CONTRIBUTIONS MADE BY PARENTS, GOVERNMENT AND COMMUNITY IN THE FINANCING AND PROVISION OF PUBLIC SECONDARY EDUCATION IN WEST POKOT DISTRICT.

BY

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NOVEMBER 2004
DECLARATION

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

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DEDICATION

To my husband and friend Dr. E.F.K. Dalizu; to our daughter Stacey and our son Kibu; my late father Evanson Njenga Gatitu, my mother Cecilia Njeri Njenga; brothers Izo, G.G. and Karesh; my sisters Rireh and Wairish.
ACKNOWLEDGEMENTS

This study would not have been completed without the help, co-operation and contribution of institutions and many people whom I wish to acknowledge for their valuable assistance.

Kenyatta University is hereby accorded thanks for admitting and awarding me partial scholarship to finance my studies. Similar thanks are accorded to the Teachers Service Commission for granting me study leave without which it would have been difficult for me to pursue the study.

Profound and sincere gratitude goes to both Professor Olembo and Doctor Muchira who were supervisors of this study. As academic "fathers" the two tirelessly provided their supervisory guidance with distinction. Doors to reach them, wherever they were, were always open to me hence discussions with them played a major role in shaping this work.

To the Education Officers in West Pokot District and all the headteachers of schools in the study, I would humbly say thank you for your Co-operation and assistance.

I cannot forget to register my sincere appreciation to Dr. Grace Bunyi, Mr. Wesonga, Dr. Gravenir, Dr. Gateru, Dr. Njeri, Dr. Waweru and Ms Lillian Boit for their input and encouragement to see me through.
My sincere thanks go to Ms Caroline Kaniu and Cynthia Mutanu for their encouragement and prayers at times when all seemed not to work. Besides this, Cynthia’s effort to type and print this work is highly appreciated.

Lastly, my heartiest thanks go to my husband Dalizu, our daughter Stacey and Kibu our son for their patience, support and understanding during the years of the study. God Bless you.
This study investigated contributions made by parents, community and government to the financing of Public Secondary Schools in West Pokot District and what those contributions have provided.

The study was descriptive in nature. The researcher utilized the following instruments:- questionnaires, interview, focus group discussions, observation checklist and documentary analysis. One hundred and thirty nine (139) individuals in five-sampled Public Secondary School were respondents. They included five (5) head teachers, five (5) B.O.G. Chairpersons, five (5) P.T.A Chairpersons, sixty (60) students, sixty (60) teachers, one (1) District Education Officer and three (3) Community representatives.

Data was analysed using means, frequency distribution and percentages.

The finding of the study are as follows; -

Parents were the main contributors to educational facilities.

Most parents were low-income earners and had difficult financing and providing for educational facilities.

The government financed Public Secondary Schools by paying teachers salaries and giving bursary to bright and needy students.

The community in the area contributes to school harambees. However the contribution is minimal.
The contributions made by the parents, community and government in financing and providing for Public Secondary Schools in West Pokot District had been inadequate for the following reasons:

The schools lacked essential learning facilities and materials. There were inadequate laboratories, classrooms, workshops, dormitories, classroom furniture, teachers' houses, staff rooms, home science rooms' playing fields, and textbooks among others.

From the finding it was concluded that, between 1995 – 2000 the financing of Public Secondary Schools had not provided adequate educational facilities.

It was recommended that:

- The Public Secondary Schools should start income generating projects like rearing cattle and bee keeping to supplement Government, Community and Parents contributions.
- Organized fund raising.
- The government should increase bursary funds to West Pokot District, because it is in the ASAL region.
- The local administration should encourage the local communities to fully participate in supporting their schools.
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<tr>
<td>ASLS</td>
<td>Arid and Semi-Arid Lands</td>
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<td>GOK</td>
<td>Government of Kenya</td>
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<td>TIQET</td>
<td>Totally Integrated Quality Education and Training</td>
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<td>WB</td>
<td>World Bank</td>
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<td>BOG</td>
<td>Board of Governors</td>
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CHAPTER ONE

1.0 BACKGROUND TO THE STUDY

Education is now universally recognised as a form of investment in human beings, which yields both economic and non-economic benefits and contributes to a country's future wealth by increasing the productive capacity of its people. Thus expenditure on education can be partially justified in terms of the potential contribution of education to economic growth. These benefits together with other visible gains for individuals have led to increased importance of education at primary, secondary and university levels and consequently the demand for education (World Bank, 1990).

The ever-increased demand for education has subsequently led to increased cost. The Kenyan development plan (1997-2001) indicates that education still gets the largest percentage of the government budget. Currently, fifty seven percent (57%) of education allocation goes to primary education; 16.2% to secondary education and twenty percent (20%) to post-secondary education.

In the Kenyan system of education, the secondary level forms an important cycle of the system and builds on the foundation laid at primary school level. Secondary level seeks to strengthen the general intellectual skills that are more relevant to many occupations and subsequent education (Achola 1988).

The government of Kenya has been determined right from independence to increase the number of secondary schools, their quality and relevance. The parents and community commitment to expansion of secondary schools is evident in their actual establishment of harambee secondary schools which are run by private or local funding of teachers salaries, equipment and capital development.
They received no assistance from the government except occasional donations during harambee funds drives. Abongo (1987) The harambee secondary schools are now district schools and receive government support in the form of teachers remunerations and bursaries.

It is also noted that since independence one significant source of finance for Kenya’s school system are harambee contributions (self-help drives) from the community. Leaders arranged for systematic collections of donations from farmers, co-operative societies, land-buying companies and other organisations through fund-raising meetings held at all levels in most districts (Anderson 1973).

The importance pegged to investment in secondary education is on the basis of both high private rates of return and social rates of return leaving the parents, community and government with no choice but to strive and contribute funds to education. Education actually contributes to earning capacity and production capacity. It also benefits many persons other than the students. It benefits the student’s future children who will receive informal education in the home, neighbours who may be affected favourably by the social values developed in children by the schools etc. Hence supporting the cost-benefit analysis which was widely used by economic to asset in search for efficiency in government spending and to scrutinize educational investments (Hansen 1975; Psacharopoulos, G. 1985).

The education costs have been viewed to cover tuition fees, activities fees, uniform, development of classrooms, dormitories, laboratories, dining halls, desks, transport, meals, salaries, textbooks and other equipment. The costs also cover indirect costs such as opportunity costs (GOK, 1997-2010). In 1981, there was a shift in the education structure. The 7-4-2-3 was replaced by an 8-4-4-4-system of education (eight years primary education, four years secondary education and four years of university education for a basic bachelor degree). The
8-4-4 systems is a product of the Presidential Working Party on the Establishment of Second National University in Kenya. The Government decided to go with the recommendation to re-structure the entire education and training systems with a view to making them more practical oriented. The 8-4-4 system of education came into effect in 1985, at all levels of education (Gok, 1981: 1984).

The 8-4-4 system of education requires more supply of educational facilities, equipment and other resources as compared to the former system of 7-4-2-3 (Kamunge 1988). The parents have had to build more classrooms and workshops besides providing other items such as uniforms, textbooks, meals, transport, which their children need to use at school. (Daily Nation 24th June 1996). This necessitated the government to 'officially' adopt cost sharing, as a financing policy.

In 1988 the government under the structural adjustment programme, implemented the cost sharing policy in the provision of social services including education. The policy had the objective of revitalizing, planning and management of educational resources in order to make available educational facilities (The Republic of Kenya 1988). Cost-sharing strategy, however, has been in operation since independence; it was used to obtain facilities like classrooms, workshops, tools, school vehicles, instructional facilities among others. Hence, the 1984-88 Development Plan was used to make the strategy 'official' and to strengthen the practice. The development plan held that the government should meet the administrative and professional service costs whereas parents and beneficiaries of education should take up those costs related to the development and provision of education.

The above was in line with the 1981 Presidential Working Party on the establishment of the second University in Kenya (Mackay, 1981) Report and the

The adoption of the cost-sharing policy in education has seen the return to communities and parents for a substantial proportion of the financial responsibility to education. Abongo (1987) observed that “Kenya is possibly the country in Eastern Africa in which the highest proportion of education costs are borne by the students, parents and community.”

The government’s expenditure on teachers’ salaries in public schools in Kenya currently amounts to about Kshs. 28 billion a year, which represent more than eighty percent (80%) of the Education Ministry budget (Daily Nation, 4th October, 1997). Between 1995 and 1998 the main feature of the structure of expenditures within the education sector was the dominance of personal emoluments. At the secondary school level, the share of personal emoluments was almost 100 percent until 1997. This dominance was brought about by growth rate in a number of teachers. (GOK, 1997-2010).

A World Bank Report (1995) titled “Priorities and Strategies for Education” observed that Parents in Kenya meet the bulk of Secondary Education costs. The sixty two per cent for secondary education costs is met by parents and accounts for 1.26 per cent of Kenya’s gross domestic product. This portrays the responsibility of parents in educational expenditure.
Various arguments have been advanced against cost-sharing policy. Munene (1994) points out "communities in well to do regions like those in rich arable, agricultural and productive lands are more advantaged than communities in poorer regions." This is true in West Pokot District, which is disadvantaged because it is in the ASALs region and therefore the community depends a lot on nomadic pastoralism with no definite market for their livestock since the closure of Kenya meat commission (KMC).

The implication of such disparities is far reaching as it results in constrained educational opportunities emanating from financial disparities.

