EFFECTS OF DELAYED FEES PAYMENTS ON THE TEACHING AND LEARNING PROCESS FACTORS IN PUBLIC SECONDARY SCHOOLS IN MBEERE DISTRICT, KENYA

BY

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A THESIS SUBMITTED TO GRADUATE SCHOOL IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR MASTER OF EDUCATION DEGREE OF KENYATTA UNIVERSITY

AUGUST 2005.
DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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To my beloved husband; Nyaga, our sons; Joshua and John, and daughter; Grace. Their understanding, encouragement and support enabled me to do this work with great enthusiasm.
ACKNOWLEDGEMENTS

I sincerely would like to acknowledge my supervisors: Dr. N. M. Karagu and Dr. S. N. Waweru, who devotedly and consistently offered guidance, correction and helped me to polish this work till it was completed, sincere thanks to them.

Thanks also to my lecturers in the Department of Educational Administration, Planning and Curriculum Development; through their systematic instruction there was creation of interest that led to identification of the research problem. I also wish to thank the Head teachers, Heads of departments and class teachers from the sample schools for their cooperation and willingness to provide the data as required thus contributing to the success of this work.

Many thanks to Mr. F. N. Kibui, the data analyst who provided the much needed professional input in the research data analysis.

My appreciation goes to Kenyatta University for giving me the opportunity to conduct this study.
ABSTRACT

The teaching and learning process in any educational institution is the central focus not only of parents and students but also of the Ministry of Education, Science and Technology and the community in which the institution is situated. Parents, students and the Ministry of Education, Science and Technology attribute success or failure in achieving the set educational and institutional goals to the efficiency or inefficiency of the administration in ensuring that learning and teaching takes place effectively in schools. The head teacher is expected to come up with achievable plans for school development that will create and enhance an environment that is conducive for effective learning and teaching, supply equipment and books required as well as supervise teachers.

This study was an investigation of the effects of delayed fees payments on the teaching and learning process factors in public secondary schools in Mbeere District. The study which was based on the systems theory (Owen, 1998) was conducted in Mbeere District, Kenya, using data collected from head teachers from provincial and district secondary schools in the district. Employing the cross-sectional research design, appropriate for description and interpretation of existing relationships and comparison of variables (Nkpa, 1997), the study was conducted in 15 out of 41 public secondary schools in the district. Stratified random sampling procedure was used to select six provincial secondary schools and nine district secondary schools. Fifteen (15) head teachers and eighty four (84) heads of department and class teachers responded.

Data was collected by use of questionnaires and document analysis. Statistics used included means, percentages and the Chi-square tests at 0.05 level of significance. Results were reported in summaries using frequency distributions, tables and bar charts.

The findings showed that there were delays in school fees payments in all the schools and that it had serious effects on the teaching and learning process. There was no significant difference between provincial and district secondary schools in
the effects of delayed school fees payments for all the teaching and learning process factors.

The conclusion made from the findings is that there is delay in payment of school fees in public secondary schools in Mbeere District and this had serious negative effects on all the aspects of teaching and learning process under study. This calls for necessary action by all secondary education stakeholders for these serious effects to be alleviated so as to ensure smooth and effective teaching and learning activity.

It was therefore recommended that:

- Awareness campaigns should be held by the Ministry of Education, Science and Technology to sensitize parents on the importance of paying school fees on time.
- The government of Kenya should formulate strategies and programs with the intention of assisting the people in the district to identify reliable income-generating activities so as to raise their economic level and their living standard.
- Since the cost-sharing policy is not effectively working in the district, bursary funds should be increased in order to cater for a larger number of academically promising students in the district.
- The government should devise a more effective scheme whereby parents pay fees according to their economic ability and the government provides supplementary grants to schools whose parents cannot pay all the amounts required.
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ABBREVIATIONS AND ACRONYMS

B.O.G: Board of Governors
H.O.Ds Heads of Department
I.M.F: International Monetary Fund
K.C.P.E: Kenya Certificate of Primary Education
K.C.S.E: Kenya Certificate of Secondary Education
K.I.E: Kenya Institute of Education
MOEST: Ministry of Education, Science and Technology
N.G.Os Non Governmental Organisations
S.A.S.A: The South Africa School Act
T.S.C: Teachers Service Commission
U.S.A: United States of America
CHAPTER ONE
INTRODUCTION TO THE STUDY

1.1 Background to the Problem

Like everywhere else in the world; there has never been a time in Kenya when education was easy to finance. Education has been on demand especially before and after independence because it was and still is regarded as key to economic and political progress. According to Anderson (1970), even when the missionaries were in charge of education in Kenya, they still faced difficulties in securing adequate resources and particularly where they sought support from the government. It was, therefore, realized that missionaries could not achieve much without the participation, ingenuity and resources of the local community that benefited from education.

When Africans accepted the concept of schools, they organized themselves in order to build and run the schools. However, the formal education relied heavily on the resources of the community in which they were established in terms of land, food, teachers and learners. Many schools were ran by voluntary bodies, under some form of government grants-in-aid while others established were entirely independent from government ties. There were inadequate number of schools because missionaries never found it easy to fund them; hence not all children had access to formal education. The first secondary schools were established between 1920s and 1930s but it was not until 1945 onwards that the Kenyan colonial government began to accept greater responsibility for African education. In 1958, the department of education chose to hand over responsibility of secondary schools to the Board of Governors in an attempt to liberalize its policies thinking that local control would enhance school development (Anderson, 1970).
According to Cowan (1970), after independence, accounts and fees collection formed the first priority. Any African school headmaster or college principal who did not comply exactly with the rules regarding accounts and the amounts of money that should be collected for each vote could be dismissed. Performance and pupils disturbances were ignored or given the second place. Throughout the history of government responsibility for education in Kenya, many factors including lack of finances have handicapped officials in implementing education policies. People were called upon to cooperate in building and maintaining schools by their own efforts, for instance through “harambees”, while teachers’ remuneration was kept low in order to keep fees to the minimum and affordable levels (Cowan, 1970). Even with this, many parents could still not afford to pay the sums of money demanded by the schools, which led to dropping out of students from school.

The policy of the Kenyan government has been to provide Universal Primary Education since 1963 and also to provide adequate number of qualified teachers, ensure provisions of adequate facilities and to maintain relevant and high educational standards. Bogonko (1992) records that the highest expansion of primary education was witnessed between 1970 and 1974 when there was elimination of school fees in semi-arid areas and extension of fee remission for needy cases up to standard four throughout the country. The enrolment rose from 1,427,589 in 1970 to 2,705,878 in 1974. This shows that payment of school fees had been a big problem to parents prior to 1970.

Following the serious economic problems of the 1980s, the World Bank and I.M.F recommended Structural Adjustment Program which called for the government to reduce expenditures on service sectors. This recommendation on structural adjustments was the condition given to governments if they were to procure loans from World Bank and I.M.F. The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (1988), was influenced by the recommendations of the World Bank to come up
with the cost sharing policy. The commission recommended that Parents Associations, School Committees and Boards of Governors provide for institutional facilities and equipment to improve the standards and quality of education. This meant that parents were to pay more in form of fees than before.

According to Tembo (1985), majority of people in rural areas are very poor and do not have the necessary resources to effect production in agriculture and as a result most rural people live in the so called vicious circle of poverty, ignorance and ill health, all of which contribute to their inability to finance their children’s education among other needs. According to The International Encyclopaedia of Education (1994), insufficient finance and poor sustainability of educational investments is one of the contributing factors to inefficiency and poor quality of education; in this, Kenya is not an exception.

In The Report of the Task Force on Student Discipline and Unrest in Secondary Schools (September, 2001), it is documented that 52% of Kenyans live below the poverty line and, therefore, most parents find it difficult to send and retain their children in public schools since they cannot raise the tuition and other user charges that they are required to pay as part of the cost sharing policy. Even when the government assists by providing bursaries to some needy students, affordable textbooks by the K.I.E, health and nutrition programme to enhance equity and access to education, its efforts are still hampered by lack of adequate resources. In the Daily Nation of 24th May, 2002, it was reported that a secondary school girl suffered a broken collar bone when beaten by a teacher on a dispute over Kshs. 1,000 tuition fee which the parents had failed to raise. According to the National Development Plan (2002-2008), one of the challenges in education is cost of education and training while high cost of secondary school education is identified as a reason for lower enrolment rate than that of primary school.
Up to the year 2003, most financial burden in education for both primary and secondary schools has been borne by parents and the communities who provide physical facilities. The government declared in 2003 that primary school education is compulsory and free for all Kenyan children, which was followed by a big influx of children into schools. The question remains as to whether these parents will be able to pay secondary school fees for their children when they pass the Kenya Certificate of Primary Education (K.C.P.E.).

Failure by parents and guardians to pay fees in time could be the source of administrative and academic problems in schools. The problem of delayed school fees payment is made worse by the restrictions that govern the head teachers on means of enforcing collection of school fees. Parents and guardians are aware of the procedures and guidelines issued by the Ministry of Education, Science and Technology or decrees by the government regarding payment of school fees. Parents, guardians and sponsors could take advantage of these restrictions to delay fees payment or not pay school fees even when they are able to; not considering the effects it could have on their children and on the entire school. This study is intended to establish the effects this delay in payment of fees has on teaching and learning process factors.

Teaching and learning is facilitated by availability of teaching and learning materials. When the payment of school fees is delayed, these materials will not be adequately supplied and if they are supplied, it is at the expense of other important requirements like those of games and other co-curricular activities or school development. According to the Report of the Taskforce (2001), financial ability of the B.O.G depends on fees collection such that delay in fees collection may lead to delay in salary payment to the non-teaching staff, non-remittance of statutory deductions and pilferage of foodstuffs (for boarding secondary schools or where there is a feeding program). Delay in salaries of workers can also cause general discontentment that can lead to incitement of students. Financial agreements should
be held to deadlines to enable timely honouring of the school financial obligations and commitments. Today, there could be public secondary schools which owe suppliers and even individuals large sums of money.

According to the Report of the Taskforce (2001), if requisitions for teaching and learning materials are not honoured or delayed teachers may feel demoralized thus affecting the teaching and learning in the whole school. If teachers are not sponsored by their schools to attend seminars, workshops and in-service training they may not be able to update themselves in the new methods or approaches to teaching and this could affect their performance and motivation. The maintenance of the school plant and physical facilities as well as carrying out of development projects may come to a standstill when school fee is not paid on time. The school may look neglected and unappealing; a state that makes those in it not to be proud of the institution. This feeling may not be conducive for any productive work since it erodes enthusiasm in teachers, students and non-teaching staff. There could be a sense of insecurity and uncertainty in the school community.

Much is written on the roles and responsibilities of the head teachers, but it seems that very little has been done on delayed payment of fees and the effects it has on the implementation of the curriculum in public schools; yet society will be quick to judge the head teachers’ ineffectiveness based on poor performance and indiscipline of students, lack of physical development and lack of proper maintenance of school facilities. Mbiti (1974) asserts that the success of any school depends on how effective the head teacher is as an administrator. While this cannot be totally denied, delay in payment of fees could be a contributing factor to failure of the school to achieve its educational objectives. If delay in payment of fees is not addressed, such schools will be of no great contribution to the development of the nation. They could remain behind technologically and become irrelevant. Parents may need to recognize the fact that punctuality in school fees payment is important while the
government could reinforce head teachers’ efforts to collect school fees on time. This could enable effective teaching and learning process and to some extent help achieve equity in the implementation of the national curriculum.

1.2 Statement of the Problem

From the previous section, secondary education in Kenya unlike primary education is yet to be free and universal. Secondary education is for those children who not only pass the K.C.P.E. but whose parents are financially able to meet the cost of the secondary education. Financing secondary education is mainly the responsibility of parents while the government partly finances by providing and paying for school administrators and teachers (T.S.C. Act, 1968) as well as providing bursaries for some of the needy students (MOEST, 1994). Today, secondary school parents are expected to pay over Ksh. 28,000 for National Schools and about 13,000 shillings for day secondary schools per year per student (See Appendices A and B).

For secondary schools, school fees is the main and in some secondary schools, the only source of income. The question is: Do parents actually pay the fees and in time, to facilitate teaching and learning process, given the level of poverty and economic constraints prevailing in the nation of Kenya today? In 1994, Kenya’s poverty line was below the International Poverty Line for it was one U.S. dollar per capita per day (Republic of Kenya, 1999). It was estimated that 12.6 million people in the year 1999 lived below the poverty line, many of whom were in the rural areas. By the year 2002, poverty level had increased and it was estimated that the number of poor Kenyans had shot up to 15 million which is about 56% of the total population; Eastern province, in which Mbeere District lies was cited as one of the very poor provinces.
According to Mbeere District Development Plan 1997-2001, this district is largely a marginal area and hence composed of a significantly impoverished community. The poor enrolment in secondary schools in the district is attributed to poverty among the local people.

Considering the above economic situation in the district, it is justifiable to believe that parents in this district experience difficulties in paying school fees for their children in public secondary schools. The statement of the problem could therefore be stated in questions form as follows:

i) What are the effects of delayed fees payments on learning and teaching process in public secondary schools in Mbeere District?

ii) How do these effects in Provincial secondary schools compare with those in district secondary schools in the same district?

