ministry of Education Science and Technology.

5.5. Suggestions for Further Research.

The following areas could be useful for future research.

(i) The cost of standard eight education to the Kenyan Parent.

(ii) The cost of Upper primary education in Urban and Rural schools.

(iii) The cost of Primary Education in Boarding and Day schools.

(iv) The cost of the Practical Element in the Primary schools in Kenya.


APPENDIX A

A QUESTIONNAIRE ON THE HIDDEN COSTS OF STANDARD EIGHT EDUCATION,

HEAD TEACHERS' COPY

The purpose of this research is to find out the hidden costs of standard eight education Yala Division. Your cooperation and openness in answering the questions given below will be greatly appreciated.

All your responses and any information obtained from you will be treated with utmost confidentiality and only used for analytical purposes.

PART A

Please tick or fill in appropriately.

1. Name of the school ..............................................

2. Place a tick in the brackets against your highest professional qualification:

   P3 [ ]
   P2 [ ]
   P1 [ ]
   S1 [ ]

   Any other (specify) ................

3. Your sex ......................

4. Your Age ............................

5. For how long have you been a headteacher?
   (a) In this school ............... years
   (b) In other schools ............. years

6. How many teachers does your school have?

   ...........................................
PART B.

Tick in the brackets against the major areas of need for a standard eight class in your school:

(a) Classrooms and workshop
(b) Desks
(c) Tools and other equipment for practical subjects.
(d) Evaluation material (for continuous assessment)
(e) District/Divisional mock
(f) Coaching
(g) Text-books and Exercise-books.
(h) Stationary
(i) School Uniforms
(j) Meals
(k) Means of transport
(l) Security of school property and pupils
(m) Teaching Aids
(n) Educational visits
(o) Projects
(p) Games
(q) Any others which are not listed above but apply to your school:

(a) ................................
(b) ................................
(c) ................................
(d) ................................
(e) ................................
(f) ................................
9. Which of the above needs is the most crucial to the educational attainment of:
   (a) the standard eight pupil
   
   (b) of the educational objectives of the school

10. Which of the above need is financed by the Ministry of Education, Science and Technology?

11. The Ministry provides a grant worth Kshs ......... per year to meet the above listed needs.

12. Give a breakdown of the vote-heads allocated to each need:
13 (a) Are the funds provided enough to finance the needs?

Yes  
No

(b) If No, how do you meet the deficit? ..................  

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.........................................................
.........................................................
........................................................name the source)

14. List the needs which parents finance:

(a) ..............................................
(b) ..............................................
(c) ..............................................
(d) ..............................................
(e) ..............................................
(f) ..............................................

15. Give the figures of actual amount of money the parents pay each year for each service rendered by the school to their children:

.........................................................
.........................................................
.........................................................
.........................................................
.........................................................
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.........................................................
16. In your opinion, which of these needs (services etc) is the most expensive to meet?

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

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

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

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

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

17. (a) Who meets the bigger share of the actual costs of standard eight education?

Parents

Ministry of Education

Others (please specify) ........................................

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

(b) Is it a fair balance? Yes

No

(c) Why do you think so? ........................................

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

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

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

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

18. What are the major complaints of parents regarding costs of standard eight education?

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

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

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

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

.................................................................
19. What methods do you use to collect funds for these needs?
(a) 
(b) 
(c) 
(d) 
(e) 

20. What do you do to collect money from parents who are unwilling to pay voluntarily? 

21. If circumstances force you to send their children away from school or exclude them from using the facilities, for how long do you do this? 

22. How does sending children home for funds affect:
(a) School attendance 
(b) School enrolment
23. In what specific ways does sending a child home for lack of required funds affect his educational attainment?

24. What do you do with children from extremely poor families or orphans who cannot afford to pay the funds?

25. What do you do to help them make up for lost time when they return to school?
26. How many pupils have so far dropped out of your standard eight because their parents would not meet the hidden costs of their education?
   (i) In 1985 ........................................
   (ii) In 1986 (up to July) ......................

27. How many children (who are not standard eight) have had to leave school because their brothers who are in standard eight have to be educated first?
   (i) In 1985 ........................................
   (ii) In 1986 (up to July) ......................

28. How many pupils failed because of staying at home for lack of necessary funds?
   (a) Terminal Examinations
       (i) In 1985 ........................................
       (ii) In 1986 ........................................
   (b) End year (final examination)
       (i) In 1985 ........................................
       (ii) In 1986 ........................................

29. Would they have performed better had they not been absent from school?
    Yes  [ ]
    No  [ ]
    It makes no difference  [ ]

30. How would you describe the rate of absenteeism among standard eight pupils due to the lack of necessary funds
    Very high  [ ]
    High  [ ]
Very low  □
Low       □
Negligible □

31(a) Was the school's overall standard in K.C.P.E affected because of these circumstances?

Yes      □
No       □

(b) In what ways?

.................................................................
.................................................................
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32. Would the child's education suffer if some of the needs being funded by the parents were to be removed or disregard?