However, despite the commitment of the Parents, Community and Government to contribute in providing and financing of Public Secondary Schools through payments in cash and kind, and holding harambees to raise funds for schools, there have been set backs in financing secondary education, which has been portrayed as costly. The immediate consequence of cost-sharing policy in education in Kenya at the secondary level has been escalation of school fees. The fees and other school related costs such as uniforms; textbooks have become too high for parents to afford. Hence, the dream of parents to give their children good education is increasingly getting out of reach for most of them, thus making secondary education a preserve for the rich (East African Standard 11th April 1998).

There was strong evidence, that the objectives of the cost-sharing strategy were not being met because schools lack essential facilities and materials in spite of the relatively larger levels of government, parents and community expenditures on education. It is widely accepted that a significant factor is the inability of parents, community and government to meet the charges required of them by schools,
particularly in view of the fact that educational costs are not the only costs they have to meet in daily life, they also meet food and health costs among others.

1.1 STATEMENT OF THE PROBLEM

There was strong evidence in the background to the study that proved the objectives of cost-sharing strategy were not being met because secondary schools lacked essential teaching/learning facilities in West Pokot District.

There is no empirical research done in the district that can establish the adequacy of contributions made by parents, community and government in the financing of public secondary schools and what those financial contributions have provided. The current state of financing Secondary Education in West Pokot had not been documented.

The study, therefore, investigated the adequacy of the contributions made by parents, community and government towards secondary education in West Pokot District. It more specifically endeavoured to determine how adequately the sources of finances mentioned above had met the teaching/learning requirements in the Public Secondary Schools in West Pokot District.

1.2 PURPOSE OF THE STUDY

The study investigated the adequacy of contributions made by parents, community and government in financing and providing Public Secondary Schools and the extent these contributions had provided and financed the required teaching and learning resources and facilities in secondary schools in West Pokot District.
1.3 THE SPECIFIC OBJECTIVES OF THIS STUDY WERE:

(i) To determine what parents' contributions had financed and provided for Public Secondary Education in West Pokot District.

(ii) To establish what community contributions had financed and provided for Public Secondary Education in West Pokot District.

(iii) To determine what government contributions had financed and provided for Public Secondary Education in West Pokot District.

(iv) To determine the adequacy of these contributions in financing and providing for the requirements of Public Secondary Education in West Pokot District.

1.4 RESEARCH QUESTIONS

The study was guided by the following questions

(i) To what extent had the parents' contributed to the financing and provision for the Public Secondary Schools in West Pokot District?

(ii) To what extent had community contributed to the financing and provision for the Public Secondary Schools in West Pokot District?

(iii) To what extent had the government contributed to the financing and provision for the Public Secondary Schools in West Pokot District?

(iv) To what extent had the contributions of parents, communities and government adequately financed and provided for Public Secondary Schools in West Pokot District.
1.5 ASSUMPTIONS OF THE STUDY

This study assumed that:

(i) Parents and the community had accepted cost-sharing as a reality in the education system and were therefore actively engaged in providing for all that is required to achieve quality education.

(ii) Public Secondary Schools in West Pokot District had used the contributions from parents, community and government to finance and provide for educational facilities and resources.

(iii) Public Secondary Schools in West Pokot District had received contributions from the above sources and had used them for the provision of adequate educational resources and facilities.

1.6 SIGNIFICANCE, SCOPE AND LIMITATIONS OF THE STUDY

The study was significant since it was hoped that the findings and recommendations of the study would assist educational planners and educational policy makers in planning and making appropriate decisions concerning the provision and financing of Public Secondary schools. The study would also help future researchers regarding similar studies to be carried out elsewhere.

This study concentrated on the following:

Public Secondary schools based in West Pokot District. The district has eighteen public secondary schools. From eighteen schools only five schools (about 28% of the schools) were selected for the study. This number is within the acceptable representative sample according to Gay (1976) a minimum of twenty percent (20%) of a sample may be required for smaller population like it was in the case of West Pokot District.
The study covered only Public Secondary Schools in West Pokot District, which is one of the arid and semi-arid lands. Findings from the study did not apply to other regions or private schools. The study covered the period 1995-2000.

1.7 THEORETICAL FRAMEWORK

This study alluded to the theory developed by United States corps of Army Engineers in 1930s known as Cost-Benefit Analysis. They used it to recommend only projects whose benefits were at least equal to costs (Eckstein 1958). By the 1960s cost-benefit analysis was used widely by economists to assist in the search for efficiency in government spending. At the same time it began to be used to scrutinize educational investments. The theoretical framework took the rates of return to investment approach (Hansen 1963). According to this approach the costs in any investment should equal returns hence investment decisions are based on expected returns. This method of relating costs and benefits was chosen because the rate of return to education investment is comparable to rates of return on alternative kinds of investment.

1.8 CONCEPTUAL FRAMEWORK

The theoretical framework was conceptualised to suit this study whereby the parents, community and government incur costs in education as an investment due to expected returns of increased quality and quantity of educational outputs including nature of graduates.
Figure 1 below shows the cost-benefit model indicating the variables that guided the study:

- **Educational Investments**
  - Private Investors: Parents and students
  - Social Investors:
    - Government
    - Community
    - NGOs

- **Educational costs**
  - **Private costs**
    - Direct costs e.g. School fees, Uniform etc
  - **Indirect costs** e.g. Forgone earnings
  - **School Fees**
    - Uniform
    - Harambee
  - **Teacher - salaries**
    - Bursaries
  - **Indirect costs** e.g. Forgone taxes

- **Contributions (costs) in providing and financing education from parents**
- **Contributions (costs) in providing and financing education from community**
- **Contributions (costs) in providing and financing education from Government.**

- Total number of different teaching/learning facilities and resources provided as a result of financial contributions from parents, Community and Government.

- **Quantity and quality of educational resources**
- **Nature of school students graduates**

- **Private returns**
- **Social returns**

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The model comprised education as an investment. It referred to private investors as parents and beneficiaries and social investors as the Government, community, non-governmental organisations and churches. Under private and social costs we had both direct and indirect costs. The study sought to establish the direct and indirect costs for the stakeholders in West Pokot District.

The model comprised both private and social educational costs, which refers to uniform, desks, classrooms, meals, transport, activity fees, salaries etc. Private and social returns referred to the quantity and quality of educational resources, facilities and nature of student graduates. The model showed contributions by parents, community and government, which provided and financed various teaching/learning resources and facilities.

The contributions were utilized to provide and finance different learning and teaching resources and facilities required by the school. It is these contributions and utilization, which determined the amount of educational resources and facilities that had been provided and financed by the parents, community and government for the school.

The returns of utilization of contributions made by the parents, community and government were determined by quantifying the educational resources and facilities that the school required and were made available through cost-sharing mechanism. It is these contributions that determined the education resources and facilities that were provided and financed in the secondary schools.
1.9 OPERATIONAL DEFINITION OF SIGNIFICANT TERMS

Rates of Return to Education

These refer to the net benefits accruing to an individual (Private Rate of Return) or society as a whole (Social Rate of Return) upon successful completion of education.

Educational finance/costs

These are the costs of input (resources), which are allocated to education. For example costs for building materials, desks, books, equipment, teachers' houses, workshops etc.

Parents: - This includes the natural mothers and fathers, the foster mothers and fathers, guardians and any other persons who are responsible for financing a child's education.

Recurrent Expenditure: - Refer to expenditure which is incurred and which covers one financial year only e.g. consumables such as exercise books, chalk, and salaries for the year in question.

Auditing: - Independent examination of various books of accounts maintained in the school to ascertain its true and fair financial position. It checks whether there has been any misappropriation of funds or other financial malpractice.

Financing: - Meeting the cost of education, capital (development) and recurrent expenditure. The former refers to expenditure on permanent features like new buildings, desks, textbooks etc. While the latter relates to what is needed periodically for instance salaries and running expenses and equipment to sustain education.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION

This study aimed at finding out the contributions made by parents, the community and government in providing and financing public secondary schools in West Pokot District and whether these contributions had adequately provided and financed those schools. This chapter examined the literature related to financing Public Secondary Schools in developed and developing countries of the world.

The review of literature for this study was drawn from books, journals, newspapers, government publications and documents, reports and works that had a bearing wholly or partially on the field of education finance.

According to World Bank (1997) Economic growth and development of civil society rests on the capacity of well-educated workers and citizens braced to adapt to changing conditions. This is further supported by Chisolm (1995) who argues that education plays a vital role in economic growth and development.

Schultz (1968) discussed "human capital" whereupon direct expenditure on education was one way to improve peoples capacities to produce and earn income. This argument according to Harrold in Olembo (1992) persuaded the political leaders of both the rich and the poor countries that investment in formal education was likely to bring greater rewards than investment in physical capital. This resulted in increased vote allocations to education, such that even the World Bank got persuaded and issued its first education loan. Orivel (1986) has described the period of 1950 - 1975 as "the happy period of
education finance' as international trade and economic growth performed well. Most countries increased both absolute and relative efforts to promote education (Eicher, 1989: 72).

The 'oil shock' of the mid 1970s ended this happy period in education sector as OPECs rapid price increase of petroleum products worldwide resulted in inflation making importing countries have competitive budgets for education with other departments worldwide, consequently cost-sharing in education was introduced worldwide (Harrold, 1992: 5 in Olembo et al.).

Essentially, because of the importance of education in economic growth, governments have a key role to play in administering and financing education. Hence, the rationale for government intervention in the "market" for education is found on both efficiency and equity grounds (World Bank 1997).

Unfortunately, the government has not been able to execute its duties smoothly. This is due to economic contraction and fiscal crisis, which have meant a decline in real resources available to the education sector (World Bank 1997).