1.3 Purpose of the Study

The purpose of this study was to:

- Study the effects of delayed fees payments on teaching and learning process in Mbeere District public secondary schools.
- To find out whether the effects of delay in payment of school fees on teaching and learning process factors in provincial secondary schools differ from those in district public secondary schools in the same district.

1.4 Objectives of the Study

The objectives of the study included:

1.4.1 To examine the affects of delayed school fees payment on the provision of teaching and learning materials, equipment and physical facilities and their maintenance in secondary schools in Mbeere District.
1.4.2 To find out the effects of delayed school fees payment on the schools' ability to sponsor teachers for seminars, in-service courses and workshops that are supposed to enhance their professional development.

1.4.3 To investigate measures taken on students whose parents and guardians do not pay school fees in time.

1.4.4 To make recommendations based on the findings that could lead to solution to the problem of delay in fees payments and thus minimize or eliminate the effects it has on teaching and learning process factors in public secondary school in Mbeere District as well as in other schools experiencing the same problem.

1.5 Research Questions

The following questions were raised in the study:

1. Does delayed payment of school fees affect teaching and learning time, morale of teachers, morale of students who remain in school when others are sent home for fees, academic performance of the students with school fees problems and that of the school as a whole?

2. Does delay in payment of school fees affect the adequacy of teaching and learning materials in the schools?

3. Does delay in payment of school fees affect the availability of physical facilities and their maintenance?

4. Does delay in payment of school fees limit the schools ability to send teachers to seminars, in-service courses and workshops meant to enhance their professional development?

5. Do measures taken on students whose parents or guardians fail to pay school fees within the time given disrupt the students' attendance and teaching and learning consistency?
6. How do the effects of delayed school fees payment on teaching and learning process in provincial secondary schools compare with those in district secondary schools within the same district?

1.6 Assumptions of the Study

The study was based on the following assumptions:

1. There is delay in payment of school fees in public secondary schools in Mbeere District.
2. Delay in payment of school fees negatively affects teaching and learning process.
3. Parents experienced difficulties in paying secondary school fees in Mbeere District.
4. Delay in payment of fees had an impact on teaching and learning time for teachers and students.
5. Delay in payment of fees affected provision of school equipment, teaching and learning materials and maintenance of school physical facilities.
6. Delay in payment of fees had effects on the sponsorship of teachers for in-service training, seminars and workshops necessary for improvement and updating of their teaching skills as well as for their professional growth.

1.7 Justification and Significance of the Study

The research attempted to answer the following major questions: Does failure to pay or delay in paying fees affect teaching and learning process factors in public secondary schools in Mbeere District? The other question was: Is there a difference in the effects between provincial and district public secondary schools in the same district? In answering these questions, the researcher hoped that the findings would be useful to all educators such as school inspectors, head teachers, the Ministry of Education, Science and Technology, parents and all education related bodies.

From the findings of the study, educators could consider devising more effective means of ensuring that parents pay school fees as required or alternative ways of funding public
secondary schools could be sought in order to minimize the effects delayed payment of fees has on teaching and learning process. This could help raise the quality of education and improve performance in public secondary schools in Mbeere District.

Parents on the other hand could realize the need to take up paying of school fees seriously so that schools are adequately supplied with the necessary teaching and learning materials as well as equipment required to facilitate proper teaching and learning process. The findings could therefore challenge the government, all educators and the stakeholders in education sector to come up with strategies and workable solutions to the problem of school fees payment in public secondary schools in Mbeere District as well as other public secondary schools which could be experiencing a similar problem in Kenya. This is important because secondary schools are an immediate source of the middle grade manpower to the government and the feeder to institutions of higher learning.

1.8 Scope and Limitations of the Study

The study was not carried out in all the 41 public schools in the entire Mbeere District and all the school heads, heads of departments and teachers due to limited time and financial resources. The researcher, however, was able to visit all the selected schools. The respondents to the questionnaires included head teachers of selected schools, heads of departments and four class teachers for Forms 1, 2, 3 and 4. The study focused on the effects of delayed payments of school fees on teaching and learning process factors.

1.9 Theoretical Framework

This study was based on the Systems Theory. According to Dixon (1991), systems theory was developed in 1950s and 1960s and attempted to explain and predict behaviour of the complete organization: its people, structure, environment and technology. The organization is seen as a collection of interrelating parts, which are either closed or open. Schemerhorn
defines a system as a collection of interrelated parts that function together to achieve a common purpose. According to Owens (1998), a school is an open system. This is a system that receives resource inputs from the environment and transforms them into products or outputs; goods or services offered back to the environment for consumption. As an open system, the school receives inputs from its environment in form of people, finances and raw materials which it utilizes in order to yield products which are then released back into the larger society. The products or outputs are the school leavers and the skills they have attained in school while the environment is the larger society. Owens (1998) represents the school as an open system is as follows:

Figure 1.1: Schooling as an Input – Process – Output System

<table>
<thead>
<tr>
<th>INPUTS FROM SOCIETY</th>
<th>EDUCATIONAL PROCESS</th>
<th>OUTPUTS TO SOCIETY</th>
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<tr>
<td>Knowledge</td>
<td>People (for example, teachers, bus drivers, counsellors, coaches, custodians, supervisors, dieticians, administrators, nurses)</td>
<td>Individuals more able to serve themselves and society because of improved:</td>
</tr>
<tr>
<td>Values</td>
<td>Technology (for example, buildings, class schedules, curricula, laboratories, chalkboards, books, audio-visual equipment, buses)</td>
<td>- Intellectual and manual skills</td>
</tr>
<tr>
<td>Goals</td>
<td>Tasks (for example, teach classes, serve food, run buses, administer tests, account for funds, stewardship, supervise personnel, conduct extracurricular program)</td>
<td>- Power of reason and analysis</td>
</tr>
<tr>
<td>Money</td>
<td></td>
<td>- Values, attitudes, motivation</td>
</tr>
</tbody>
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Source: Owens, Robert (1998:64). Organizational Behaviour in Education
According to Dixon (1991), there are three basic critical resources; these are human resources, financial resources and physical resources. In the Kenyan context, the Government mostly provides human resources while the parents through the levies and fees they are required to pay and provide the financial and physical resources. In this study, the researcher considered school fees as the input and teaching and learning as the educational process. The outputs are the individuals (students) who undergo the process.

A system is composed of subsystems or subunits that work together in a division of labour so that the entire organization can achieve its goal. The ultimate goal is for all subsystems to perform in ways that facilitate high productivity for the whole organization. According to the systems theory, if one subsystem fails, the whole system is put in jeopardy (Mugenda and Mugenda, 1999).
1.9.1 Conceptual Framework

Figure 1.2: Delay in Fees Payment and How it Affects Teaching and Learning Process

INPUTS FROM PARENTS AND GUARDIANS

Financial resources from parents

- Prompt payment of fees: Mild teaching & learning problems due to: high motivation of personnel, adequate facilities, materials, time & equipment. Individuals adequately prepared and equipped to serve society and themselves.

- Delayed payment of fees: Serious teaching & learning problems due to: low motivation of personnel, inadequate facilities, materials, time & equipment. Individuals inadequately prepared and equipped to serve society and themselves.

EDUCATIONAL PROCESS

OUTPUTS TO SOCIETY

Mild teaching & learning problems adequately prepared and motivated to serve society and themselves.

Note: This model was conceptualised and modified by the researcher to help identify and visualize research questions.

Delay in payment of fees by parents or guardians affects the supply of finances, teaching and learning materials, teacher professional growth and development and also affects maintenance of school facilities and equipment. The inadequate supply of these and lack of proper maintenance of school facilities and equipment would consequently affect the quality of teaching and learning process negatively and hence the quality of students who undergo the process and are released back to the larger society. This study was intended to determine
the effects of delayed school fees on teaching and learning process factors in public secondary schools in Mbeere District.

1.10 Operational Definition of Terms

Delayed fees payments: Specified sums of money required as fees that are not paid within a given period of time.

Teaching and learning process: A series of activities aimed at imparting and acquiring curriculum content.

Public secondary schools: Government aided secondary schools as opposed to private secondary schools.

Effects: Impact of delayed school fees on teaching and learning process factors.

Resources: That which is required in order to achieve something or set goals such as learning materials, workers, facilities etc.

Teaching and learning materials: Items/things and substances needed for teaching and learning purposes: textbooks, exercise books, chalk, laboratory chemicals, stationery etc.

Equipment: These are tools or machines needed in teaching/learning and sports: television, radio, computer, balls etc.

Physical facilities: These include buildings, sports fields, vehicles, fence etc.

Boarding provisions: Beds, foodstuffs, water, electricity, cleaning detergents etc.

Office supplies: Materials and money needed for operations and maintenance: stationery, telephone etc.

Maintenance: What is done to keep school facilities, equipment and materials repaired and in good condition.

Adequate: Enough for teachers and students use as opposed to where there is lack or deficiency.
Provincial secondary school: A secondary school that admits students from the province in which it is located, in this context it is Eastern Province of Kenya.

District secondary school: A secondary school that admits students from the district in which it is located; i.e. Mbeere District.

Harambee: Funds Raising Drive that involves the community.

N.G.Os: Non Governmental Organisations.

Majority: Above fifty per cent (> 50%)

1.11 Organization of the Rest of the Study

The rest of the study is organised into four chapters as follows:

Chapter Two: Review of Related Literature

This chapter examines and gives an account of the review of literature related to the research topic. Emphasis was laid on the cost of education, financing of secondary education in Kenya and other countries, finances and how they are related to the various aspects of teaching and learning process.

Chapter Three: Research Methodology

This chapter presents and explains the research design for the study, population, sampling procedures, research instruments used, pilot study, reliability and validity, data collection procedures and data analysis techniques.

Chapter Four: Data Presentation and Analysis

This chapter presents the results of the data analysis in tabular form while the interpretation and the meaning of the results is in prose form.

Chapter Five: Summary, Discussion, Conclusion and Recommendations

This chapter summarises the findings of the study. The findings are then discussed in relation to the reviewed literature and conclusions and recommendations given based on the findings. The chapter is concluded with the suggestions of further study.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is concerned with review of works related to delay in payment of school fees and how it affects teaching and learning process. Emphasis will be laid on the financing of public secondary school education with focus on the part the Government of Kenya plays in financing education and the parents’ supplementary role in accordance with the cost sharing policy. The chapter will also highlight problems in financing secondary education.

2.2 Cost of Education

Education involves use of human, material, and financial resources and as such it is never ‘free’ in the real sense of the word; someone must pay for education. The term ‘free’ in ‘Free Primary Education’, means that parents are relieved from direct financial responsibility which is taken up by the government. The government uses taxes and other revenues to fund education while parents are required to surrender their children to the educational institution which is a cost on their part.

Nations, societies and individuals in the world invest heavily in education for economic development and social status. According to Olembo (1977), education is a non-material good which cannot be free because to provide it, money is required for the training of personnel, employment of professionals, land, buildings, teaching and learning materials. As a durable good, education is costly. However, it has a multiplier effect in that it benefits the government, society at large and individuals. It is a producer as well as a consumer good. It is a commodity to sell in order to enhance one’s life and to be bought for the learner’s benefit.
Education is one of the basic rights. Articles 28 and 29 of the United Nations Convention on the Rights of the Child (1989), state that it is the right of every child to have access to education. In the Constitution of Kenya (1969), Chapter 5 Section 72, all Kenyans have a right to education, which is one of the Fundamental Human Rights under protection of freedoms of the individual. In its effort to provide education for all citizens, the Government’s expenditure on education in Kenya continues to rise (Eshiwani, 1993) and requires both the parents and beneficiaries to contribute towards it. This has previously been done to some extent through community efforts like ‘Harambees’ (fund raising activities) that helped lower the government development expenditure on education.

In the report of the commission chaired by Kamunge J. M. (Republic of Kenya, 1988) it was recommended that parents and community supplement the government effort by providing educational institutions with equipment and funds to procure teaching and learning materials in the spirit of the cost sharing policy. Parents have also to provide their children with other requirements of the school which include books, prescribed items, uniform and boarding requirements among others. The cost sharing policy was to be continued and strengthened as one of the strategies to help the government achieve the stated objectives in the financing of education and training. The Government finances education by providing administration and professional services while the parents and guardians meet all other costs through payment of school fees. This study concerned itself with finding out if parents are effectively paying fees as expected in order to enhance teaching and learning process in Kenyan public secondary schools.

2.3 Financing of Education in Other Countries: An Overview

In developed countries, education beyond the compulsory level is usually financed in part and sometimes wholly by the state. Most African countries are still struggling to offer free compulsory primary education let alone the secondary education.
In Britain, education up to secondary school level is fully financed by the government (Moon and Mayes, 1994). Parents are only required to ensure that children attend school. In Britain, Education Authority and Central Government are required by Section 7 of the 1944 Act to make education facilities available. This enables parents to carry out their legal duty. Parents are seen as the school's prime legal clients until the child is 16 years of age. Section 36 of the Act states:

It shall be the duty of the parent of every child of compulsory school going age to cause him to receive full-time education suitable to his age, ability and aptitude, either by regular attendance at school or otherwise. (Moon and Mayes, 1994: p. 364.)

In Japan, the government fiscal policies provide for free education up to secondary school level. Those of school going age have no option other than attend school to acquire education that is fully funded by the government (Daily Nation, 12th November, 2001).