Yes      □
No       □

Please explain .................................................................
.................................................................
.................................................................
.................................................................
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33. Please make any other general comments regarding the costs of standard eight education .................................................................
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.................................................................
.................................................................
.................................................................
.................................................................
.................................................................
.................................................................
.................................................................
Thanking you for your time and cooperation

George M. Okore

Date: 23/6/86
The purpose of this research is to find out the hidden costs of standard eight education in Yala Division. Your cooperation and openness in answering the questions given below will be greatly appreciated.

All your responses and any information obtained from you will be treated with utmost confidentiality and only used for analytical purposes.

**PART A**

1. Name of location Sublocation
2. Your sex Your age
3. Number of children in standard eight
4. Number of male number of female
5. Name of schools where children go to (a) Day/Boarding? (b) Day/Boarding? (c) Day/Boarding? (d) Day/Boarding?
6. Distance of the schools from home in miles or Kilometers
PART B

8. Indicate which one of the following applies to you
   Do your children
   (a) Walk to school
   (b) Go to school by public means
   (c) Go to school by school bus
   (d) Go to school in your car
   Any other (please specify) .........................

9. How much do you spend on your children/child daily
   for transport? ....................... shillings

10. Do your child/children: (a) come back for lunch
      (b) carry packed lunch
       (c) Get lunch at school
       (d) Do without lunch
       Any other (please specify) .........................

11. How much do you spend on your child/children daily
    for lunch ......................... shillings

12. If your child/children is/are (a) boarder/s how much
    boarding fee do you pay per year? ............. shillings.

13. Does the school provide (a) Free Text-Books
      (b) No text-Books
       (c) Some free text-books

14. Parents (a) Do not buy text-books
      (b) Buy all the text-books
       (c) Buy some of the text-books

15. How much do text-books cost you per year?
    ......................... shillings
16. Are the text-books

Expensive

Cheap

17. Text-books are: (i) Not important to the

Educational success

of your child

(ii) are very important to the

educational success of

your child

18. Does the school provide your child with:

(a) free uniform

(b) No uniform

(c) paid uniform

19. How much do you spend on uniform for your child/children

per year?..........................shillings.

20. Do you buy: (i) one pair of uniform per year

(ii) two pairs per year

(iii) three pairs per year

21. Is uniform:

(i) cheap

(ii) expensive

22. How often has/have your child/children been sent home

for lack of uniform?

This year .....................times

Last year .....................times
23. To what extent do you think the child’s absence from school affects his performance?

   Very seriously
   Seriously
   Middy
   Not at all

   please explain ..........................................................

24. The school provides: (a) Desks
    (b) No Desks
    (c) Some Desks

25. How much do you spend on buying desks per child per year? .................... shillings

26. The school provides: (i) exercise books
    (ii) no exercise books
    (iii) Some exercise books
    (iv) Pens
    (v) No pens

27. How much do you spend per child per year on buying exercise books and pens? ................. shillings

28. The school provides: (a) writing materials and equipment for continuous assessment and KCPE mock.
29. How much do you spend per child per year on buying writing materials and equipment for continuous assessment?

............................................ shillings.

30. The school provides: (1) materials (needles; cloth, wood etc) for practical subjects.

(ii) no material for practical subjects

(iii) some material for practical subjects

31. How much do you spend per child per year on buying materials for practical subjects..............

............................................ shillings.

32. Does your child attend extratution (coaching) classes?

Yes

No

33. How much does the school charge you these extratution classes?

(a) no charge

(b) a charge of shs.......per term

(c) a subsidised cost of ...........shs per term.
34. The school provides:  
   - free security  
   - no security  
   - security at a charge

35. How much do you spend per year for the school watchmen's wages? ....................... shillings.

36. How much does the school charge you per child per year for:  
   (a) Building Fund? shs......................  
   (b) Development Fund? shs..................  
   (c) Activity fees? shs ......................

37(a) What other school functions (e.g. funerals, visitors) etc do you contribute towards? (please specify)  
   ...........................................................................................................
   ...........................................................................................................
   ...........................................................................................................
   ...........................................................................................................
   ...........................................................................................................
   ...........................................................................................................
   ...........................................................................................................

(b) About how much do you spend on these activities?  
   ........................................................................................................... shillings

38. How much do you pay for your child's KCPE fees?  
   ........................................................................................................... shillings

39. In your opinion, which is the most expensive element of standard eighth education of your child?  
   ...........................................................................................................
   ...........................................................................................................
40. Is that element the most important in your child's education?
   Yes    ☐
   No     ☐

41. Why do you think so?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
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42. What in your opinion is the main value of standard eight education?
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   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
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43. Do you think the value of standard eight education justifies its real cost?
   Yes    ☐
   No     ☐
   Please explain ....................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

44. What is your opinion about your portion of the cost of your child's standard eight education?
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   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
45. What proportion of the burden would you wish the Ministry of Education Science and Technology to bear?

Less than 50%  
50 - 70%  
70 - 90%  
90 - 100%

46. Do you find it easier or more difficult to meet these costs?

Easier  
Difficult

Please explain ..................................................

47. Do you think your child's education would be anyway affected if you failed to meet the above in time?

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

48. Please explain .............................................