The World Bank (1997) observed that countries have responded to growing budget pressures in a number of ways, through privatising services and devolving financing authority to local governments and families, which often lack the necessary resources. This has had serious implications for the quality and equity of access to education.
2.2. LITERATURE FROM COUNTRIES OUTSIDE AFRICA

Existing payments for schooling are the most obvious indications that many parents and communities are willing and able to pay for schooling (Bray 1996).

In Peru, the views of parents whose children live close to secondary schools have been compared with the views of parents’ whose children have to travel two or more hours each day (Bray 1996).

The researcher found that households in the second group were willing to pay fees that would more than cover the costs of opening new secondary schools in their villages. (Bray 1996).

In Vietnam, the government used to provide free education throughout the system including post-primary schooling. This, however, was stopped in 1989 owing to economic stringency (Bray 1996).

The willingness to support schooling is evident among Indonesia’s rural dwellers and poorhouse holds who contribute labour and materials in lieu of cash. The same kind of practice whereby parents contribute labour and materials in lieu of cash takes place in Kenya but the extent of how much it contributes is not clear. This practice is common in most parts of East Asia and in other parts of the World (Bray 1996).

Moehlam (1927:189) in his studies of the system of school finance in America stated:

In respect to public schools as well as to other forms of public revenue, there are no new sources. All the
money must come from the single source, the people by the method of levying and assessment taxation.

This is a true assertion as it is the people that the public schools serve.

Moehlman (1927) observed that, total expenses of the programmes, financial ability of the community to pay and the method of raising funds to meet the expense are three factors to be considered when financing schools. He, however, stated that the ability to finance education is dependant in part, at least, on the extent to which community desired to make further sacrifice to satisfy the practised need.

Education in India was financed both by central and state governments (Varghese and Tilak, 1991:15). Besides public sources, there were also private sources. Public sources included contributions made by central, state and local governments. Private sources include fees and other household expenditures incurred by the direct beneficiaries (students/parents) of education (Bray 1996). This indicates clearly that cost-sharing strategy is also embraced by the education system in India.

According to Samah (1991) in Malaysia the role of the Parent-Teacher Associations (PTAs) is primarily that of material support; for example they contribute to the building of school halls, canteens and providing teaching aids. According to the Australian National Commission for UNESCO on compulsory Education, Australian States those who got interested in local schools formed parents' and citizens' associations which performed functions such as:

(i) Raising of local funds for specific school projects.
(ii) Mobilising and allowing local opinion in regard to particular education and administrative issues.

(iii) Serving as an effective means of parent education.

From a case study of education in France, Garcia (1964) pointed out that from the middle of the nineteenth century onwards, state intervention became necessary to ease the financial burden of the local authorities; grants were made to municipal authorities to build schools and for the payment of teachers' salaries; scholarship were offered to help the less prosperous families.

In examining the problem of financing education in the world, Lobel (1971), was puzzled by two fundamental questions; where does the money for education come from, and what is the best pattern of allocation? Based on his analysis, he stated that:

The Proportion of money coming from each source varies from country to country, but the general picture seems to be as follows: a small proportion is derived from private sources (school fees and other internal sources); a variable proportion is derived jointly from the country itself (the central administration, local authorities and private bodies) and from abroad (public or private funds).

In a report prepared by Garcia (1964) on the financing of education in France he stated that the various sources that contribute financial resources to education are the state, local authorities, educational establishments having their own funds, certain private institutions such as the church and various associations and movements, households, and commercial and industrial firms. Garcia (Ibid) further pointed out that different sections of the community
were tending to put the task of financing educational developments on the states. His suggestion was that local authorities, industries and parents must be asked to make extra effort to support education since they all have an interest in it.

In Switzerland, the main sources of funds for public education include the communities (which finance community schools), large firms, other private organizations, and fees paid in private schools. In a paper presented by Moehiman (1982) on the problems of urban education especially on America's last frontier, he pointed out that:

The congressional Advisory committee on intergovernmental relations has reported that the rising cost of Public education is rapidly outstripping the ability of local government to provide quality education because of their reliance on property taxes. The committee recommended a take over by the states of the entire public school financial burden. This would relieve local property taxpayers of substantially all of the cost of education and 'freeing up" the property tax base for greater support of other local functions.

Moehiman (Ibid) comment on the committee's recommendation was that while 100 per cent state assistance could eventually be attained, it would take so many years to reach the required level.

The surprise recovery of Japan after the Second World War is credited to its education system. The aims of Japanese education are broad but worthy of mention in connection to financing. These include:

(i) Provision of equal education for everybody without discrimination as to sex, class, social status or family origin.

(ii) Provision of compulsory education to all, with no tuition fees being charged for in state and local authority schools.
(iii) Schools are Public but law will permit qualified persons to operate private schools.

(iv) Teachers in all schools will be servants of the community hence as servants of the community they have to be conscious of their responsibility and maintain their dignity. Their position will also be respected (Getao, 1996)

In Burma parents-teachers associations are a major source of input in financing of education. A 1972 - 1973 survey by the Ministry of Education revealed that P.T.As provided 21.2% of the costs of building, 63.8% of the cost of furniture and equipment, 63.4% of repairs and 87.7% of general contingencies. Burma has recently introduced innovative programmes where the government contributes 41.5%, UNICEF 22.8% and the local community 35.6% of the repair costs of 434 new schools. This scheme represents a unity of state, foreign organisation and local communities in the financing of education (Scandlern and Black, 1980)

The financing of education in Guyana involves donations from industrial and commercial sectors near the school, donations of land by individuals, contributions in the form of building materials and labour. Substantial funds are also raised through the organisation of fund-raising activities such as fairs, food sales and craft sales (Hamilton and Randolph, 1968)

All the above could be applicable to Kenya, however it would need to be evaluated as regards the extent to which they have achieved their roles in their respective countries.
2.3 LITERATURE FROM AFRICAN COUNTRIES

African countries have shown willingness to pay for schooling. This willingness seems to be particularly evident in countries where governments did not make satisfactory quantitative provision (World-Bank 1997).

Subsequently, the scale of non-government resources even in public system of education is both large and growing (World-Bank 1977).

In Uganda, households have sought to bridge the gaps left by government shortcomings by meeting 65 - 90 per cent of the costs of schooling (World-Bank 1997). This has happened in Kenya as well households have contributed to education through cost-sharing spirit in a bid to bridge the gaps left by government resourcing.

Thus, education system survived in a country like Uganda that was long subjected to the whims of despotic leadership between 1971 to 1986, partly because the government did not interfere directly with schools and parents intervened to compensate for shortfalls in school funding eventually providing nearly ninety percent 90% of recurrent school costs and assuming significant decision-making responsibilities (World-Bank 1997).

Nigeria and Tanzania have identified three main sources of financing, namely;

(i) Government sources
(ii) Local sources including local authority funds
(iii) Private financing
Ozigi (1977) discusses sources of finance for Nigerian schools that include school-based initiatives like the sales of magazines and organising and charging for students' activities like drama. Swarthland and Taylor (1988) points out that in Botswana support for schools are spearheaded by politicians. This support includes contributions of cash, material, labour in lieu of cash. This is very much similar to what happens in Kenya.

A similar situation like that of Botswana is found in Zambia, Achola and Kaluba (1985). Besides the contribution of cash, community participation involves construction of teachers' houses or payment of teachers rent.

In parts of Nigeria, communities have historically competed to gain advancement through expanded secondary education and have gone to considerable lengths to secure government permission to open secondary schools. Though the local government councils in Nigeria are by law vested with the responsibility of running schools under the supervisory control of the state ministry of education many local governments do not have the financial capacity to manage the schools. So they look up to the state government to supply funds (Ozig 1997).

The state government of Nigeria calls communities to regard schools as their 'community schools' and hence support the schools with cash and kind contributions (Nwagwa in Olembo et al. 1992).

Callaway and Musone (1966) in their study on the financing of education in Nigeria point-out that a guiding principle well-tested in Nigeria in previous years reveal that families and communities are more willing to contribute money towards some purposes which they value highly which they can intimately appreciate because it is close at hand. Due to expansion of education in the 1980s, Nigeria communities expanded primary schools in their areas and actually paid for the construction of these in cash. The burden
of funding of rural schools quickly shifted from the government to communities especially with respect to capital expenditure (Nwagwa in Olembo et al. 1992:63). This is equally happening in Kenya and more so to secondary education whereby the villagers' collections and parents' fees finance the secondary education though the extent is yet to be established.

2.4 LITERATURE FROM KENYA

In financing education, the Kenya Government has experienced a very cooperative gesture from the public. Public financing of education in Kenya started in 1909 when financial grants were made to mission schools conducting industrial training (Mutua 1975). Hence, cost-sharing between the parents, community and government goes back into the early years of colonial rule in Kenya (Achola 1988).

Full institutionalization of cost-sharing policy that is a common feature in the Kenyan education system is a worldwide phenomenon that can be traced way back to the 1973 world oil crisis. As a reaction to this crisis, cost sharing was put in place to make good the deficit in education budgets, Kenya was not exceptional. The trend in the 1970s and 1980s has therefore, been to cut down on the education budget in order to finance other essential services (Otiende et al. 1992: 107) hence the recommendation established.

Without this type of support from community financially many schools would fold because the state and local government cannot cope with the financial requirements for the schools upkeep and expansion (Nwagwa in Olembo et al 1992) highlights potential benefits from collaboration of governments with parents and communities. He argues that the relationship not only increases the resources available for education they also improve the relevance, appropriateness
and sustainability of reform and innovation. This essentially provides clear message to policy makers in Kenya and elsewhere that the number one priority in education is to strengthen the relationship of parents, communities and government regarding financing of education.