In the United States of America (U.S.A), the Federal Government supports public education (Johns et al., 1960 and 1969). The government is empowered by the Constitution Welfare Clause, Article I Section 8, to levy taxes and collect revenues for the support of education. However, the extent of such support is decided by Congress. About 40% of the funds for schools are furnished by the individual states. There is a wide range between 10% to more than 70% so that a natural average is not meaningful. States' money comes from appropriations from state general funds, taxes that are earmarked for education and earnings of permanent school funds or school lands. The following are the categories of allocations:

(i) General Purpose Grants: For these, the state does not specify how the money must be used.

(ii) Special Purpose Grants: These are made for such designated services like pupil transportation, special education or school building constructions.
(iii) Flat Grants: These are uniform allocations distributed to schools throughout the state. A flat rate is calculated on the basis of each child in Average Daily Attendance or Average Daily Membership.

(iv) Equalization Grants: These are made to school districts according to their needs. By furnishing this additional aid to poorer districts, the state attempts to alleviate financial inequities among districts and ensure minimum standards of quality. Public education in the U.S.A is fully funded by the state up to secondary level (Johns et al, 1960 and 1969).

However, not all countries have succeeded in ensuring that the governments fully finance education. This is as a result of economic constraints facing many countries in the world and particularly the developing countries. In Canada, school fees are an integral part of education system. Parents are asked to contribute to their children's education through payment of fees (Government of Newfoundland and Labrador, (September 5 2001) p75; however, the government recognizes that some parents are sincerely not in a position to pay so provisions are made to ensure that a child is not denied access to education because of an honest inability to pay fees. The department of education works with school boards, parents, teachers, and other partners to ensure that policies governing school fees are implemented consistently in all the provinces.

In South Africa, user fees are identified as a barrier to education (Faranaaz Veriava, 2002). While school budgets are funded by allocations from state revenue, school fees are required to supplement these budgets so that schools are able to run smoothly.

The South Africa School Act (S.A.S.A) provides that a majority of parents at a public school may determine whether or not school fees are charged and the amount to be paid. There is however, exemption from paying school fees for parents who cannot afford to pay.
Exemption is extended to parents whose income is less than 30 times, but not more than 10 times the amount of fees. According to Noleen Van Wyk (2003), almost any education will fail if it does not have support from two essential constituencies; those who are expected to benefit from it and those expected to implement it. It therefore means that the government, teachers and parents need to be in a meaningful partnership for the benefit of all parties and particularly the learner.

From the above examples, it is evident that education cost has to be borne either by the state or by the state in conjunction with parents and other beneficiaries. Only effective financing of education will enable nations to achieve Education For All.

2.4 Financing Secondary Education in Kenya

The secondary education institutions require money to fund them. Finances are required for purchase of land, stores, facilities, salaries of personnel, teaching and learning materials, training on the job etc. Sources of funds include:

i) Government through grants

ii) Parents through fees and levies

iii) Communities through fund raising functions

iv) Assistance by sponsors, non-governmental organisations and other donors.

Secondary education is a four (4) year second cycle of the education system in Kenya. (MOEST, 1994). It prepares young people between 14 - 18 years for higher education, training and the world of work.

2.4.1 The Education Act and Financing of Education

The Education Act Chapter 211 Part X, Section 34 states that the Minister for Education may from time to time from public funds establish, maintain, assist, make grants-in-aid of or make advances on loan in respect of schools, establishment or provisions for the boarding or
feeding of pupils, organizations responsible for educational development or research or the promotion of education or welfare of students.

The Minister for Education is responsible for provisions of scholarships or bursaries to assist in education, maintenance and transport of pupils undergoing or proceeding to, or returning from courses of instruction at institutions approved by the Minister for Education. According to the Education Act, the Minister for Education makes regulations prescribing the fees to be charged or remitted at any school which receives a grant out of public funds and the liability of parents for the payment of fees (The Education Act, 1968; Revised Edition, 1980). He also makes regulations prescribing the manner in which scholarships or bursaries may be granted, increased, reduced or withdrawn and for any other matter regarding public funds relating to the submissions of estimates, the maintenance and submission of accounting records, the use of which grants may be applied and the disposal of surpluses and reserved funds. As given in the Education Act, the Minister for Education is solely responsible for the financing of education. The B. O. G and the head teachers manage schools on behalf of the Minister and may not prescribe fees liberally. Schools are required to charge fees that is recommended and approved by the Ministry of Education, Science and Technology. Head teachers make budgets for each fiscal year that are presented to the B. O. G for approval before they are adopted for administration.

The B. O. G manages the schools subject to The Education Act 1968; Teachers’ Service Commission (T.S.C.) Act 1968 and to any other limitations or restrictions that may be imposed by order. It is authorized to carry out the applications of all income of the school to promote the object of the schools, not to fund them. Members are appointed by the Minister. Local authorities administer bursaries for secondary education in accordance with rules made under the Education Act, and with estimates approved by the Minister responsible for Local Government after consultation with the Minister for Education.
### 2.4.2 T. S. C Act and Financing of Education

The Teachers Service Commission Act (T. S. C Act, 1968) Section 16 states that the Minister with the consent of the Treasury provides the T. S. C with such grants as may be necessary to enable the Commission to pay the remuneration of teachers in the teachers’ service. The T. S. C has a duty to establish and maintain a teachers’ service adequate to the needs of public schools in Kenya. The T. S. C is responsible according to the Act: to recruit, assign teachers it employs for service in any public school, promote, transfer and terminate the employment of teachers. One major way in which the government funds education is by supplying the professionals to all public schools. These professionals are paid through the T. S. C which receives funds in form of grants.

### 2.4.3 The Cost Sharing Policy and Financing of Education

Before the year 1988, secondary school financing was highly subsidized and parents were paying considerably low amounts to supplement the Government efforts. The annual fees of most self help secondary schools in Kenya exceeded Ksh. 2,000.00 per pupil (Bray Mark, 1987), which even then, was far beyond the reach of the ordinary peasant. Most schools were constructed with the help of money and labour contributed by the community. This was mainly through ‘Harambee’ (fund raising drives) which also resulted in the establishment of Harambee secondary schools (Ayodo, 1989). Closely related to the Harambee approach to educational financing is the Cost Sharing Policy which was advocated by the World Bank (1988), and is seen to have the consequence of checking the social demand for education. In the Sessional Paper No. 6 of 1988, declared:

> The Government welcomes the current practice of Cost Sharing in financing of education and training between the Government and communities, parents, religious and private organizations. This practice will be continued and strengthened as one of the strategies to help the Government objective in the financing of quality and relevance of education and training, (Republic of Kenya, 1988: p.50).
How this was to be implemented is contained in the report of the commission chaired by Kamunge J. M. (Republic of Kenya, 1988), which recommended that Parents Associations be established for primary and secondary schools alongside School Committees and B. O. G to provide for institutional facilities and equipment to improve quality of education. Another recommendation was: to supplement the Government efforts, where the parents and communities have to provide educational institutions with equipment and also funds to procure equipment and learning materials, a trend expected to continue. The Report also recommended that students in public educational and training institutions including universities pay full cost of boarding and feeding. Parents meet this cost through paying school fees and levies approved and recommended by the Ministry of Education, Science and Technology.

2.4.4 Regularization of School Fees Charges per Student

According to The Education Act, Part X Section 34, the Minister for Education may make regulations prescribing the fees to be charged or remitted at any school which receives a grant out of public funds and the liability of parents for the payment of fees.

In 1987, parents were required to pay between Kshs. 1,350.00 and Kshs. 2,280.00 as secondary school fees (Republic of Kenya, 1987). The Ministry recommended fees structure for National schools in year 2001 as shown in Appendix A, while the fees structure recommended by the Ministry of Education for a Provincial day school in year 2002 was as shown in Appendix B.

The total fees per year per student vary according to the approved estimates by the B. O. G and the Ministry of Education, Science and Technology for different categories of secondary schools. The school heads collect school fees according to the prescribed vote heads (Eshiwani, 1993).
2.5 School Fees and Teaching and Learning Resources

The finances required in any school are mainly for the purpose of providing teaching and learning materials among other things. Davies (1975), says that a resource is any item, living or inanimate used during the learning process. He further asserts that in their broad sense, “resources” can be taken as anything in the school or its environment that may be used to help in teaching and learning. For effective teaching to take place, teachers must use the best resources possible that aid and provide a basis on which one can react or act.

There should be funds available for instructional materials. The school administrator should supervise their use and maintenance if they desire to instil quality in the standard of performance (Olembo et al., 1992). They add that one of the ways a head teacher can provide support to the teachers is by ensuring that he/she provides necessary materials and equipment they require in time. The materials should be up to date for better performance in examinations. Teachers as a resource should be sponsored for programmes organised by the MOEST for update in teaching skills and for personal growth. There should be adequate finances to facilitate these.

According to the report of the Commission chaired by Kamunge J. M. (Republic of Kenya, 1988), resources that should be available to educational institutions include: land, finances, teachers, time, facilities and equipment. These should be planned for properly and utilized in the most cost-effective manner to bring about provision of quality and relevance in education. The Report continues to say that a beautiful school environment creates a good atmosphere conducive to good teaching and learning and that the management and provision of quality and relevant education and training are dependent on among other things; the supply of adequate equipment and teaching and learning materials.
According to Moon B. et al., (1994), teaching and learning are at the heart of any school’s activities. Quite wide mixes of resources seem to be associated with success, while working on the environment of the school should be one of the principal’s priorities. Moon further points out that it was on rare occasions that the overall performance of a school was highly favourable and the facilities and equipment are not in good condition and in need of repair or always in the process of being repaired.

Cremin (1961) says that for teachers to be a proper inspiration to their pupils, they must have ample opportunity and encouragement for self-improvement and for the development of broad interests. Robbins (2001) says that professionals are better motivated by being provided with challenging projects, rewarding them with educational opportunities like workshops, training, attending conferences that allow them to keep current in their field. A scarcity of resources directly reduces the ability of a school as an organization to perform its job effectively. Robbins gives three contextual factors that appear to be most significantly related to team performance as:

1. The presence of adequate resources
2. Effective leadership
3. Performance evaluation and reward system that reflects team contribution.

According to Bray (1987), money is needed to meet expenditure of two sorts: capital and recurrent expenditure. Capital expenditure refers to durable items such as land, buildings, library books and equipment which have a life span of several years. Recurrent expenditure refers to salaries and such items as exercise books, chalk, repairs and foodstuffs; which are continuously used up so that the need for spending constantly recurs. Bray (1987) continues to say that the financial and other resources available to a school clearly have a major impact on the quality of its facilities and its output, while it is essential for money to be managed well, it is equally essential that the money be available in time in order to be
managed accordingly. He adds that partial payment of fees creates uncertainty and administrative headaches, which should be avoided.

Caswell and Forshay (1942 and 1950), assert that delay in purchasing or providing what is required in time leads to loss of setting and the activity for which the items were required becomes an anti-climax. Materials should be provided on the shortest notice possible. They continue to say that a good or successful educational program can be developed only when physical facilities and supplies are provided to meet the instructional needs as they arise since learning has to do with direct first hand manipulation of materials. Activities which contribute to growth on the part of the professional may be thought of as personal but they contribute to increased professional competence. Such activities include: travel, wide reading, real participation in community affairs, attending and participation in workshops and seminars. These make the teacher more interesting, socially sensitive and hence a better teacher. The school therefore must make provisions for such activities. Sexton (1964) says that due to limited or inadequate teaching and learning resources, teaching tends to be more towards teacher centred rather than student centred. Student centred learning is known to be more stimulating and rewarding than where the teacher dictates to students what is to be done all the time.

2.6 Finances and Continuity in Learning and Teaching Process

According to Caswell and Forshay (1950 and 1942), the educative process of any given child should be continuous and cumulative from week to week and from year to year. The criterion of continuity is essentially a demand that children understand clearly in what sense one thing leads to another in their developing understanding of the world and the people in it. Mbiti (1974) says that academic time has been found to be strongly associated with achievement. It is important that time available for learning is used to the full and distribution of teacher and student effort during available time is such as to maximize "time
on task” and “academic” learning time. He adds that there is a general tendency for time related variable to correlate significantly with achievement.

Benaars et al., (1994) say that one of the components of the process of learning according to cognitive and educational psychology is that a person must repeatedly interact with a set of information in order to learn it. According to the report chaired by Kamunge J.M (Republic of Kenya, 1988), time available for educational institution is an important resource that should be managed effectively to achieve the best possible results in teaching and learning processes. Learning is continuous, cumulative and proceeds in increments, that is, by steps of some specified size and each increment would be in some pattern of relationship to every other.

Bugelski (1964) says that being away from school for a time introduces competitive responses in students that the teacher may not have time to deal with, and so there may be a gap in the learning process that could affect performance negatively. According to The Report of the Task Force on Student Discipline and Unrest in Secondary Schools (2001), sending students away for levies and school fees result in students losing a lot in terms of time and learning; it disrupts the continuity in learning making student to lag behind. The Task Force recommended that P. T. A executives should sensitisise parents on the importance of paying school fees since the continued stay of the child in school and the quality of service rendered will depend on the fees collected.

2.7 Problems in Financing Public Secondary Education in Kenya

According to the National Development Plan 2002-2008 (2002), the following were cited as the challenges in education faced by the Kenyan Government:

1. Cost of education and training

2. Inequity in access to education
3. High wastage rates

4. Problems of relevance and quality

5. Under enrolment in key post school courses for developing the labour force for industrialization.

High cost of secondary education is given as one of the explanations for lower gross enrolment rate of secondary schools than that of primary schools.

The government no longer remits grants to secondary schools, they began by becoming irregular (Eshiwani, 1993), until as Griffin (1994), says:

"Years have passed when schools were snugly and safely financed through grants. Nowadays the head must be both a fund-raiser and a public relations expert." (Griffin, 1994: p.16).

Griffin (1994) further says that for the average school head, the sources of money are limited to fees and to an occasional fund-raising function.

Bursaries though diminishing in importance in relation to other financing methods, still feature in secondary education financing (Ayodo, 1989). They are however restricted to students from needy families who perform well in school according to the Daily Nation of 15th June, 2001. The Editorial in the same Daily Nation of 15th June, 2001 indicated that schools no longer received government financial support, which forced schools to charge levies that many parents could not afford. It continues to record that there has been diminishing of financial resources from the government and a situation has emerged where parents share greater responsibility for financing education for their children and particularly secondary education. The then Permanent Secretary in the Ministry of Education (Daily Nation, 20th May, 2001), was cited saying that various levies charged by schools had increased the cost of education, leading to massive drop outs and low enrolment. He asserted that majority of Kenyans live below the poverty line and could not afford these high costs.
Regions that are poor economically have lagged far behind others and this has increased and perpetuated inequalities of educational opportunity and hindered uniform social development in the country. Insufficient finance and poor sustainability of educational investments is one of the contributing factors to inefficiency and poor quality of education.

2.8 Summary

The review of related literature supports this research by providing the information that financing of public secondary schools in Kenya is by the Government through provision of skilled labour force while the parents are required to provide teaching and learning materials, facilities, equipment and finances to enable the school to run smoothly. The reviewed literature also clearly indicated that there were problems due to inadequacy of funds and teaching and learning materials in schools, and pointed out that Mbeere District is among the poor districts in Kenya. According to reviewed literature continuity is given as very crucial for effective learning and teaching. However; the link between delay in payment of school fees and inadequacy of funds, teaching and learning materials, disruption of learning and teaching, was not established; yet fees is the major and in some secondary schools the only source of income. The question as to what effects failure to pay fees in time had on teaching and learning process factors was not examined in the reviewed literature although implied by some of the materials reviewed. It was in order to fill these gaps that this research was undertaken.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
This chapter presents the research design and procedures of the study. The location of the study will be described, sample size and sampling procedures given. Research instruments will be indicated as well as pilot study, data collection methods and finally data analysis.

3.1 Research Design
The research employed the cross-sectional research design which takes all measurements at the same time contrary to longitudinal design that takes measurements over a long period of time. Cross-sectional design is useful in determining whether two or more variables are related (Nkpa, 1997). The design was found appropriate as it allowed description and interpretation of existing relationship and comparison of variables under study. The qualitative data obtained through questionnaires and document analysis was collected at one point in time and was intended to reveal the existing relationship between delay in payment of fees and teaching and learning process and comparison of effects in a cross-section of provincial and district public secondary schools in Mbeere District. The data was classified into a number of discreet categories and for each of the categories; the impressions obtained were entered in form of codes (Cohen, 1994).

The design therefore provided a useful framework for the classification and description of abstract data which was in numerical form. Tabulation was done to provide visual representation of the characteristics of the set of numerical data. Data was further processed to lead to establishment of the relationship between variables under study in response to the research questions.
3.2 Population

The study was carried out in Mbeere District in Eastern Province of Kenya. The study focused on public secondary schools drawn from the district. The district borders Mwingi District to the east, Machakos District to south east, Embu District to the west, Tharaka Nithi to the north and Kirinyaga to the south. The district is a low potential, dry zone hence agriculture is a difficult venture and industrial sector is underdeveloped (Republic of Kenya, Development Plan 1997-2001, 1997). Most of the district is arid and semi-arid (Institute for Democracy, 2003).

The district is made up of four (4) divisions namely: Siakago, Ivurori, Gachoka and Mwea with Siakago town as the district headquarters. In 2004, there were 41 public secondary schools in the district (D.E.O’s office, Mbeere District 2003). It was from this population that a sample was taken for the study. The selection of this district was prompted by the following facts:

- Public schools in this district have not been performing well compared to those in other districts in Kenya, for instance; only one school appeared among the top 100 district secondary schools in year 2000 and none among the top 100 provincial secondary schools in the years 2001 and 2002 (Education Directory, 2002). This aroused the researchers’ interest to find out whether delayed fees payment could be a contributing factor to this prevalent problem.

- No similar research had been carried out in the district.

- The researcher was both familiar with and interested in this district which happens to be a home district and would want to make a contribution to the welfare and development of the district. This study was an attempt to do so.

According to Nkpa (1997), an ideal setting for any study is one that is directly related to the researcher’s interest. It should also be easily accessible to the researcher and allow good...
rapport with the participants for easy data collection. These and the above-given reasons were what made the researcher choose Mbeere District.

3.3 Sample Size and Sampling Procedures

Nineteen (19) public secondary schools comprised the sample for the study; this was 46.3% of the population. For the purpose of the study, the public secondary schools were classified as provincial and district public secondary schools. There were ten (10) provincial secondary schools spread in seven educational zones. For fair representation of the population, the researcher randomly selected one provincial school from each of the seven Educational Zones. This means that the researcher had seven (7) provincial schools. There were five educational zones which did not have any provincial school. There were thirty one (31) district schools distributed among twelve educational zones. Twelve (12) district schools were randomly selected, one from each of the twelve (12) educational zones. This led to a sample comprising nineteen (19) public secondary schools.

The researcher used stratified random sampling technique. Each member of the population was represented by a number written on identical pieces of paper which were carefully folded and put in a box and mixed well. Another person other than the researcher was asked to pick one piece of paper at random from the box. Each of the educational zones was considered to be a stratum. This technique was chosen by the researcher since it ensured that each zone of the district had an equal chance of being selected.

Nineteen head teachers from the selected schools were expected to be respondents of this study. This is because the head teachers are involved in school fees collection procedures, provision of teaching and learning materials as well as maintenance of school facilities and equipment. All heads of departments from each of the selected school were also expected to be respondents in this study since they manage teaching and learning resources at
departmental level and also advise head teachers on what their departments require for the purpose of effective teaching and learning process. They are also teachers in their field of knowledge. The study also involved four class teachers from each school covering forms one to form four. These were presented to the researcher by the school heads. This is because class teachers are teachers on one hand, handling the teaching and learning materials and on the other hand, they are responsible for individual class attendance and other student affairs including class performance details. The study expected to involve a total of ten respondents from each school and therefore a grand total of one hundred and ninety (190) respondents. However, four schools did not participate in the study because head teachers of these schools were unwilling to cooperate with the researcher, meaning that the final sample comprised fifteen (36.6%) of all the schools in the district; that is, six provincial and nine district schools. It was also found out that in some schools the class teachers were also heads of departments while in others there were no heads of departments. In some schools therefore, the researcher had only four teachers as respondents to the questionnaires. From this sample of schools, fifteen (15) head teachers and eighty four (84) heads of departments and class teachers participated in the study giving a total of ninety nine (99) respondents.

3.4 Research Instruments

For the purpose of this study, data was collected using the following instruments:

3.4.1 Questionnaires

These contained both closed and open ended items. The questionnaires were designed for school heads, heads of departments and for the class teachers.

3.4.2 Document Analysis Techniques

The observation tables (Appendix E) were used to record Forms 1 – 4 school fees defaulters and debtors from year 2000 – 2003, mid-year and national examinations performance for
the same years and absence from school rate. The researcher sought assistance from relevant persons in the schools to access the required data. Data obtained from use of these instruments enabled the researcher to answer the research questions.

Cooper (1984) asserts that one of the ways to maximise questionnaires response rate is by sending a preliminary notification about the questionnaires, writing passionate requests for cooperation by the respondents. For this reason, the researcher sent notification letters to the respective head teachers or/and paid them a courtesy visit before the day of the research visit. The questionnaires were administered by the researcher in each school. This further ensured high response rate and saved the researcher the travelling expenses as well as time.

3.5 Pilot Study

Before the actual study was undertaken, the researcher carried out a pilot study in one public secondary school in the district. This school was not included in the final study. According to Nkpa, (1997) the pilot school should not be included in the final study. The pilot study allowed for the pre-testing of the research instruments: clarity of instruments' items to the respondents so as to enhance the instruments' validity and reliability. The pilot study enabled the researcher to familiarize with the administration procedure as well as identifying items that required modifications.

3.6 Reliability and Validity of Instruments

The pilot study conducted enabled the researcher to enhance the instruments' reliability. The degree to which results obtained from the analysis of data actually represented the phenomenon under study was assessed by university professionals who were lecturers in the education field and who were also the researcher's supervisors. They assessed the instruments and determined whether the set of items accurately represented the concept under study. The researcher then modified or eliminated those items which the experts felt
that they were measuring a different construct from the one under study and in so doing; the validity of the instrument was obtained.

3.7 Data Collection Procedures

In preparation for data collection, the researcher:

- Obtained permit from the Ministry of Education, Science and Technology in order to carry out the research.
- The researcher sought permission from the District Education Officer and head teachers from sample schools by sending application letters to them (Appendix I) requesting to be allowed to carry out the research in their schools, to interact with respondents of the study and to examine official school records.
- The questionnaires were self-administered (respondents were asked to complete them by themselves). The researcher gave the questionnaires out personally. Every questionnaire was accompanied by a transmittal (cover letter) which had adequate brief about the research (Appendix J).

3.8 Data Analysis Techniques

The qualitative data collected was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). Data was analysed through use of descriptive statistics which included means, frequencies and percentages. Statistical analyses were also conducted to enable a comparison between variables of interest, using the Chi-square test at the 0.05 level of significance. The Chi-square ($X^2$) was found by the researcher to be the most appropriate because it deals with comparison of frequencies and is a non-parametric test used on ordinal and nominal kind of data (Cooper and Schindler, 2001) Data obtained was therefore summarized and results reported using frequency distributions, tables and bar charts.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction
This chapter presents the procedures employed in data analysis and discussion of the findings of the study. The purpose of the study was to investigate the effects of delayed fees payments on the learning and teaching process factors in public secondary schools in Mbeere District, Kenya. In order to attain this purpose, the data collected was analysed, presented and discussed focussing on the effects on:

1. The teaching and learning time, morale of teachers and that of students who remain when others are sent home for fees, academic performance of the students with fees problems and that of the school as a whole.
2. The adequacy of teaching and learning materials in the schools.
3. The availability and maintenance of physical facilities.
4. The professional development of teachers.
5. The students’ class attendance and teaching and learning consistency.
6 Provincial secondary schools compared with that in district secondary schools within Mbeere District.

In order to form the basis of the study, it was important to first establish whether there were delays in paying of school fees among the sample schools. The head teachers who participated in the study (n = 15) were asked to state how parents were scheduled to pay school fees in their schools and whether parents paid school fees according to the schedule.

Their responses are summarised in Table 4.1 below:
Table 4.1: School Fees Payment Schedule for Parents

<table>
<thead>
<tr>
<th>Fees payment schedule</th>
<th>Category of school</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provincial</td>
<td>District</td>
</tr>
<tr>
<td>Once per term</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>End of month</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>As arranged with Head teacher</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Parents choice</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do Parents pay as scheduled?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority do (&gt;50%)</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>50% do</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Few do (&lt;50%)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>None does</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

As indicated in Table 4.1, slightly over 50% of the schools reported that parents paid fees once a term (n = 8). Another 33.33% (n =5) reported that parents paid fees at the end of every month while 6.66% (n =1) had parents paying as they chose and 6.66% (n =1) as arranged between the school administration and individual parents. On whether parents pay school fees according to the schedule, ten head teachers (66.6%), reported that just a few parents did this. Two head teachers (13.3%) reported that none of the parents paid school fees according to the schedule. One head teacher reported that majority did pay according to the schedule while another one reported that 50% of the parents did this.

From these findings, it is evident from more than 86.66% of head teachers that there were delays in school fees payments in the sample schools since majority of parents do not pay according to the schedule which means that money may not be there when required and such delay disrupts some of the activities in the schools. The effects that such delays have on the teaching and learning process according to head teachers on one hand, and heads of departments and class teachers on the other; are discussed in the subsections that follow.
4.2 The Effects of Delay in Payment of Fees on Teaching and Learning Time, Morale of Teachers, Morale of Students and Academic Performance.

The findings regarding this item are presented in Table 4.2

Table 4.2: Head Teachers’ Views on the Effects on Teaching and Learning Time, Morale of Teachers and Students, Academic Performance.