Local financing increases the legitimacy of communities to exercise control over their schools. This strengthened accountability for parents and communities regarding their financing of education, and led to improvements in home-school liaison and in the local relevance of education (Ibid). Parents and communities feel responsible for the well being of schools especially in relation to contribution in financing the educational programmes, which gives them a personal attachment to their schools thus strengthening the cost-sharing spirit.

Consequently, it is evident that strong reliance on parental and community resourcing can also exacerbate various inequalities. This is because the group able to help itself is the one that is already well off. Hence, the above argument indicates that in financing education the government cannot be left out but has to be involved wholly.

Hence the contributions of the parents, the community and government is essential in financing secondary schools in Kenya. Cost sharing in education is supported by the International Monetary Fund (IMF) and the World Bank Structural Adjustment Programmes (SAPs). The government agrees that cost sharing is the right way in which the country can achieve its objectives of expanding its educational facilities and financing the education programme as a whole without adversely affecting the quality of education (Rono, 1988:3)
In applying the cost-sharing strategy, the Government is to meet administrative and professional service costs whereas parents and beneficiaries of education meet those costs related to the development and provision of educational facilities like text books, uniforms, equipment and personal services (Mackay Report, 1981; Kamunge Report, 1988; Republic of Kenya 1983).

Under the policy of cost sharing, it is the responsibility of parents to provide physical facilities such as classrooms, workshops, home science rooms, libraries, teacher’s houses etc. While government provides teachers (Republic of Kenya, 1992:4 1). It is also the responsibility of the parents to provide instructional materials such as textbooks, tools, chalks, desks, exercise books, uniforms etc.

The community has also contributed to financing of public schools in Kenya. As it is noted that since independence one significant source of finance for Kenya’s School System is harambee (Self-drive) contributions from the community (Olembo 1985) leaders arranged for systematic collections of donations from farmers, co-operative societies, land-buying companies and other organisations through fund- raising meetings held at all levels in most districts (Anderson 1973).

Hence, the contributions of parents, community and government have been impressive but scholars feel that the three traditional sources of funds; parents, community and government have been over-burdened by school related requirements and hence needs supplementing from other sources such as religious organizations, charitable organizations, sponsored walks, school’s own income generating activities among others (Olembo 1985, Ter Weele 1973; Rono 1988; Achola 1988; Abongo 1987; Wesonga 1996).

There is strong evidence, which suggests that the objectives of the cost-sharing strategy are not being met because schools lack essential facilities and materials in spite of the
relatively larger levels of government, parents and communities’ expenditure on education. It is widely accepted that a significant factor is the inability of government, parents and community to meet the charges required of them, particularly in view of the fact that educational costs are not the only costs they have to meet in daily life, they also meet food, health costs among others.

2.5 SUMMARY
This chapter looked at secondary schools theories and practices of financing in various countries including Kenya. It has also managed to point out that cost-sharing strategy is not adequately meeting its objectives as it is evident that many schools still lack essential teaching/learning facilities and pointed out a need to further explore the adequacy of parents, community and governments contributions in financing and providing secondary schools through cost-sharing policy. Subsequently there is need to supplement the contributions made by mentioned stakeholders that is parents, community and government.

The Public Secondary Schools in West Pokot District should engage in income generating projects such as rearing of livestock for use in school and sale to the market, bee keeping for sale of honey and hiring of school facilities e.g. halls for private functions.
CHAPTER THREE

3.0 METHODOLOGY

3.1 INTRODUCTION

This study was designed to investigate the adequacy of contributions made by the parents, community and government in relation to what those contributions had provided and financed in Public Secondary schools in West Pokot District. This chapter included research design, location of study, target population, sample and sampling procedure, rationale for sample selection, research instruments, data collection procedure and data analysis.

3.2 RESEARCH DESIGN

Since this study was geared towards investigating the contributions by parents, community and government in providing and financing public secondary schools in West Pokot District, a descriptive design utilizing both qualitative and quantitative approaches was used. Descriptive design attempts to describe what was and what is in a social system such as a school (Abagi, in Mwiria, 1995) Descriptive studies data are usually collected through questionnaires, interviews, observations, focus group discussions and document analysis.

3.3 LOCATION OF THE STUDY

The study was carried out in West Pokot District. The district covers some 9,100 square kilometres. It shares common borders with Trans-Nzoia, Elgeyo and Marakwet districts.
to the South, Baringo and Turkana to the East and North respectively and the Republic of Uganda to the West (Republic of Kenya 1997-2001). The criterion that determined the choice of area of study was the fact that the researcher knows the area well and also the fact that most studies of this nature had been done in productive areas and not in arid and semi-arid lands as it is the case in West Pokot.

3.4.0 TARGET POPULATION

The target population for the study was the eighteen public secondary schools in West Pokot District. These schools were categorised as follows - girls, boys, day, mixed and boarding secondary schools. The Headteachers of the eighteen schools, their teachers and students were included in the target population. The Board of Governors, Parent-Teachers Association’s chairpersons and the District Education Officer in West Pokot District were also part of target population.

3.4.1 THE SAMPLE AND SAMPLING PROCEDURE

Purposive sampling was used to select five schools so as to include girls, boys, mixed, day and boarding public secondary schools which provided a representative sample. This formed about 28% of the public secondary schools in the District. A sample of ten percent (10%) of the population is considered minimum for a descriptive study (Gay, 1976). For smaller population twenty percent (20%) of the population may be required (Gay, 1976). Therefore, 28% was justified for a descriptive study of this nature. Five headteachers one from each of the selected schools was included in the study. Five B.O.G chairpersons, Five P.T.A chairpersons, a total of sixty students were purposefully sampled from the selected schools for focus group discussion, twelve students per school as the requirement of each focus group discussion is a number of ten to twelve
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participants (World Bank, 2000). In selecting the students’ gender, their class and nature of the school were considered. A total of sixty teachers twelve from each school in the sample, were conveniently sampled for focus group discussion. Convenience sample was chosen so as to ensure when selecting teachers gender and their duration of stay in their respective schools was considered. Those who had served for more than three years were sampled because the researcher believed that long stay had earned them enough knowledge on the issue that was under investigation. The District Education Officer was included in the study. The District Education Officer was included in the study because he was the closest to the Ministry of Education hence government representative who was in a better position to know government contributions to financing of Public Secondary Schools. He was also in charge of inspection of the schools funds and educational facilities (A manual for Headteachers 1975). The head teachers on the other hand, are the chief financial controllers of the schools. Their duties included ensuring their schools had adequate educational facilities and resources for effective teaching/learning. The PTA chairpersons were responsible for convening meetings of parents’ and teachers to discuss the needs of the students especially with regard to financing of the programmes. Students were included in the study because financing of the educational programmes affected them directly. The students, through experience were in the best position to explain the effects of school finance on their education. The B.O.G were responsible for running the schools with authority from the Ministry of Education hence, were in a better position to know about finances in the school (GOK, 1968; 1999).

3.5.0 RESEARCH INSTRUMENTS

The study utilised a mixture of instruments. These included questionnaires, documentary analysis, focus group discussion, interview guides and observations. A multi-method
approach was useful in dealing with the unforeseen circumstances that arise in field research (Sommer and Sommer 1991).

3.5.1 QUESTIONNAIRE SCHEDULE

Questionnaires were administered to the Headteachers, B.O.G chairpersons, PTA chairpersons and D.E.O. The questionnaires solicited information on the following: The contributions that had been made by parents, community and government; the adequacy of the contributions based on whether the contributions were meeting the school requirements; the opinions of the Headteachers, B.O.G chairpersons, PTA chairpersons and D.E.O regarding the cost-sharing policy and its effectiveness. According to Kane (1995), questionnaires were widely used in research to obtain information about current conditions and practices and to make enquiries concerning attitudes and opinions in a precise form. The use of questionnaires was preferred because they save time and allow collection of data easily. They are also less costly, easy to quantify and appropriate in summarizing the results (Kane, 1995; World Bank 2000; Sommer and Sommer 1991).

3.5.2 FOCUS GROUP DISCUSSION

The study solicited information by holding focus group discussion with teachers and students. This method was appropriate because through focus group discussion respondents were encouraged to talk among themselves so that the discussion could unfold among the participants rather than between the researcher and the respondent (World Bank, 2000). This helped the researchers to understand and get in-depth information on the adequacy of contributions made by the parents, community and government in providing and financing Public Secondary Schools and what these contributions had done in the schools.
3.5.3 OBSERVATION SCHEDULE

When the researcher visited the selected schools to administer questionnaires and focus group discussions she observed some of the key teaching/learning facilities like classrooms, laboratories, desks, teaching materials, equipment among others. This enabled the researcher to make some conclusions as to whether the contributions made by the parents, community and government had adequately provided and financed the schools.

3.5.4 DOCUMENTARY ANALYSIS

This instrument was used to collect data on contributions that had been made by the government, parents and community in providing and financing the Public Secondary Schools in West Pokot District. Documents like the fees register, ledger books, and journals among others were analysed. The documents were accessed with permission from headteachers.

3.5.5 INTERVIEW SCHEDULE

Peil (1995) maintains that interviews can provide reliable, valid and theoretically satisfactory results and that interviews get better cooperation and fuller answers. The in-depth interview was subjected to the community representatives e.g religious leaders, chiefs etc.

3.6 PILOTING RESEARCH INSTRUMENTS

One Public Secondary School in West Pokot District not in the list of the sampled schools for study was selected by the researcher for piloting the study. The
school was randomly selected. The questionnaires were administered to the Headteacher, P.T.A chairperson, B.O.G chairperson and one officer from the District Education office. The focus group discussion was administered to the teachers and students from the selected schools. The purpose of piloting the research instruments was to find out their reliability and validity and their suitability for the study. Piloting was also used to refine the instruments so as to obtain accurate information which was to reflect an integrated picture of the situation under investigation. As a result some questions were rephrased and others merged for effectiveness.

3.7 DATA COLLECTION PROCEDURE

The researcher obtained a research permit (clearance) from the office of the president before administering the questionnaire, interview schedules, focus group discussions, document analysis and observation schedule in the field. The researcher distributed the questionnaires to the Headteachers, P.T.A chairpersons, B.O.G chairpersons and D.E.O. The researcher arranged to collect questionnaires at the convenient time to both the respondents and herself. The focus group discussion for the teachers was organised at a convenient time to both the teachers and the researcher. The focus group discussion with the students was held during school days in each school in the sample. The interviews were conducted outside the school with the community representatives who included religious leaders, chiefs and managers of various organisations that constitute the community.

3.8 PROBLEMS FACED BY THE RESEARCHER IN THE FIELD

At first the Headteachers respondents were suspicious of the end results of the information concerning their schools' finances and provision of facilities and resources.
This made them reluctant to give information to the researcher initially. It was only when the researcher explained to them that the information they gave was to be treated confidentially that they generously provided it. The researcher explained to them that the information they gave was not meant to victimise them.

Some respondents demanded payment for giving the researcher the required information. The researcher explained to them that the information was required for the purposes of study and that there was no payment for any information given by any respondents. The researcher had to prove to the respondents that she was out for study by showing them both her student identity card and research permit.

Travelling from school to school was a tedious exercise. The randomly selected schools were far a part and vehicles were rarely found as the local residents prefer trekking and also they rarely travel.

3.9 DATA ANALYSIS

Items from the questionnaires, interviews, documents, observation and focus group discussions were arranged and grouped according to particular research questions. Responses received from the above instruments were organised, tabulated and analysed using simple frequencies and percentages. Peil (1995) maintains that when making the results of research known to a variety of readers' percentages have a considerable advantage over more complex statistics. It is also observed that percentages are easy to calculate and understand. Sommer and Sommer (1991) hold that the most widely used and understood proportion is the percentage. Content coding and analysis was done initially to generate a list of ideas on responses for each question. Questions thereafter and responses were placed under appropriate categories.
Before the questionnaires, interviews, focus group discussions, observation schedules and documentary analysis were coded and entered in tables for data analysis they had to undergo thorough editing to check on internal consistency of the recorded data. Care was taken by the researcher to note the number of times views were expressed and the number of respondents that expressed the views. This formed the basis for drawing conclusions.

Hence data collected has been presented systematically in a descriptive form supported by means, frequency distributions and percentages.
CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This study was designed to investigate the adequacy of contributions by parents, community and government in financing and providing public secondary schools in West Pokot District in the period 1995-2000.

An analysis of the data collected for the study is presented here. The information analysed was obtained by administering questionnaires to headteachers, the PTA chairpersons, B.O.G chairpersons and the D.E.O. The interview schedule was administered to community representatives whereas focus group discussions were held with teachers and students. Observation schedule was used by the researcher to get supplementary information on availability and condition of significant facilities in the school. Documentary analysis was also carried out by the researcher on school records.

Findings are presented in tables which show the number of respondents and the percentages. The statistical data in the tables are supplemented with some explanation. The findings are presented under sub-topics following the order of research questions in chapter one. The question on the extent to which parents have contributed to the financing and provision of the Public Secondary Schools in West Pokot comes under (4.3) while the question which inquired about the extent to which communities had contributed to the financing and provision of Public Secondary Schools in West Pokot District has been dealt with under sub-topic (4.4). The question on the extent to which the government had contributed to the financing and provision of Public Secondary Schools in West Pokot has been dealt with in (4.5).
4.2 PARTICIPANTS' BACKGROUND

Some of the background characteristics of the participants involved in this study were analysed and presented as follows.

4.2.1 (a) Headteacher Background

The preliminary questions in appendix one in Headteacher questionnaire (appendix 1) require information on number of schools within West Pokot Headteachers had served and the duration spent.

Tables 1, (a) and (b) show respectively the duration spent by the teacher in the current schools; the number of schools within the district they served as headteacher.

*Table 1 (a)*

<table>
<thead>
<tr>
<th>Period</th>
<th>No. of Headteacher</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 1</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>1 – 2</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>2-3</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>3 – 5</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>5 – 6</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>6 – 7</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>7 – 8</td>
<td>3</td>
<td>60.00</td>
</tr>
<tr>
<td>8 – 9</td>
<td>1</td>
<td>20.00</td>
</tr>
<tr>
<td>10 years and above</td>
<td>1</td>
<td>20.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Hundred percent of headteachers have been their schools for seven years. Sixty percent (60%) of the Headteacher had been in their respective schools for a period of seven to
eight years while twenty percent (20%) had been there for over 10 years and twenty percent (20%) had been there for eight to nine years. Hence all Headteacher had been in their schools long enough to have acquired knowledge on financing and provision for the schools.

Table 1 (b) Number of public secondary schools served as Headteacher

<table>
<thead>
<tr>
<th>No. of Schools</th>
<th>No. of Headteacher</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>3 and above</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From Table (b) it can be seen that sixty percent (60%) of the Headteacher had not served as heads in any other schools in the district other than the schools in which they were serving at the time of the study. While forty percent (40%) of the Headteacher had served as Headteacher in one other school in the district other than the one they were heading currently.

4.2.2 P.T.A. Chairperson

Tables 2 (a) and (b) show respectively the duration that the PTA Chairpersons involved in the study and had served as Chairperson in their respective schools and the period they had been attached to the schools.
Table 2(a) Year spent by PTA Chairmen in the current schools.

<table>
<thead>
<tr>
<th>Period</th>
<th>No. of Chairmen</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 Years</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>2 – 4 years</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>5 – 7”</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>8 – 10”</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 2(b)

Number of years PTA Chairperson had been attached to the current schools in other capacities

<table>
<thead>
<tr>
<th>Period</th>
<th>No. of Chairperson</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>2 – 4 years</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>5 – 7”</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>8 – 10”</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>11 – 13”</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From table 2(a) it can be deduced that eighty percent (80%) of the Chairpersons had served for a period of between two and seven years in their respective schools. In Table 2(b) it is shown that a hundred percent (100%) of the Chairpersons had been attached to their respective schools for a period ranging from five to thirteen years. It was assumed that the Chairpersons of PTA had rich background knowledge about the administration of
school funds as well as contributions made by the parents, community and government in financing and providing Public Secondary School in the district.

4.2.3 B.O.G Chairperson

Tables 3(a) and 3(b) show respectively the duration that the B.O.G Chairpersons involved in the study had served as Chairperson in their respective schools and the period they had been member of board of governors.

Table 3 (a)

*Duration spent by B.O.G Chairperson in the current schools*

<table>
<thead>
<tr>
<th>Period</th>
<th>No. of Chairperson</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>2 – 4 years</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>5 – 7&quot;</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>8 – 10&quot;</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>10 and above</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 3(b)

*Number of B.O.G Chairperson had been attached to the current schools as ordinary members of B.O.G*

<table>
<thead>
<tr>
<th>Period</th>
<th>No. of Chairperson</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>2 – 4 years</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>5 – 7&quot;</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>8 – 10&quot;</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>10 and above</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.00</td>
</tr>
</tbody>
</table>
In table (3a) five of the current B.O.G chairperson have been there for over five years. In (3b) five B.O.G chairperson (a hundred percent) had been attached to the school in one way or another for a period ranging from eight years to ten years and above hence making them knowledgeable on financial matters related to the schools and the stakeholders contribution in financing and providing for public Secondary Schools in the district.

4.2.4 Teachers Background

The teachers who participated in the study were both female and male to ensure the sample was representative and they were also teachers who had served for more than three years.

The schools under study had teachers employed both by Teachers Service Commission and Board of Governors as shown in table 4(a) and (b) respectively.

Table 4(a)

<table>
<thead>
<tr>
<th>Number of Teachers employed by TSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

Forty percent (40%) of schools under study had between one and ten teachers employed by Teachers Service Commission (TSC) while sixty percent (60%) had between ten and twenty teachers. According to Headteacher of schools this figures were inadequate and
some subjects lacked enough teachers like languages and science thus the schools were forced to hire teachers through Board of Governors (BOG).

*Table 4(b)*

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Schools</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.00</td>
</tr>
</tbody>
</table>

A hundred percent (100%) of the schools had employed two to four teachers through the Board of Governors in order to bridge the gap between what the government provided for schools in terms of teachers and what the schools required but still headteachers felt this was very costly on schools and parents thus the gap was not adequately filled.

**4.2.5 Community Representative**

The community representatives for the school under study included: The church, Faith Homes, the Bursary fund committee headed by the area representatives at locational (Zonal) level. The various organizations had been in operation for between ten to over twenty years and they had sufficient knowledge on the operations of their contributions to financing and provision of education in the district through harambees, bursaries, financing various projects among others.
4.3 Adequacy of parents’ contributions in Financing and providing Public Secondary school in West Pokot District.

Headteachers

According to a hundred percent (100%) of Headteacher responding to question 4 in the questionnaire (for Headteacher) whose schools were under study the sources that had financed and provided for their schools included parents, government and community.

Table 5.0: Contribution by various sources of finance.