<table>
<thead>
<tr>
<th>Effects on Teaching and Learning Time</th>
<th>very seriously</th>
<th>seriously</th>
<th>Slightly</th>
<th>Total</th>
<th>$X^2$ Value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td></td>
<td>0.875</td>
<td>2</td>
<td>0.646</td>
</tr>
<tr>
<td>District</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effects on Morale of Teachers</th>
<th>very seriously</th>
<th>seriously</th>
<th>Slightly</th>
<th>Total</th>
<th>$X^2$ Value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td></td>
<td>6.650</td>
<td>2</td>
<td>0.036*</td>
</tr>
<tr>
<td>District</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effects on Morale of Students Left in School</th>
<th>seriously</th>
<th>slightly</th>
<th>not at all</th>
<th>Total</th>
<th>$X^2$ Value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td></td>
<td>2.722</td>
<td>2</td>
<td>0.256</td>
</tr>
<tr>
<td>District</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effects on Academic Performance of Students With School Fees Problems</th>
<th>very seriously</th>
<th>seriously</th>
<th>slightly</th>
<th>Total</th>
<th>$X^2$ Value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td></td>
<td>4.563</td>
<td>2</td>
<td>0.102</td>
</tr>
<tr>
<td>District</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effects on School Academic Performance</th>
<th>very seriously</th>
<th>seriously</th>
<th>slightly</th>
<th>Total</th>
<th>$X^2$ Value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td></td>
<td>3.611</td>
<td>2</td>
<td>0.164</td>
</tr>
<tr>
<td>District</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at $p < 0.05$

4.2.1 Head Teachers’ Views.

The head teachers ($n = 15$) from the six provincial and nine district secondary schools involved in the study were asked to indicate the extent to which delays in school fees payments affected various factors that relate to teaching/learning process. The responses of
the head teachers for each of these factors are summarised in Table 4.1. The table also gives the chi – square test results to the hypothesis that there are no significant differences between provincial and district schools in the effects of delayed school fees payment on various areas of teaching and learning process.

The following observations can be made from the table:

- Majority of the head teachers (n = 13, 92.86%) head teachers reported that delayed fees payments had very serious (n = 7) and serious (n = 6) effects on teaching and learning time.

- All head teachers (n = 6, 100%) from the provincial secondary schools reported that delays in payments of fees very seriously or seriously demoralized teachers, while majority (n = 5) from district secondary schools indicated that delay in payment of fees demoralized teachers but slightly. This difference was found to be significant at the 0.05 level of significance.

- A total of six head teachers indicated that delay in payment of fees had serious negative effects on the students who remained in class when others were sent home for fees. Seven head teachers observed that this had slight negative effects on those students left in class.

- On effects of delayed payments of fees on academic performance of the students with fees problems, six head teachers indicated that the effects were very serious. Three head teachers indicated that the effects were serious while five indicated that the effects were slight or very little.

- As for academic performance of the schools was concerned, majority of the head teachers, (n = 10, 77%) reported that delayed fees payments had very serious and serious effects while three head teachers indicated that it had slight effects on the academic performance.
4.2.2 Heads of Departments’ and Class Teachers’ Views on Effects on Teaching and Learning Time

The teachers were asked to indicate how often students were sent home for fees and the length of time they took to come back to school. Table 4.3 below presents the responses given by the teachers.

Table 4.3: Effect on Teaching and Learning Time by School Category

<table>
<thead>
<tr>
<th>School category</th>
<th>Frequency of sending students away</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Once a term</td>
<td>Twice a term</td>
<td>Over twice a term</td>
<td>Never</td>
<td></td>
</tr>
<tr>
<td>Provincial</td>
<td>4</td>
<td>15</td>
<td>28</td>
<td>-</td>
<td>47</td>
</tr>
<tr>
<td>District</td>
<td>-</td>
<td>9</td>
<td>26</td>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>24</td>
<td>54</td>
<td>2</td>
<td>84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School category</th>
<th>Time spent by students to report back</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Over 1 week</td>
<td>1 week</td>
<td>Under 1 week</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Provincial</td>
<td>22</td>
<td>21</td>
<td>4</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>12</td>
<td>17</td>
<td>8</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>38</td>
<td>12</td>
<td>84</td>
<td></td>
</tr>
</tbody>
</table>

It emerges that in majority of the schools, students were sent home for school fees more than two times a term (n = 54, 64.2%). Majority (72%) of the teachers indicated that those sent home for fees took a period of one week or more to report back to school. This means that the teaching and learning time was interfered with as the students spent time away from class.

The teachers who participated in the study (n = 84) were asked to state their feelings and their morale when students are sent away for school fees. They reported as shown in Table 4.4.
Table 4.4: Heads of Departments and Class Teachers’ Feelings and Morale When Students Are Sent Home for School Fees

<table>
<thead>
<tr>
<th>School Category</th>
<th>Teachers’ feelings when students are sent away</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Much concerned</td>
<td>A little concerned</td>
</tr>
<tr>
<td>Provincial</td>
<td>40</td>
<td>7</td>
</tr>
<tr>
<td>District</td>
<td>32</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Category</th>
<th>Teachers’ morale when students are sent away</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very low</td>
<td>Low</td>
</tr>
<tr>
<td>Provincial</td>
<td>33</td>
<td>13</td>
</tr>
<tr>
<td>District</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>31</td>
</tr>
</tbody>
</table>

Table 4.4 reveals that majority of the teachers (n = 72, 85.7 %) are much concerned when the students are sent home for fees. Only 12 teachers (13.3 %) reported to be a little concerned with this. Majority of the teachers also (n = 52, 62%) reported to be highly demoralised when students were sent home for school fees while another 31 teachers (37%) reported to have a low morale. Only one teacher (1%) reported to have a high morale. It is therefore clear that sending students home to collect school fees is an issue of much concern to teachers and it leaves them demoralised.

Teachers were also asked to state what happened in their school when students were sent home for school fees, what they did with those who had been away from class once they reported back and their ratings of such students’ ability to catch up with the rest of the class. Table 4.5 below presents the teachers’ responses to these issues.
Table 4.5: Effects on Students’ Learning Consistency

<table>
<thead>
<tr>
<th>School category</th>
<th>Effects when students are sent away</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching disrupted</td>
<td>Teaching not disrupted</td>
</tr>
<tr>
<td>Provincial</td>
<td>39</td>
<td>8</td>
</tr>
<tr>
<td>District</td>
<td>30</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School category</th>
<th>What happens when students return to school</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Encourage them to catch up</td>
<td>Give remedial lessons</td>
</tr>
<tr>
<td>Provincial</td>
<td>39</td>
<td>3</td>
</tr>
<tr>
<td>District</td>
<td>33</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School category</th>
<th>Ability of students to catch up</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very fast</td>
<td>Fast</td>
</tr>
<tr>
<td>Provincial</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>District</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 4.5 indicates that majority of the teachers (n = 69, 82.1%) reported that teaching in their schools is disrupted every time students were sent home for school fees. When students who were sent home for fees returned to class, majority of the teachers (n = 72, 85.7%) reported that they only encourage such students to catch up with the rest. Only four teachers (5.3%) reported that they gave such students remedial lessons while another five teachers (6.7%) reported that they gave their notes for students to copy. For three teachers, nothing was done for students who missed lessons while they were away as a result of fees problems.

On the issue of catching up with the rest of the class, majority of the teachers (n=69, 82.1%) indicated that the students were very slow, while another eight (9.5%) reported that the students never caught up.

In view of the findings above, it can be concluded that delays in payment of fees has serious effects on all aspects of the teaching and learning process in both provincial and district public secondary schools in Mbeere District, these effects are:
The teaching and learning is seriously disrupted by the sending home of students to bring school fees.

A lot of time is wasted as students are kept away from classes for indefinite period of time.

Teachers are highly demoralised since they are left to teach a fraction of the students while others are away for fees, their lesson plans have to be adjusted or lessons disrupted or missed.

Students left in school when others are sent home are demoralised. This could be because of separation from friends, disruption of the lessons or the low morale of teachers.

The students’ continuity and consistency in learning is affected. This is because teaching continued while some of the students were away and so they missed lessons and it was difficult for them to catch up when they came back.

There is little that is done to assist the students who miss lessons due to fees related absenteeism to catch up with the rest of the students.

Little is done to assist students who miss lessons due to fees related problems to catch up, yet majority of them are very slow in catching up. This negatively affects their academic performance as well as that of the entire school.

4.3 Effects of Delay in Fees Payment on the Adequacy of Teaching and Learning Materials in the Schools.

The second research question was set to establish the effects of delayed school fees payments on the adequacy of teaching and learning materials in the schools.

Data analysis procedures employed to answer this research question and the major findings are discussed below:
4.3.1 Head Teachers' Views

The head teachers were asked to state how delay in school fees payments negatively affected provision of teaching and learning materials in their schools. They responded as shown below.

Table 4.6: Effects on Adequacy of Teaching and Learning Materials: Head Teachers' Views.

<table>
<thead>
<tr>
<th>School Category</th>
<th>Effects on provision of materials</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very high</td>
<td>High</td>
</tr>
<tr>
<td>Provincial</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>District</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

As can be seen in the Table 4.6 above, delay in payment of school fees highly affected the provision of adequate learning and teaching materials negatively.

4.3.2 Heads of Department and Class Teachers' Views.

The teachers who participated in the study (n = 84) were asked to indicate the adequacy of teaching and learning materials in their schools and state whether delay of fees payment affected the supply of such materials in their opinion. The responses of the teachers were as summarised in Table 4.7 which also shows the Chi-Square statistics used to test the hypothesis that provincial and district secondary schools in Mbeere District did not differ in the state and adequacy of teaching/learning materials and the effects delay in fees payments has on their supply.
Table 4.7: Effects on Adequacy of Teaching and Learning Materials: Heads of Departments and Class Teachers’ Views.

<table>
<thead>
<tr>
<th>Adequacy of materials</th>
<th>Category of school</th>
<th>X² Value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provincial</td>
<td>District</td>
<td>Total</td>
<td>%</td>
</tr>
<tr>
<td>Adequate</td>
<td>12</td>
<td>6</td>
<td>18</td>
<td>21.4</td>
</tr>
<tr>
<td>Not enough</td>
<td>30</td>
<td>18</td>
<td>48</td>
<td>57.1</td>
</tr>
<tr>
<td>Desperately in need</td>
<td>5</td>
<td>13</td>
<td>18</td>
<td>21.4</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>37</td>
<td>84</td>
<td>100</td>
</tr>
</tbody>
</table>

State of text books

<table>
<thead>
<tr>
<th>State of text books</th>
<th>Provincial</th>
<th>District</th>
<th>Total</th>
<th>%</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern and relevant</td>
<td>24</td>
<td>20</td>
<td>44</td>
<td>52.2</td>
<td></td>
</tr>
<tr>
<td>Old &amp; needing replacement</td>
<td>15</td>
<td>7</td>
<td>22</td>
<td>26.2</td>
<td></td>
</tr>
<tr>
<td>Old but in good condition</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>10.7</td>
<td></td>
</tr>
<tr>
<td>Not available</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>10.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>37</td>
<td>84</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Time taken to supply materials

<table>
<thead>
<tr>
<th>Time taken to supply materials</th>
<th>Provincial</th>
<th>District</th>
<th>Total</th>
<th>%</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediately</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>In time</td>
<td>17</td>
<td>12</td>
<td>29</td>
<td>34.5</td>
<td></td>
</tr>
<tr>
<td>Takes long</td>
<td>24</td>
<td>22</td>
<td>46</td>
<td>52.2</td>
<td></td>
</tr>
<tr>
<td>Not supplied</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>37</td>
<td>84</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Effect on supply of materials

<table>
<thead>
<tr>
<th>Effect on supply of materials</th>
<th>Provincial</th>
<th>District</th>
<th>Total</th>
<th>%</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very serious</td>
<td>26</td>
<td>14</td>
<td>40</td>
<td>47.6</td>
<td></td>
</tr>
<tr>
<td>Serious</td>
<td>16</td>
<td>15</td>
<td>31</td>
<td>36.9</td>
<td></td>
</tr>
<tr>
<td>Slight</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>37</td>
<td>84</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at p< 0.05

The following can be observed from Table 4.7

- Majority of the teachers (n=48, 57.1%) reported that the teaching materials in their schools were not enough. Another 18 teachers (21.4%) reported that they were desperately in need of these materials. It was notable that there were significant differences between teachers in district and those in provincial secondary schools in their responses about adequacy of materials. Specifically, more district schools’ teachers reported that they were desperately in need of materials than did those from provincial schools.
Majority of the teachers (n = 44, 52.2%) reported that their schools had modern and relevant textbooks. This meant that there were no major textbook problems in the schools. However, twenty-two teachers (26.2%) felt that the textbooks were old and needed replacement.

A total of 46 teachers (57.8%) reported that it took long to be supplied with teaching and learning materials. Twenty-nine (34.5%) reported that the materials were supplied in good time while seven teachers (8.3%) indicated that they were never supplied with such materials. Only two (2.4%) teachers reported that the materials were supplied immediately.

Asked whether they felt that fees payment delays affected supply of materials, 40 teachers (47.6%) reported that this affected supply of materials very seriously, 31 teachers (36.9%) seriously while 11 teachers (11.1%) reported that this affected supply only slightly. Only 2 teachers (2.4%) reported that fees delay does not affect supply of materials.

In summary therefore, all head teachers (100%) indicated that delay in payment of school fees very highly or highly affected provision and adequacy of teaching and learning materials negatively, while heads of department and class teachers (82%) indicated the same. Based on this, it means that delay in fees payment is a problem that seriously affects teaching and learning process factors and therefore, it should be addressed in order to ensure that teaching and learning is effective.

4.4 Effects of Delay in Payment of School Fees on the Availability of Physical Facilities and their Maintenance.

Findings regarding this item are given and discussed below.
4.4.1 Head Teachers' Views.

The head teachers were asked to state the extent to which delays in school fees payments affected the expansion and physical development of the schools and the maintenance of school facilities and equipment. Their responses are as summarised in Table 4.8 below.

Table 4.8: Effects of Delayed Payment of Fees on Adequacy and Maintenance of Schools Physical Facilities.

<table>
<thead>
<tr>
<th>Effects of delays in fees payment on adequacy of school facilities</th>
<th>Category of school</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provincial</td>
<td>District</td>
<td></td>
</tr>
<tr>
<td>Very High</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>High</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Slight</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>9</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effects on maintenance of physical facilities</th>
<th>Category of school</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provincial</td>
<td>District</td>
<td></td>
</tr>
<tr>
<td>Very High</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>High</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Slight</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>8</td>
<td>14</td>
</tr>
</tbody>
</table>

As shown in Table 4.7, majority of the head teachers (n = 8, 53.3%) reported that delays in payment of school fees very highly affected adequacy of facilities in their schools. Six head teachers (40%) reported that this highly affected adequacy of physical facilities while only one (6.7%) head teacher felt that this slightly affected adequacy of physical facilities in his school.

On the issue of maintenance of available facilities majority of the head teachers (n = 8, 57.1%) felt that delays in fees payment affected the maintenance while 5 head teachers (35.7%) reported that the effects of this on maintenance was very high. Only one (7.1%) head teacher reported that delays in fees payments had slight effect on maintenance of physical facilities.

4.4.2 Heads of Departments and Class Teachers' Views.

The teachers who participated in the study (n = 84) were asked to:
• Rate the state of school facilities and equipment in their schools

• Comment on the maintenance of the available facilities and equipment

• State whether paying school fees promptly would make a difference in supply and maintenance of physical facilities and equipment.

The teachers gave the responses summarised in the Table 4.9.

Table 4.9: Effects of Delay in Fees Payment on Adequacy and Maintenance of Physical Facilities – Heads of Department and Class Teachers’ Views

<table>
<thead>
<tr>
<th>Category of school</th>
<th>Adequacy of facilities</th>
<th>Maintenance of facilities</th>
<th>Would prompt pay change performance?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excess</td>
<td>Adequate</td>
<td>Inadequate</td>
</tr>
<tr>
<td>Provincial District</td>
<td>2</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>District</td>
<td>1</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>23</td>
<td>46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category of school</th>
<th>Very good</th>
<th>Good</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Total</th>
<th>X² value</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial District</td>
<td></td>
<td>31</td>
<td>14</td>
<td>1</td>
<td>46</td>
<td>6.323</td>
<td>3</td>
<td>0.097</td>
</tr>
<tr>
<td>District</td>
<td>3</td>
<td>24</td>
<td>7</td>
<td>3</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>55</td>
<td>21</td>
<td>4</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category of school</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
<th>X² value</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial District</td>
<td>45</td>
<td>1</td>
<td>46</td>
<td>1.574</td>
<td>1</td>
<td>0.230</td>
</tr>
<tr>
<td>District</td>
<td>34</td>
<td>3</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>4</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.05 level

As indicated in Table 4.9, a total of 46 teachers (54%) reported that physical facilities and equipment (including classrooms, laboratories, offices, vehicles, computers, libraries, furniture, electricity etc.) in their schools were inadequate. A total of 21 teachers from provincial schools (representing 44% of the total provincial schools), reported that the physical facilities in their schools were adequate. Only two teachers from the district category reported that facilities were adequate in their schools. Ten district schools reported that their schools desperately needed the physical facilities. The difference in responses by
provincial and district school teachers were found to be significant at 0.05 level of significance. More district than provincial schools were found to suffer inadequacy of the facilities. Majority of teachers (n = 55, 65.5%) reported that there was good maintenance of school facilities while 21 (25%) reported that the facilities were poorly maintained. Asked whether prompt payment of school fees by parents and guardians would make a difference in supply and maintenance of school facilities, majority of the teachers (n = 79, 94%) consented adding that this would highly improve the maintenance and adequacy of such facilities.

The teachers were further asked to state some facilities that would be acquired by the school if parents paid school fees promptly. They gave the following: classrooms, games equipment, dormitories, laboratories, dining-halls, computers, electricity supply, water supply, furniture and school buses.

In summary, the head teachers (93%) indicated that delay in payment of fees had very highly or highly affected adequacy and maintenance of physical facilities and equipment negatively. The heads of departments and class teachers (69%) affirmed that delay in payment of fees contributed to inadequacy and lack of physical facilities and equipment in the schools. All respondents were of the opinion that prompt payment of fees would greatly improve the supply and maintenance of physical facilities and equipment in the schools. It would for example ensure that school development projects like building of new classrooms and completion of the already started facilities took the estimated time.

4.5 Effects of Delay in Payment of Fees on the Teachers' Professional Development.

-Analysis procedures and results for this item are discussed below.
4.5.1 Head Teachers’ Views.

The head teachers were asked to state how delay in school fees payment negatively affected the professional growth of teachers (e.g. attending workshops, seminars, courses, etc.). They gave the responses given in Table 4.10.

Table 4.10: Effects of Delay in Fees Payment on Teachers’ Professional Development: Head Teachers’ Views

<table>
<thead>
<tr>
<th>Effects on growth of teachers</th>
<th>Category of school</th>
<th>X² value</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provincial</td>
<td>District</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Very High</td>
<td></td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>7.467</td>
</tr>
<tr>
<td>Slight</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>8</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in the table, three head teachers (21.4%) indicated that delay in payment of school fees very highly affected the professional development of teachers as the schools could not afford to sponsor teachers for seminars and workshops. A further five head teachers (35.7%) reported that delays in payment of fees highly affected teachers’ professional development. Only one head teacher reported that this had no effects on teachers’ professional development.

4.5.2 Heads of Departments and Class Teachers’ Views.

The teachers (n = 84) were asked to state whether they are interested in attending seminars and workshops and courses for professional development, how often they attended such forums, how useful these forums were to them, how consistent schools were in sponsoring them for such forums and whether other incentives were given to teachers in recognition of outstanding performance. Their responses to these issues are as summarised in Table 4.11.
Table 4.11: Effects of Delayed School Fees Payment on Teachers Professional and Development.

| Category of school | Interested in seminars/courses | | | | | | \(X^2\) | df | Sig |
|---|---|---|---|---|---|---|---|---|
| | Very interested | Interested | Slightly interested | Not interested | Total | | | |
| Provincial District | 34 | 10 | 2 | 1 | 47 | | | |
| District | 23 | 13 | - | - | 36 | | | |
| Total | 57 | 23 | 2 | 1 | 83 | | | |

| S| Seminars and workshops attendance frequency rate | | | | | | \(X^2\) | df | Sig |
|---|---|---|---|---|---|---|---|---|
| | Often | Occasionally | Rarely | Never | Total | | | |
| Provincial District | 2 | 21 | 23 | 1 | 47 | | | |
| District | 2 | 11 | 17 | 6 | 36 | | | |
| Total | 4 | 32 | 40 | 7 | 83 | | | |

<table>
<thead>
<tr>
<th>Usefulness of seminars to teachers</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>(X^2)</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very useful</td>
<td>Useful</td>
<td>Not useful</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provincial District</td>
<td>33</td>
<td>12</td>
<td>2</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>22</td>
<td>14</td>
<td>-</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>26</td>
<td>2</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School's financial support</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>(X^2)</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assured</td>
<td>Unpredictable</td>
<td>Bare</td>
<td>None</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provincial District</td>
<td>20</td>
<td>17</td>
<td>7</td>
<td>2</td>
<td>46</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>6</td>
<td>17</td>
<td>7</td>
<td>6</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>34</td>
<td>14</td>
<td>8</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other incentives offered</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>(X^2)</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provincial District</td>
<td>32</td>
<td>14</td>
<td>46</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>15</td>
<td>21</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>35</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at \(p<0.05\)

The following can be observed from Table 4.11:

(i) Majority of the teachers (\(n = 57, 67.8\%\)) indicated that they were very interested in seminars and courses offered for professional development. Another 23 (27.4\%) teachers reported that they were interested in the same.

(ii) A total of forty teachers (47.6\%) reported that they attended seminars, courses and workshops rarely while 32 (38.1\%) reported that they attended them occasionally. A
further seven (8.3%) of teachers indicated that they had never attended such seminars, courses or workshops.

(iii) Majority of the teachers (n = 55, 65%) reported that seminars, courses and workshops were very useful to teachers while 26 of them (31%) reported that they were useful.

(iv) Twenty teachers from provincial secondary schools and six from district schools reported that their schools financial support was assured. Seventeen teachers from provincial and the same number from district schools reported that the financial support was unpredictable. Seven teachers from provincial and the same number from district schools indicated that the support was rare while six from district schools and two from provincial schools reported that their schools never offered financial support to teachers for this cause. There was a significant difference at $p<0.05$ level of significance between provincial and district school teachers on their views on their schools financial support. Significantly more teachers from provincial schools said they received financial support than those from district schools.

(v) A total of 32 teachers from provincial schools and 15 teachers from district schools (n = 47, 56%) reported that their schools provided them with incentives other than the salary in recognition of outstanding performance. Fourteen teachers from provincial school and 21 from district schools (n = 35, 41%) reported that such incentives were not available in their schools.

There was a significant difference in the teachers’ responses across the two categories of schools, whereby more teachers from the provincial category indicated that their schools offered incentives than did those from district secondary category.

In summary, therefore, it was established that the teachers from both categories of schools highly valued the seminars, courses and workshops offered to enhance their professional development but majority of them (63%) indicated that they were not likely to get
opportunities to attend such seminars, courses and workshops. It was established that delays in payment of fees was a major contributing factor to the reason why the schools do not send their teachers for such professional development forums. Teachers reported that the reason given for not being sponsored by their schools was lack of funds and the only source of school funds in all the sample schools was school fees.

4.6 Means of Ensuring that Fees is Paid in Time

The responses to this issue are discussed below.

In order to answer the fifth research question, it was important first to identify the major ways through which head teachers ensured that school fees was paid in time. The head teachers were asked to indicate how they ensured that school fees was paid in time by the parents and guardians. They responded as shown in Table 4.12.
Table 4.12: How Head Teachers Ensured that School Fees was Paid in Time

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging parents to pay during school holidays</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
</tr>
<tr>
<td>Insisting all fees be paid on the opening day</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
</tr>
<tr>
<td>Summoning parents who fail to pay for discussion</td>
<td>Yes</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
</tr>
<tr>
<td>Sending students home to collect fees</td>
<td>Yes</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
</tr>
<tr>
<td>Seeking reliable sponsors for the needy students</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
</tr>
<tr>
<td>Sensitising parents on the need to pay fees in time</td>
<td>Yes</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

It was evident from Table 4.12 that the most popular method among the head teachers for ensuring that school fees was paid in time was sending students home to collect fees. This had the most serious negative effects on teaching and learning process factors. This was followed by summoning parents or guardians who fail to pay fees in time to discuss the fees delay problem. The students were most likely sent to bring their parents, which would disrupt their learning consistency. Only one head teacher reported that he/she sought reliable sponsors for those students with fees problems.
4.6.1 Effects of Delayed Fees Payments on the Students Attendance and Learning Consistency.

As it has been revealed in Section 4.6.1 above, students whose parents failed to pay school fees in time were sent home to bring school fees. It emerged also from Section 4.2.2 (Table 4.3) that majority of the head teachers (64.2%) sent students home for fees over two times in a term.

It was not possible to determine the average number of sessions missed as result of fees related absenteeism since most of the schools did not have the relevant records and others reported that their books were out for auditing purposes. However, the teachers were asked to comment on the effect of school fees problems on the learning consistency and they gave the following comments:

(i) Frequent sending of students away for fees disrupted their learning and teaching activity.

(ii) The syllabus was not fully covered.

(iii) It lowered the academic standards of the schools.

(iv) Students found it difficult to catch up with the rest of the students once they reported back from home.

(v) It had contributed to a number of students dropping out of school.

(vi) It lowered the performance of bright students.

(vii) It demoralised both the teachers and students.

4.7 A Comparison of Effects of Delayed School Fees Payment on Teaching and Learning Process between Provincial and District Public Secondary Schools within Mbeere District

In order to fulfil one of the purposes of the study, a computation was made of the percentage frequencies of responses which indicated that delay in payment of school fees
had effects on the various aspects of the teaching/learning process for both provincial and
district secondary schools. The bar chart (Figure 4.1) presents the effects of delay in school
fees payment in district and provincial secondary schools in Mbeere District on:

- Teaching and learning material,
- Provision and maintenance of physical facilities,
- Teachers’ professional development,
- Students’ attendance and learning consistency, and
- Students’ and teachers’ morale.

Figure 4.1: A Comparison of Effects of Delay in Fees Payments between Provincial
and district Secondary Schools.

As indicated in Figure 4.1, there were no major differences between provincial and district
secondary schools in the effects of delayed fees payments for all the five teaching and
learning process factors.
The findings of this study make it evident that there were serious effects of delayed payment of fees in public secondary schools in Mbeere District and that the effects were not significantly different between provincial and district secondary schools. It therefore meant that delay in school fees payment is an issue that should be addressed in order to curtail the serious negative effects it has on teaching and learning process factors in both provincial and district public secondary schools in Mbeere District.
CHAPTER FIVE
SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the main findings and makes conclusions and recommendations based on the findings of the study. The purpose of this study was to establish the effects of delay in fees payment on the teaching and learning process factors in public secondary schools in Mbeere District and to compare the effects on provincial and district secondary schools in the same district. The study was guided by the following research questions:

1. Does delayed payment of school fees affect teaching and learning time, morale of teachers, and morale of students who remained in class when others were sent home for fees, academic performance of the students with fees problems and that of the school as a whole in public secondary schools in Mbeere District?