<table>
<thead>
<tr>
<th>Source</th>
<th>Headteacher responses (School records)</th>
<th>% of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>4</td>
<td>28.6</td>
</tr>
<tr>
<td>Government</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Community</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>e.g. well – wishers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic church</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>NGOs</td>
<td>3</td>
<td>21.5</td>
</tr>
<tr>
<td>Charitable bodies</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Total responses</td>
<td>14</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From the above it can be deduced that parents do a lot in terms of financing and providing for public Secondary Schools followed by the government which provides teachers, the land on which the school stand and bursary for needy students in the school. The community, which encompasses well-wishers, churches, NGOs in the area, charitable organisations are also contributing immensely to the well-being of the schools in the district.
In this study the financing and provision of education by parents in West Pokot District covers a wide range of expenditure in schools. These include textbooks, exercise books, stationery, construction of buildings, maintenance fund, activity fees, examination fees, boarding fees, meals, field trips, medical fund, paying salaries of board of governors teachers, support staff salaries among others.

It was pointed out by a hundred percent (100%) of head teachers in the schools visited by the researcher in West Pokot District that it was the responsibility of parents to finance all the above requirements for their children.

From the data collected, it is clear that parents play a central role in financing and providing for public secondary schools. Their contribution seems to touch on every aspect of school requirements. Though it should be noted that parents' contribution in the schools visited was not used in isolation but alongside other sources of funds.

Despite the fact that parents are key contributors in the financing of public secondary schools, a hundred percent (100%) of the headteachers in the district stated that parents formed the most problematic source of funds. This is because of most parents' inability to raise the amount of money agreed upon by the B.O.G and P.T.A.

One head teacher in West Pokot District responding to question 6 (c) in appendix 1 on whether parents' contributions were adequate stated:

"Majority of parents in this school are pastoralists who survive through nomadism. These people are struggling to feed themselves; how are they expected to raise funds for school fees."
In West Pokot District poverty seems to be the main factor among parents making it difficult for them to contribute fully as required by schools. The parents are forced to finance and provide for schools by paying fees through instalments or in kind for example in form of goats, cows or labour in lieu of cash.

West Pokot District is an arid region, which is often hit by drought. This means that there is little income generating activity being carried out in the region. Parents in the area therefore have very little income to contribute to the schools.

Table 6.0: Headteachers response to rate of payment of school fees by parents within a given year in Public Secondary Schools in West Pokot District.

<table>
<thead>
<tr>
<th>% of payment of fees within a given year</th>
<th>Headteacher responses</th>
<th>% headteacher responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 50 percent</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>Between 50 - 80 percent</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Between 81 - 90 percent</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>100 percent</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

According to eighty percent (80%) of the headteachers of the schools visited less than 50% of the schools parents paid the whole amount of fees within a given year. Twenty percent (20%) of headteachers said that parents paid fees ranging between fifty percent (50%) and eighty percent (80%) and no parents paid fees between eighty one percent (81%) and a hundred percent (100%) hence depicting a deficit on amount of fees paid and that required by the schools. This is further strengthened by actual figures from the table 8 below.
Table 7.0: Parents contributions in Financing and providing education items
e.g. Tuition fees

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees paid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Average</td>
</tr>
<tr>
<td>Kapenguria boarding</td>
<td>986,254</td>
<td>1,020,780</td>
<td>999,720</td>
<td>1,260,220</td>
<td>1,280,000</td>
<td>1,479,600</td>
<td>1,171,092</td>
</tr>
<tr>
<td>Amount required Kshs</td>
<td>924,882</td>
<td>925,771</td>
<td>970,000</td>
<td>770,227</td>
<td>920,600</td>
<td>880,664</td>
<td>898,690</td>
</tr>
<tr>
<td>Deficit Kshs</td>
<td>61,372</td>
<td>95,009</td>
<td>2,9720</td>
<td>489,993</td>
<td>359,400</td>
<td>598,936</td>
<td>272,405</td>
</tr>
<tr>
<td>Talau Day</td>
<td>284,000</td>
<td>383,400</td>
<td>356,400</td>
<td>372,600</td>
<td>1,152,800</td>
<td>1,390,500</td>
<td>656,616</td>
</tr>
<tr>
<td>Amount required Kshs</td>
<td>185,000</td>
<td>203,400</td>
<td>236,000</td>
<td>224,600</td>
<td>945,800</td>
<td>835,000</td>
<td>438,300</td>
</tr>
<tr>
<td>Deficit 990,00</td>
<td>180,000</td>
<td>120,400</td>
<td>148,000</td>
<td>207,000</td>
<td>555,500</td>
<td>218,318</td>
<td></td>
</tr>
</tbody>
</table>

The researcher categorised the schools in the study into two categories, boarding schools which were represented by Kapenguria and day schools represented by Talau. This was found necessary because the boarding schools paid the same fees and so did the day schools. From the actual figures in parents contributing in terms of fees in public secondary schools there is a deficit which according to headteachers, B.O.G chairmen and PTA chairmen showed inadequacy of parents’ contribution in financing and providing for public secondary schools in West Pokot District. This they said forced schools to close earlier than other schools in order to compensate for the deficit in funds.
of running the schools. They also stated that most of the time students were forced not to participate in co-curricular activities in order to compensate for the deficit.

Table 8.0 Board of Governors response to rate of payments of development funds by parents in Public secondary schools in West Pokot District.

<table>
<thead>
<tr>
<th>% of paying development fund</th>
<th>B.O.G chairman response</th>
<th>% of B.O.G response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 50 percent</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>Between 50 – 80 percent</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Between 81 – 90 percent</td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>100 percent</td>
<td></td>
<td>0.0</td>
</tr>
</tbody>
</table>

According to eighty percent (80%) of the B.O.G. Chairpersons of the schools in the study less than 50% of parents paid development fund. Twenty percent (20%) of the B.O.G. Chairmen stated that between 50% - 80% of parents paid development fund and no schools registered 81% - 100% payment of development fund contribution. This therefore depicts clearly inadequacy on parents contribution towards financing and providing for development funds. This is further shown in actual figure in Table (9.0).
The above deficit in contribution of development fund by parents has resulted to 100% of the schools under study having inadequate teaching/learning facilities, which has impacted negatively on the performance of students. Hence the B.O.G and P.T.A chairmen stated that the financial contributions by parents were not adequate for construction and furnishing of classrooms, buying of teaching/learning materials and running of the school in general.
Table 10.0: Ways through which parents had contributed to the provision and financing of public secondary schools

<table>
<thead>
<tr>
<th>Ways of raising funds</th>
<th>Headteacher No. of responses</th>
<th>% of Headteacher responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash contribution to school</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Contribution through livestock</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Provision of labour in lieu of cash</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Bought school textbooks, stationery</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>320</td>
</tr>
</tbody>
</table>

From the table above the percentage is more than a hundred because headteachers responses were more than one. The table above shows the various ways in which parents raised funds either in cash or services to finance and provide for educational facilities in public secondary schools in West Pokot District.

The researcher found out that the services in lieu of cash parents rendered to schools were normally accounted for in monetary terms, therefore offsetting fees but were left unaccountable by school authority, just like the livestock given to school when a parent was unable to give cash contribution. Despite this fact as the table indicates, a hundred percent (100%) of the headteachers said that parents financed and provided for public secondary schools by contributing to their schools in cash money at fixed rates, buying school textbooks and stationery for their school children. Eighty percent (80%) of the headteachers on the other hand maintained that parents also contributed to financing and providing for schools through livestock in lieu of cash. Forty (40%) percent of the headteachers maintained that some parents contributed towards financing and providing
for schools through provision of labour to the schools in various areas such as the kitchen building, herding school livestock among others in lieu of cash.

Table 11.0 Headteachers' responses to facilities financed and provided by parents contribution to public Secondary Schools in West Pokot

<table>
<thead>
<tr>
<th>Facilities financed and provided by parents</th>
<th>No. of Headteacher</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers reference books/student textbooks and stationery</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Classroom construction</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Latrine construction</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Workshop construction and equipping</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Homescience rooms &amp; equipment</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>School library stocking</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Paying salaries for support staff</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Paying salaries for B.O.G teachers</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Making/repairing furniture</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Buying games/sport facilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 11.0 above sixty percent (60%) of the headteachers stated that parents financed and provided teachers reference books, students textbooks and stationery although they did not meet the schools requirements. Forty percent (40%) of the headteachers said parents had financed and provided for construction of classrooms which according to the researchers were still inadequate.

Thus as Kiugu (1990) noted locating financial resources by parents and community members for the provision of buildings and other related materials has not been without strains. According to all headteachers of schools under study parents, had adequately
provided for latrine construction and salaries of B.O.G teachers. The headteacher said this was a matter of priority since sanitation was primary need and also the B.O.G. teachers would not perform their duties well without payment while their counterparts on Teachers Service Commission payroll were earning their salaries. Headteachers admitted to parents providing and financing of furniture though it was not adequate as per schools requirements.

Headteachers stated that there were no workshop and Homescience rooms construction in the schools under study since there were no funds to construct the same. Forty percent (40%) of the Headteachers in the schools under study said that parents had financed and provided for library buildings in their schools, but none of these libraries had adequate stock of books. Only forty percent (40%) of headteachers in the schools the researcher visited said parents had contributed to the paying of support staff and forty percent (40%) also said parents had contributed to buying games/sports facilities.

The headteachers in the schools under study pointed out that if the schools were to operate effectively and efficiently, there was an urgent need to review present system of Public Secondary educational financing. Whereas to some degree the various sources of financing and providing for public secondary schools such as self-help (harambees) and schools own income generating activities had been adopted in these schools, help from local government, private companies and loans to these public secondary schools had not been adopted in the district public secondary since the inception of the 8-4-4 system of education. Neither has the government shouldered the overall financial responsibility.

The District Education Officer (DEO) maintains that the schools in West Pokot District do not have the needed facilities in regard to the 8-4-4 system. This is because the parents have been unable to provide adequate funds to construct and provide them. The DEO said that although parents have exploited most of the means of providing and
financing secondary schools there is still room to do more. When the researcher moved from one school to another, she made an observation on the adequacy of teaching/learning facilities as shown below in table (13.0)

Table (12.0): researcher’s observation on adequacy of Teaching/ learning facilities available in Public Secondary School in West Pokot District.

<table>
<thead>
<tr>
<th>Adequacy of Teaching/Learning facilities</th>
<th>Number of schools</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Laboratories</td>
<td>5</td>
<td>100.0</td>
</tr>
<tr>
<td>Teachers houses</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Staffrooms</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Homescience rooms</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Dormitories</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Dining hall</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Toilets</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Classrooms furniture</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Playing field</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>workshops</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The table (12.0) above shows that a hundred percent (100%) of the schools under study had laboratories that were not well equipped. Sixty percent (60%) of the schools had laboratories that were constructed for the purpose of serving as a laboratory while forty percent (40%) of the schools had converted former classrooms into laboratories hence making them less spacious for the purpose of carrying out experiments.
Sixty percent of the schools had a few houses but majority of teachers lived in the nearby centres and some had to trek for 6 – 8 kilometres from their houses to their respective schools. All the schools had adequate staffrooms and toilets but the researcher observed that the staffrooms were adequate in number but were not spacious enough and in twenty percent (20%) of the schools the teachers tables were visibly crowded. The toilets were adequate in number and sizes in all the schools under study.

Sixty percent (60%) of the schools under study had dormitories as the other forty percent (40%) were day schools and therefore did not have dormitories. Out of sixty percent (60%) that had dormitories only twenty percent (20%) of these were adequately equipped with beds and small cupboards whereas forty percent (40%) were inadequately equipped. Sixty percent (60%) of the schools had dining halls with none adequately equipped. In twenty percent (20%) of the schools students queued to pick their meals from the dining hall which had no tables and chairs and went out with their food. Some ate from outside while others ate from their dormitories. Forty percent (40%) of the schools dining halls had a few tables and chairs, so senior students who comprised of form threes and fours sat down while eating and junior students who comprised of form ones and twos ate while standing or from outside. Sixty percent (60%) of the schools had playing field while forty percent (40%) of the schools did not have the playing field due to lack of enough space for them.

The researcher observed that forty percent (40%) of the schools under investigation had few desks. A number of the students found it difficult to sit and write comfortably during classes. Student textbooks and files were kept in carton boxes on the floor hence congesting the classrooms.
One student participating in focus group discussion stated: “we leave the limited space on top of desks for placing our exercise books for writing assignments and notes when lessons are in progress”. This provided a difficult learning environment for students.

The researcher observed that out of forty percent (40%) of the schools with library, twenty percent (20%) of the school under study had a library that was equipped. However headteacher of the schools lacking libraries indicated that their schools had bookstores or cupboards in which they kept a few books. According to a hundreds percent (100%) of the students in the schools under study, their parents could not provide and finance textbooks and stationery adequately and their explanations were as follows: Their parents were poor and relied on irregular sources of income which were low. Their parents on the other hand were required to pay a school fee which was quite high and the required textbooks were too many and too costly as well. The school fees required per student annually was as shown in table (13.0) below:

Table 13.0: Order of school fees payment in public Boarding Secondary School in West Pokot District.

<table>
<thead>
<tr>
<th>School terms</th>
<th>(Kshs) Form I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term I</td>
<td>17,400</td>
<td>18,000</td>
<td>18,000</td>
<td>20,000</td>
</tr>
<tr>
<td>Term II</td>
<td>5,500</td>
<td>4,200</td>
<td>4,200</td>
<td>6,000</td>
</tr>
<tr>
<td>Term III</td>
<td>-</td>
<td>2,000</td>
<td>2,000</td>
<td>21,000</td>
</tr>
<tr>
<td>Total</td>
<td>22,900</td>
<td>24,200</td>
<td>24,200</td>
<td>28,100</td>
</tr>
</tbody>
</table>

The table depicts payment of fees in boarding schools, and in this study sixty percent (60%) of schools under investigation are fully boarding and from above annually a parent is expected to part with Kshs. 24,850 on average which is high given the poor
background of the parents who are expected to meet other expenses like buying of textbooks which majority of students did not have because parents could not afford. The fees charged on the other hand is high as compared to what the ministry of education recommends. According to the East African Standard April 11,2000, the government recommended that students in District boarding schools pay a fee of Kshs. 13,500 annually while day scholars pay Kshs. 6,500 but this the heads of schools terms as inadequate to run the school.

Table 14.0: Types of textbooks possessed by students in Public Secondary School in West Pokot District.

<table>
<thead>
<tr>
<th>Names of textbooks</th>
<th>Price Kshs. (Average)</th>
<th>No. Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.I.E Agriculture</td>
<td>225</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Biology &amp; Biological science</td>
<td>295</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Business Education</td>
<td>145</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Chemistry</td>
<td>331</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>C.R.E</td>
<td>170</td>
<td>25</td>
<td>41</td>
</tr>
<tr>
<td>Commerce</td>
<td>152</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Economics</td>
<td>148</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Geography</td>
<td>352</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>History &amp; Government</td>
<td>171</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>185</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>295</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Physics</td>
<td>320</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Social Education &amp; Ethics</td>
<td>186</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Literature set books</td>
<td>148</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>Accounting</td>
<td>350</td>
<td>20</td>
<td>33</td>
</tr>
<tr>
<td>Integrated English</td>
<td>360</td>
<td>20</td>
<td>33</td>
</tr>
</tbody>
</table>
The responses do not add up to a hundred percent (100%) because out of the 60 students in the focus group discussions some responded to having more than one of the textbooks that were required. It is clear from the above table that students do not have enough textbooks and this for sure impacts negatively on their academic performance. Sixty percent (60%) of school headteachers categorised their schools performances as fair while forty percent (40%) stated that their schools performed poorly. The sixty percent (60%) of the schools that performed fairly were boarding schools and hence the better performance was attributed to having more students did not have a lot of external influences since they resided in the school compound. Forty percent (40%) of the schools that performed poorly were blamed on the fact that the schools were day and students had to walk for long distance, went without meals most days, did not have ample time to revise or even seek private assistance from teachers and besides had external influence.

A student participating in the focus group discussion stated: “the school in order to make available missing equipment, engaged in the following steps: they were organising harambees which brought together the parents, community and government representatives and well – wishers to contribute towards financing and providing for lacking and inadequate facilities”.

The schools also lobbied for donations from NGOs and well-wishers. The students cited problems encountered by parents in the process of financing and providing education they said parents way of paying fees was untimely and inconsistent, they also lacked money for their childrens’ upkeep as most of the parents were unable to provide essential learning materials to their children. However these problems are overcome by parents paying fees in kind for example by use of livestock. Bursaries donations by well-wishers
and parents providing labour in lieu of cash are also ways used to finance and provide education. On the part of the school in order to cater for their budget deficit they get authority from the DEO to allow them close school for holidays earlier than others so as to manage running of schools with the little they have although this affects the coverage of the syllabi hence subsequently affecting performance in their exams. All the schools avoid most of the co-curricular activities that are viewed as costly depending on the funds the school has at the time.

4.4 Adequacy of communities’ contributions in financing and providing Public Secondary Schools in West Pokot District

The communities have financed and provided for schools in the district through harambees, donations, bursaries and even provision of water and electricity to schools. Though all the headteachers say that what the communities are providing and financing are significant but their contributions are not adequate.

The communities in the district include churches, NGOs, Faith Childrens’ Home, Parents and well wishers. The community representatives cited the following as the role played by the community in financing and providing secondary schools in the district. They give bursary to needy students and raise funds through harambees to assist in development of identified projects. The headteachers agreed that the role played by the community was significant in ensuring the development of educational programmes. Projects that Headteachers cited as having been initiated and financed fully by communities through harambees and donations include:

- Construction of classrooms
- Construction of dormitories
- Construction of laboratories
• Construction of libraries
• Construction of administration block
• Buying of school vehicles
• Bursary for needy students
• Installation of power generation
• Pumping water from river to school.

The community representatives stated that needs of the schools were just too many due to the low income levels of parents. On the other hand too many students need bursary hence what the community offers seems too little. They said that the parents and schools expect so much in terms of financial assistance once you get involved as a sponsor. On whether the contributions made by the community were adequate as per school requirements, the community representatives said that they were not. Reasons for this include:

• The school usually rely a lot on the parents and community and yet they have low and irregular incomes.
• There is also a large number of students who cannot afford the school fees who ought to be given bursary as opposed to what the community can offer.
• The schools are in dire need for construction of more buildings like laboratories, libraries, dormitories and teachers houses.
• Schools suffer shortages of textbooks.
• The community only takes care of only a small percentage of the schools requirements.
• There is a lot which the community needs to do in financing and provision of schools.
According to teachers, the cost-sharing strategy between parents and community was not adequate to meet the teaching/learning needs. The reasons for this were stated as being, the parents and the local community were too poor and relied on pastoralism and small-scale farming for their income. Harambees on the other hand in the area were poorly attended hence not much was contributed.

4.5 The adequacy of contributions made by government towards financing and provision of Public Secondary Schools in West Pokot District.