2. Does delay in payment of school fees affect adequacy of teaching and learning materials in these schools?

3. Does delay in payment of school fees affect the availability of physical facilities and their maintenance?

4. Does delay in payment of fees limit the schools ability to send teachers to seminars, in-service courses and workshops meant to enhance their professional development?

5. Do measures taken on students whose parents or guardians fail to pay school fees within the time given, disrupt the students’ attendance and learning consistency?

6. How do effects of delayed school fees payment on teaching and learning process factors in provincial secondary schools compare with that in district secondary schools within the same district?
The study used questionnaires for head teachers, heads of department and class teachers. Documentary evidence was used to enhance the study. The findings from the study are summarised below.

5.1 Summary of the Research Findings

i. The study established that there is the problem of delay in payment of school fees in public secondary schools in Mbeere District. It was evident from the majority of head teachers (66%) that delay in fees payment in secondary schools in Mbeere District is prevalent in both provincial and district public secondary schools.

ii. The findings indicate that delay in payment of school fees results in very serious or serious disruption of teaching and learning, wastage of time, low morale in both teachers and students. Views from heads of departments and class teachers also portrayed that delay in payment of fees has serious effects on the same aspects of teaching and learning process in both provincial and district secondary schools in Mbeere District.

iii. The findings of the study indicate that majority of the schools and particularly district category of schools experience shortage of teaching and learning materials as a result of delay in payment of fees. Six head teachers indicated that the provision for teaching and learning materials was affected very highly while the rest of them (9) indicated that the effect was high. This made it clear that in all schools involved in the study, delay in payment of school fees negatively affected provision of teaching and learning materials either highly or very highly. Majority of the heads of departments and class teachers held similar views with those of the head teachers.

iv. The findings indicated that majority of head teachers, heads of department and class teachers in both provincial and district secondary schools (and particularly those from district secondary schools) held the opinion that, delay in payment of fees contributed towards inadequate supply of physical facilities and equipment in their schools. All
respondents to the study indicated that prompt payment of fees could improve on the provision and maintenance of physical facilities and equipment in their schools.

v. According to the findings, only one out of fifteen head teachers indicated that delay in payment of fees never affected teachers' professional development. The rest of them (14) indicated that delay in payment of fees affected this to some extent. While teachers from the two categories of schools indicated that they valued the seminars, in-service courses and workshops offered in order to enhance their professional development, majority of them missed opportunities to attend such forums. This was attributed to lack of finances which, in all schools involved in this study, were only obtained from school fees payments. Delay in payment of fees was therefore cited as negatively affecting professional development of teachers and mainly on district secondary schools in Mbeere District.

vi. From the findings twelve out of the fifteen (80%) head teachers indicated that they send students home to bring school fees. Still majority of schools sent students home more than twice every term. This affects provincial schools slightly more than district secondary schools. Whereas majority of district secondary school students do not stay at home for long before coming back, majority of provincial secondary school students take one or more weeks to report back to school once sent home for fees.

vii. From the findings there is no notable or significant difference in extent of effects between provincial and district secondary schools. The only aspect in which they significantly differed was on effects on morale of teachers. More teachers in provincial secondary schools were demoralised when students were sent away for fees than those in district schools. On support for professional development, significantly more teachers in provincial schools got support than those in district schools.
The other significant difference was on adequacy of teaching learning materials, where district secondary schools are more negatively affected than the provincial secondary schools. The other aspect in which the two categories of schools were significantly different was in the area of adequacy of physical facilities. The provincial secondary schools had more physical facilities than district secondary schools and in a better position to give teachers additional incentives. In all other factors of teaching learning process, there was no much difference. These factors included: -

(i) Provision of teaching and learning materials
(ii) Maintenance of physical facilities and equipment
(iii) Measures taken to ensure that school fees is paid in time
(iv) Consistency in learning for students sent home to bring fees
(v) Academic performance of the whole school
(vi) Rate of delay in payment of school fees
(vii) Lack of assistance from the Ministry or from BOG on timely collection of schools fees.

In most cases there is no significant difference in effects of delayed school fees payment between provincial and district secondary schools in Mbeere District.

5.2 Discussion of the Findings

i. The findings of the study clearly indicate that there is delay in payment of fees in public secondary schools in Mbeere District. The current cost sharing policy in financing of education and training between the government and communities, parents, religious and private organizations may not be working very well in this district (Republic of Kenya, 1988). All the schools involved in this research indicated that apart from school fees, they did not have any other source of income which emphasizes the fact that school fees payment in public secondary schools in
Mbeere is the only source of income for schools. No grants from the government are received (Griffin, 1994) in these schools. This implies that school fees payment is crucial for the school to carry out its activities efficiently and effectively. When payments are delayed it follows that some activities, teaching process factors will definitely be affected. However, bursaries are awarded to a few needy students in each school, which reduce their total fees (Ayodo, 1989). These findings agree with the report in the Daily Nation of 15th June 2001 that indicated that many parents could not afford the schools fees and levies required of them by the schools.

ii. The research findings showed that delay in payment of fees negatively affected provision of teaching and learning materials. This means that schools suffer from lack of these materials and delayed supply of the same. This was found to affect teaching and learning as all teachers indicated that these teaching materials were very essential for smooth teaching and learning process. Teaching and learning resources are required for effective teaching and learning. Teaching and learning resources are essential to enhance learning process since they appeal to many senses, providing a basis on which one (learner) can react or act. Secondary schools in Mbeere District were found to have inadequate teaching and learning materials because of delay in payment of school fees.

iii. From the findings of this research it was ascertained that majority of head teachers sent home students whose parents failed to pay fees in time. This was found to cause absenteeism from class and thus missing of learning sessions. This supports Caswell and Forshay, (1942&1950) who say that for learners to clearly understand in what sense one thing leads to another, continuity is essential. According to heads of departments and class teachers, absence due to fees problems negatively affected the students' performance as well as teachers' and students' morale. It also resulted to lagging behind in students involved. Mbiti (1974), states that academic time is
The other reason the head teachers gave for delay in payment of fees was that there was minimal or no support or assistance of any kind given to head teachers from BOG or the MOEST on how to ensure fees was paid in time. It meant that head teachers needed more effective methods of ensuring fees was paid in time accompanied with reinforcement of decisions made between them and parents on payment of fees.

Low economic level was one of the major causes of delay in payment of fees. This was in agreement with Tembo (1985) that most rural people live in the so called vicious circle of poverty, ignorance and ill health, all of which contribute to their inability to finance their children's education among other needs.

5.3 Conclusions

From the findings of this study the following conclusions were made:

(i) Delay in payment of school fees is a real and serious problem in public secondary schools in Mbeere. Out of the 15 head teachers, 14 (83.3%) indicated that parents do not pay school fees as scheduled. This means that parents pay fees at other times or may never pay; which will disrupt the teaching and learning process factors as head teachers have to send learners home to bring fees and also fail to provide teaching and learning materials and equipment at the expected time.

(ii) Delay in payment of school fees seriously affects teaching and learning process negatively in both provincial and district secondary schools in Mbeere according to 69% of all the respondents of this study. This means that it disrupts teaching and learning, hinders educational achievement on students, which contributes to continual low level of productivity in the community with very few students able to pursue education beyond secondary level.

(iii) The most common method of ensuring that school fees is paid in time is sending students home to bring school fees as 80% of the head teachers indicated so
(Table 4.2), which greatly disrupts the teaching and learning process. Many students go home but are not able to report back to school until after one week or more (Table 4.3). This could be because parents do not have the money required and they have to wait at home since they cannot report back to school without some of it if not all of the fees balance. Most parents in this district are peasant farmers who do not have regular income. A small number of parents are employees of various institutions for example schools and churches, small business owners and civil servants.

(iv) Low economic level is indicated by the fact that in the whole district there was not even one commercial bank. Only Post Bank branches were found in four towns in the district. This concurs with the Mbeere District Development Plan of 1992 – 2001 which indicates that the district is largely a marginal area composed of a significantly impoverished community. There is need to formulate strategies to ensure that children from this district compete fairly in education field with other children from other parts of this country.

(v) There is lack of awareness on importance of paying school fees promptly on the part of some parents which is another cause of delay in fees payments as the head teachers indicated. This district comprises majority of parents who are either illiterates, semi – illiterates or those who dropped out of school after form four. Most parents do not read newspapers and may not even afford them; few are able to afford radios let alone televisions. The hope for the Mbeere people largely lies in education of their children, thus the need to ensure that they get quality, relevant and adequate education.

(vi) Delay in payment of school fees highly contributes to lack of teaching materials, inadequate physical facilities and equipment for both provincial and district secondary schools in Mbeere District. Most schools did not have laboratories and libraries and lacked teaching materials and equipment. This means that students may
have limited or no opportunity to do practical subjects and lessons or read extensively and so they greatly or solely rely on teachers as their educational resource.

The researcher concluded that the problem of delayed fees payment in public secondary schools needs to be urgently addressed by all stakeholders in education provision and enhancement, because if left unaddressed, the quality of education, teaching and learning resources, teachers' and students' morale as well as academic standards in the district will continue to further deteriorate.

The researcher however, is convinced that, with research based actions, effort, commitment to ensuring quality and relevant education is accessible to all Kenyans; solution to the problem could be found.

5.4 Recommendations

The findings of this study have ascertained that delay in payment of school fees seriously affects teaching and learning process in public secondary schools in Mbeere District. Consequently, the following recommendations could help alleviate or improve on the problem of delay in payment of school fees in Mbeere District.

(i) The government of Kenya through the Ministry of Education, Science and Technology should organise school based awareness campaigns and seminars for both primary school parents (in preparation) and secondary school parents, guardians and sponsors on the importance of paying school fees promptly. This could make the parents, guardians and sponsors to take the issue of paying school fees in time more seriously.

(ii) The Ministry of Education, Science and Technology and the Board of Governors should offer support to head teachers on being firm on insistence that parents pay full fees before or on the first day of each term.
(iii) The people in the district should be assisted in identifying reliable income generating activities by the government of Kenya and relevant N.G.Os. This could result in self-employment and utilisation of a wider range of natural resources, thus, raising their living standards.

(iv) The government of Kenya should invest more in this district through sinking of boreholes for irrigation purposes and therefore making the district more productive. Provision of tarmac and all weather roads and telecommunication systems could ensure that agricultural and other kinds of produce from the district easily reach the markets, making the district accessible to the prospective local and foreign investors. These could improve the economic state of the district and revolutionize the district through elimination of ignorance and seclusion from the rest of the parts of the country.

(v) Bursary funds should be increased for secondary schools in Mbeere District to cover a larger number of bright and academically promising students who have serious fees problems.

(vi) A new fees paying scheme which will enable secondary school parents to pay fees according to their economic ability should be devised. Using records of individual parents’ income (parents’ income database) the government should be able to distribute each school’s budget among parents according to each parent’s ability to pay (e.g. compute a certain percentage of income each parent should pay per student). This will mean that schools whose parents cannot raise the total finances required obtain supplementary grants from the government and donors. This will ensure that all secondary schools have the basic physical facilities, teaching materials, continuity in learning and teaching as well as fair competition in students’ performance nationally.
5.5 Suggestions for Further Study

(i) This study was confined to Mbeere District; a similar study could be carried out to find out if a similar problem is prevalent in other districts in Kenya.

(ii) A similar study could be carried out in private secondary schools in the district to establish whether the problem exists in those schools.

(iii) A study could be carried out in the district in order to clearly establish the reasons why parents do not pay fees in time in Mbeere District.
BIBLIOGRAPHY


Akumu, W. (Friday, June 14, 2002). Education Gets Huge Vote but Focus is on Maintenance Rather than Boosting Growth. Daily Nation: Nairobi.


# APPENDICES

Appendix A

<table>
<thead>
<tr>
<th>VOTE HEADS</th>
<th>AMOUNT IN SHILLINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tuition (S.E.S)</td>
<td>3,600.00</td>
</tr>
<tr>
<td>2. Boarding (B.E.S)</td>
<td>10,000.00</td>
</tr>
<tr>
<td>3. Repair, Maintenance and Improvement (R.M.I.)</td>
<td>1,500.00</td>
</tr>
<tr>
<td>4. Local Transport &amp; Travel (L.T &amp;T)</td>
<td>1,500.00</td>
</tr>
<tr>
<td>5. Electricity, Water &amp; Conservancy (E.W &amp; C)</td>
<td>2000.00</td>
</tr>
<tr>
<td>6. Contingencies</td>
<td>800.00</td>
</tr>
<tr>
<td>7. Medical</td>
<td>500.00</td>
</tr>
<tr>
<td>8. Activity</td>
<td>1,000.00</td>
</tr>
<tr>
<td>9. B.O.G Employees’ Salaries</td>
<td>6,000.00</td>
</tr>
<tr>
<td>10. Caution (New Students)</td>
<td>500.00</td>
</tr>
<tr>
<td>11. Development</td>
<td>2,000.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>29,400.00</strong></td>
</tr>
</tbody>
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### Appendix B

<table>
<thead>
<tr>
<th>VOTE HEADS</th>
<th>AMOUNT IN KSH.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tuition</td>
<td>3,600.00</td>
</tr>
<tr>
<td>2. R.M.I.</td>
<td>500.00</td>
</tr>
<tr>
<td>3. Activity</td>
<td>900.00</td>
</tr>
<tr>
<td>4. Medical</td>
<td>200.00</td>
</tr>
<tr>
<td>5. L.T &amp;T</td>
<td>400.00</td>
</tr>
<tr>
<td>6. E.W&amp;C</td>
<td>500.00</td>
</tr>
<tr>
<td>7. Development</td>
<td>2,000.00</td>
</tr>
<tr>
<td>8. Contingency</td>
<td>400.00</td>
</tr>
<tr>
<td>9. B.O.G Employees' Salaries</td>
<td>2,000.00</td>
</tr>
<tr>
<td>10. Caution (New Students)</td>
<td>500.00</td>
</tr>
<tr>
<td>11. Lunch</td>
<td>1,000.00</td>
</tr>
<tr>
<td>12. Exam Fee (Form 4 Students)</td>
<td>1,000.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16,500.00</strong></td>
</tr>
</tbody>
</table>

Appendix C

Questionnaire for head teachers
You are kindly requested to respond to all items in this questionnaire. Do not write your name or the name of the school on this sheet. The information you give will be strictly confidential and used for research purpose only.

a) Details of the school
1. Category of the school: Provincial ( ) District ( )

2. In which Educational Zone is the school? ( )

b) School Fees Payment
Tick in the given brackets or respond as appropriate

3. How are parents scheduled to pay school fees in your school?
   ( ) Single termly payment ( ) Single yearly payment ( ) At every end of month
   ( ) whenever they choose
   Other; specify ( )

4. Do all parents pay according to the schedule?
   ( ) Majority do ( ) about half of them do ( ) A few do ( ) None does

5. How do you ensure that all fees is paid to the school in time?
   ( ) Encourage the parents to pay fees during the holidays
   ( ) Insist that all school fees be paid on the school opening day
   ( ) Summoning parents who fail to pay in time to discuss the problem
   ( ) Send students home to bring fees or remind their parents to pay
   ( ) Seek reliable sponsors for students with fees problems
   ( ) Sensitize parents on the need to pay fees in time, during meetings

b) If others specify:

Which one among the methods have you found most effective?
6. If the situation is such that you have to send students to their parents, when do you do so?

( ) At the beginning of the term
( ) At the end of the month
( ) Just before tests or exams
( ) Just after tests or exams
Any other time; specify ( )

7. How long do students take come back to class?

( ) Less than a week
( ) One week
( ) More than a week
( ) They do so at different times.

8. In your opinion, to what extent does delay in payment of fees affect teaching and learning process in your school in relation to aspects given below?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very Seriously</th>
<th>Seriously</th>
<th>Slightly</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Disrupts teaching and learning</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>ii) Wastes time</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>iii) Demoralises teachers</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>iv) Has negative effect on students who remain in class</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>v) Affects the involved students’ performance in class and in exams</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>vi) Affects school academic performance</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

9. Do you get assistance from the Ministry of Education regarding timely collection of fees? ( ) Yes ( ) No

If your answer is yes, specify the kind of assistance:

b) Do you get assistance from the B.O.G regarding timely collection of fees?

( ) Yes ( ) No

If your answer is yes, specify the assistance:
10. Does the school have other sources of income? ( ) Yes ( ) No

If yes, which ones?

---

**b) School fees and teaching and learning resources**

**Tick in the boxes or respond as appropriate.**

11. How does delay in school fees payment affect the following in your school?

<table>
<thead>
<tr>
<th>Area</th>
<th>Very negatively</th>
<th>Slightly negatively</th>
<th>Not negatively</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Provision of teaching and learning materials in time</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>ii) Maintenance of school facilities and equipment</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>iii) Personal and professional growth of teachers (e.g. attending workshops, seminars, courses etc)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>iv) School engagement in games, music festival, drama, educational trips etc.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>v) Expansion and Physical development of the school</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>vi) Feeding of students</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>vii) Payments to creditors</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>viii) Payment if subordinate staff</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>ix) Office supplies</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

12. What have you identified as causes of delay in payment of fees in your school?

i)

ii)

iii)

iv)

v)
13. List some of the things you would be able to accomplish if parents paid school fees promptly.

i) 

ii) 

iii) 

iv) 

v) 

14. In your opinion, how can the problem of delay in school fees payment be alleviated?
Questionnaires for Heads of Department and Class Teachers

Please respond to all questions in this questionnaire. Do not write your name or name of school in this sheet. You are assured that the information you give will be treated with strict confidence and that it will only be used for research purpose.

N.B. Alternatives Questions: Tick in only one of the brackets as appropriate.

Open questions: Be brief and specific

Section A. Details of the school

1. Under what category is your school?  ( ) Provincial  ( ) District

2. In which Educational Zone is your school?  ( )

Section B: Delay in payment of fees and absence of students from class

3. How do you as a teacher feel when some students are absent during your lesson?
   ( ) Much concerned  ( ) A little concerned  ( ) Less concerned  ( ) Not concerned

4. What happens when students are sent home for fees?
   ( ) Teaching and learning is disrupted
   ( ) Teaching and learning goes undisrupted
   ( ) Teaching and learning improves
   ( ) Teaching stops

5. Comment on your morale when students are sent away:
   ( ) Very low  ( ) A little low  ( ) High  ( ) Not affected

6. How long does it take for students who have been sent home to come back to school?
   ( ) More than a week
   ( ) About a week
   ( ) Less than a week
   ( ) They come at different times

7. What do you do with those who had been away when they come back to class?
   ( ) Encourage them to try and catch up with the rest
8. How would you generally rate their ability to catch up with the rest of the class?

( ) Very fast  ( ) Quite fast  ( ) Very slow  ( ) Never catch up

9. How often are students sent home for fees?

( ) Twice a term
( ) Once a term
( ) More than twice
( ) They are never sent home

10. Please give a comment on school fees problem in your school in relation to teaching and learning process.

Section C: Teaching and learning materials.

Teaching and learning materials include: text books, exercise books, stationery, chalk, Maps, lab chemicals and requirements for practical subjects etc.

11. What would you say about teaching and learning materials in your school?

( ) They are adequate
( ) Not enough
( ) Badly in need of attention
( ) In excess

12. What is the state of the text books in your school?

( ) Modern and relevant
( ) Old and needing replacement
( ) Old but in good condition
( ) They are not there

13. How fast are you supplied with the teaching and learning materials after you express the need for them?

( ) In time  ( ) Takes long  ( ) Not supplied  ( ) Immediately

82
14. If supply takes long or you are not supplied with the items, what reason(s) are you given?

15. How do you consider teaching and learning materials?
( ) Very essential ( ) Quite essential ( ) Least essential ( ) Not essential

16. In your opinion, does delay in payment of fees affect supply of teaching and learning materials?
( ) very seriously ( ) Seriously ( ) Slightly ( ) Not at all

Section D: School facilities and equipment (e.g. Rooms, vehicles, electricity, telephone, computers, games equipment, library, furniture etc.)

17. How would you rate the state of school facilities and equipment in your school?
( ) Adequate ( ) Inadequate ( ) Excess ( ) Desperately needed

18. Comment on the maintenance of the already available facilities and equipment in your school.
( ) Very good ( ) Quite good ( ) Poor ( ) Not applicable

19. If all Parents paid school fees promptly as required, do you think it would make a difference in the supply and maintenance of school facilities and equipment?
( ) Yes ( ) No
b) If yes, how would you rate the difference? ( ) Much ( ) Little ( ) Very little

20. Give some facilities and equipment you think the school could have if school fees problems were not there:

Section E: Professional and personal development of the teachers

21. Do you have interest in participating in seminars, workshops, conferences etc. that are organised for teachers by the Ministry of Education?
( ) Very interested ( ) Quite interested ( ) least interested ( ) Not interested

22. How often do you attend such meetings?
( ) Often ( ) Occasionally ( ) Rarely ( ) Never
23. In your opinion, how useful are these meetings to the teacher?
( ) Very useful ( ) Quite useful ( ) Very little use ( ) Not useful

24. Comment on school financial support in ensuring the teachers professional and personal development in your school.
( ) Assured ( ) Unpredictable ( ) Rare ( ) None

25. Apart from the salary, are there incentives the school gives to teachers in recognition of excellence in performance? ( ) Yes ( ) No

b) If yes, indicate some of the incentives given:
   i)
   ii)
   iii)
   iv)
Appendix E.

Table 3.Official Documents Analysis Tables

School Fees Balances Records By End of Week One of Each Term From Year 2000 – 2003. (Year 2001)

<table>
<thead>
<tr>
<th>Class</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Students</td>
<td>Amount In Ksh.</td>
<td>No. of Students</td>
</tr>
<tr>
<td>Form 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 2</td>
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<tr>
<td>Form 3</td>
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<tr>
<td>Form 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXPECTED YEARLY PAYMENTS PER STUDENT PER YEAR (2004)

<table>
<thead>
<tr>
<th>CLASS</th>
<th>AMOUNT OF FEES</th>
<th>TOTAL NO. OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 2</td>
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<tr>
<td>Form 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
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</tbody>
</table>
### Appendix F

**Table 4. Academic Performance Record: Mid – Year Exam Achievement in Average Percentage Year 2001 – 2003.**

<table>
<thead>
<tr>
<th>Class</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 2</td>
<td></td>
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<td></td>
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<tr>
<td>Form 3</td>
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<td></td>
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<tr>
<td>Form 4</td>
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</tbody>
</table>

### Appendix G.

**Table 5.K.C.S.E Mean Score in %: Year 2001 – 2003**

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td></td>
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<tr>
<td>2002</td>
<td></td>
</tr>
<tr>
<td>2003</td>
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</tr>
</tbody>
</table>
Appendix H

ABSENTEEISM

Table 6. Sessions Missed as a Result of Fees Related Absenteeism

NB. There are two sessions in a day: Morning and Afternoon.

<table>
<thead>
<tr>
<th>Year</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Sessions</td>
<td>Sessions</td>
<td>Sessions</td>
</tr>
<tr>
<td>Form 1.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Form 2.</td>
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<td></td>
</tr>
<tr>
<td>Form 3.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Form 4.</td>
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<tr>
<td>TOTAL</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix I

Application Letter

Mrs. Beatrice M. Nyaga,
P. O Box 138
60104
SIAKAGO.
April, 2004.

The Principal,
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Dear Sir / Madam,

REQUEST TO CARRY OUT A RESEARCH IN YOUR SCHOOL

I kindly request you to allow me to carry out a research in your school. I am a student at Kenyatta University pursuing a masters degree. The research topic is “Extent of Effects of Delayed School Fees Payments on Teaching and Learning process in Public Secondary Schools in Mbeere District.”

To carry out the research, I will need the following:

i) School fees payment records for four classes (form 1-4)
ii) Class registers for selected classes (form 1-4)
iii) Mid-Year exam results for selected forms 1-4
iv) K.C.S.E Results for years 2000 – 2002

In addition there will be Questionnaires to be filled by the Principal, Heads of Departments & Subjects and Four forms 1 - 4 Class teachers. Please find attached a copy of research permit from the Ministry of Education, Science and Technology. I will be very grateful if you could accord me your highly valued cooperation and grant me permission to access the necessary information.

Please let me know which day in the month of May, 2004 that I could visit your school for this purpose. My contact is Tel. 0733 835730. My other contact is P. O Box 138, Siakago.

Eagerly waiting to hear from you.

Yours Faithfully,
Beatrice M. Nyaga.
Appendix J

Transmittal Letter

Mrs. Beatrice M. Nyaga
P. O Box 138,
60104
SIAKAGO.

THROUGH:
The principal,

Dear Respondent,

REQUEST TO FILL THE QUESTIONNAIRE FOR RESEARCH PURPOSE.

I most humbly and kindly request you to fill the attached questionnaire as sincerely as possible. I am a student at Kenyatta University pursuing a Masters degree in Education Administration.

The research topic focuses on extent of effects of delayed school fees payments on teaching and learning process in Public schools in Mbeere District.

The researcher believes that the findings will be useful not only to schools but also to parents and all educationists within and without Kenya.

You are assured that the information you give will be treated with utmost confidence and will be used only for the purpose of the research. You are also promised that the results of this study will be brought or mailed to your school when the study is completed.

Thank you very much for your cooperation.

Yours sincerely,
Beatrice M. Nyaga.
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Beatrice M. Nyagah
Kenyatta University
P.O. BOX 43844
NAIROBI

Dear Madam

RE: RESEARCH AUTHORISATION

Please refer to your application for authority to conduct research on 'the Extent of Effects of Delayed Fees payments on the Learning and Teaching process in Public Secondary Schools, I am pleased to inform you that you have been authorised to conduct research in Mbeere District for a period ending 31st December, 2004.

You are advised to report to the District Commissioner and the District Education Officer, Mbeere District before embarking on your research project.

You are further advised to avail two copies of your research findings to this Office upon completion of your research project.

Yours faithfully

T. MOTURI
FOR: PERMANENT SECRETARY/EDUCATION

CC
The District Commissioner
Mbeere District
P.O. BOX
MBEERE

The District Education Officer
Mbeere District
Mbeere