Table 15.0: Student population in Public Secondary Schools in West Pokot District

<table>
<thead>
<tr>
<th></th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>Rate of growth of student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1281</td>
<td>1446</td>
<td>1450</td>
<td>1634</td>
<td>27.6</td>
</tr>
<tr>
<td>Male</td>
<td>1753</td>
<td>1877</td>
<td>1848</td>
<td>1966</td>
<td>12.1</td>
</tr>
<tr>
<td>Total</td>
<td>3034</td>
<td>3323</td>
<td>3298</td>
<td>3600</td>
<td>18.6</td>
</tr>
</tbody>
</table>

The student population both female and male has been increasing since 1997 to 2000. There has been a steady growth in students population which has been attributed to parents being enlightened on the need for education for their children and the subsequent benefit emanating from the same. These benefits include good exam results, job opportunities and income to successful ones and overall need to make their children better. Female student population has increased by 27.6 percent, male student population has increased by 12.1 percent and the total increase for both female and male has been 18.6 percent. Though student population has increased, the headteachers of the schools under study stated that government financing was inadequate. However, they said that the government gave bursaries to needy students though this did not happen every year.
These bursaries were channelled through the DEOs office to respective schools. The government on the other hand has provided schools with teachers though its evident they are not adequate since a hundred percent 100% of the schools have employed 2-4 teachers through B.O.G.

According to the D.E.O the methods used by schools in the district to raise funds were as follows:
- fees
- Harambees
- Donors

The DEO maintained that the government policy on cost-sharing strategies was that the government provides the teachers and pays for their salaries while parents meet all the other educational expenses which includes tuition fees, development fund and other co-curricular activities fund.

The DEO said that the government had educated the community on cost-sharing concept. This had been done through workshops, seminars and meeting but the response was still minimal due to poverty in the community. The community, the DEO said responded to harambees but the contributions were minimal.

The D.E.O responding to the question on whether the contributions by parents, community and government had been adequate over the last five years, stated that it had not and cited the reasons as being pointed to poverty, drought, ignorance and slow understanding of the concept on cost-sharing. Thus he said that the schools in the area do not have the needed facilities in regard to 8-4-4 system. This is because the parents had been unable to provide adequate funds to avail them and the fact that parents
believed that the burden of education should be shouldered by the government and not them.

The DEO was of the opinion that although the parents have exploited most of the means of providing and financing public secondary schools in the district there is still room to do more. Among the suggestions for improving on financing and provision of secondary education in the district are: organising the BOG/PTA meetings on how to provide finances for the development of schools. Training PTA/BOG members on financial management. They should also be given an induction on proper planning and budgeting. The district leaders to organise and open a bursary account for all the needy students.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter summarises the findings of the study. It also provides discussions and the conclusions together with the recommendations of the study.

The purpose of this study was to investigate the adequacy of contributions made by parents, community and government in financing and providing public secondary schools and what these contributions had financed and provided in public secondary schools in West Pokot District. A questionnaire, interview, observation, focus group discussions were the main research instruments used to collect data for this study. Headteachers, B.O.G chairpersons, PTA chairpersons, students, teachers, community representatives, D.E.O and the researcher's observations provided raw data which was subject to analysis.

The study was guided by the following four questions

i. To what extent had the parents contributed to the financing and provision of the Public Secondary Schools in West Pokot District?

ii. To what extent had communities contributed to the financing and provision of the Public Secondary Schools in West Pokot District?

iii. To what extent had the government contributed to the financing and provision of the Public Secondary School in West Pokot District?
iv. To what extent had the contributions of parents, communities and government adequately financed and provided public secondary schools in West Pokot District?

5.2 THE MAJOR FINDINGS OF THE STUDY

The following findings were established from the study:

• Among the three major sources of finance and providers for Public Secondary Schools in West Pokot District, parents were the main contributors.

• Most of the students have the parents as the ones who pay for their tuition fees and other school related expenses.

• Other things to be paid for in schools by parents included educational trips, duplicating papers, textbooks, exercise books, uniforms among others.

• However, because of the parents' low income, most schools in the study had financial constraints that made availability of the required educational buildings and the provision of facilities required therein difficult.

• The Government finance schools by paying teachers salaries and giving bursary to bright and needy students.

• The Government policy on cost-sharing is: it provides the teachers and pay their salaries and parents meet tuition fees all the expenses of school development activities and provide the learning materials.

• Through the District Education office, the government has educated the community on cost-sharing concept. This has been done through workshops, seminars and meetings, however, the responses towards the concept is still slow due to poverty, ignorance and drought.

• The community in the area contributes to school harambees. However the contribution though significant is not enough.
• The facilities the community has financed include; classrooms, laboratories, toilets, dormitories, libraries among others.

• The contributions made by the parents, community and government in providing and financing Public Secondary Schools in West Pokot District has been inadequate for the following reasons.
  – The laboratories in all the schools are inadequately equipped.
  – The classrooms are only eighty percent (80%) of the number required.
  – Teachers houses available are sixty percent (60%) of the required percentage.
  – Staffrooms are adequate in number (percentage) however they are small in size leading to overcrowding.
  – Homescience rooms were not in any of the schools under study.
  – Dormitories available were only sixty percent (60%) of the required.
  – Classrooms furniture was inadequate. Only forty percent (40%) of the required was available.
  – No workshops in all the schools.
  – In the schools under study only sixty percent (60%) of the schools had play fields, the others had none.
  – Fifty percent (50%) of the students did not have a single Mathematics textbook, none of the students had a Social Ethics textbook. Twenty percent (20%) had Geography textbooks, Thirty three percent (33%) had Intergrated English textbook.

5.3 CONCLUSION
Among the three major sources parents were the main contributors to the Secondary Schools in West Pokot District.
• If the parents, the majority of who were low-income earners continued taking the main part of providing and financing their children's education/educational facilities in the schools, then there is fear that the Public Secondary schools in West Pokot District will not attain adequate teaching/learning facilities.

• The Government has been providing teachers and paying their salaries. However, the teachers are not enough and hence the schools have been forced to hire additional teachers through Board of Governors.

• The community responds to supporting school projects through harambees. Their contribution is significant but not adequate as per schools requirements.

5.4 RECOMMENDATIONS

The following recommendations are made with regard to the contributions made by parents, community and government in providing and financing Public Secondary schools in West Pokot District.

• The public secondary schools should look into alternative income generating projects like rearing cattle and bee keeping.

• Organizing fundraising.

• The government should increase bursary funds to West Pokot District.

• The Ministry of Education, Science and Technology should ensure that Public Secondary School accounts are audited annually.

• Parents should be made aware of cost-sharing and the policy clearly spelt out to them as their responsibility.
5.5 SUGGESTIONS FOR FURTHER RESEARCH

- A similar study needs to be done in any other region/district in Kenya on contributions made by parents, community and government towards providing and financing of education in Private Secondary schools.

- A study similar to this should be carried out at provincial level or the whole Republic so as to get the state of providing and financing of educational facilities under the 8-4-4 system of education in Public Secondary schools. This will provide a wider information on Public Secondary school educational facilities.

- This study only looked at the contributions made by parents, community and government and what these contributions had financed and provided for these schools in terms of educational facilities. Therefore by nature, the study is not exhaustive. More research should be done to determine other alternative sources of financing of public secondary schools.

- More research should be done to assess how far the parents and the community at large understand or are aware of their responsibility of their children, in this era of cost-sharing.

- Research should be done to establish whether there is relationship between availability of educational physical facilities such as workshops, laboratories and examination performance in practical subjects.

- A comparative study on financing of public secondary schools in two different regions preferably one in ASALs and another in a productive region should be done.
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APPENDIX 1

QUESTIONNAIRE FOR HEADTEACHER

CONTRIBUTION OF PARENTS, COMMUNITY AND GOVERNMENT IN FINANCING PUBLIC SECONDARY SCHOOLS.

Instructions:
This questionnaire is for collecting data for research concerning financing of Public Secondary Schools in West Pokot District. You are kindly requested to give information by filling this questionnaire. It is hoped that the information you give will be useful in this educational research. You are assured that all the information you give will be treated strictly in confidence and will only be used for the purpose of research.

Name of School ____________________________________________

Type of School _____(a) (i) Boys □

(ii) Girls □

(iii) Mixed □

(tick one)
(b) (i) Boarding □

(ii) Day □

(tick one)

Number of schools within West Pokot District you have served in the same position __

Duration in the present position in this school ________________________________

1. How many students are in your school? ______ (i) Girls____ (ii) Boys _______

2. Into how many streams are they divided? ________________________________

3. (a) How many teachers are in your school? ________

   (i) Female __________

   (ii) Male _______

(b) How many are employees of Teachers Service Commission? ________________

   (i) Female ________ (ii) Male ________________

(c) How many are employed by Board of Governors? (If any) ________________

   (i) Female ______________ (ii) Male ______________

4. What sources has your school used to finance education? (i)_______________

   ii) ___________ (iii) __________________ (iv) ____________________

5. (a) Does the government contribute in financing of the school?

   Yes □  No □  (tick one)

(b) If yes, explain briefly how it does this ________________________________
(c) List the amount provided in the following years (i) 1995 ________ (ii) 1996 ________ (iii) 1997 ________

(d) (iv) 1998 ________ (v) 1999 ________ (vi) 2000 ________

(e) Is the government financing adequate to run the school?

Yes ☐ No ☐ (tick one)

If No, state why? __________________________________________________________

6. (a) Do parents contribute in financing of the school?

Yes ☐ No ☐ (tick one)

(b) If yes, how much did each parent contribute in the following years?

(i) 1995 ________ (ii) 1996 ________ (iii) 1997 ________

(iv) 1998 ________ (v) 1999 ________ (vi) 2000 ________

(c) What items of school facilities are fully financed by the parents?

(i) ________ (ii) ________ (iii) ________ (iv) ________

(d) Are the parents contribution adequate?

Yes ☐ No ☐ (tick one)

(e) If No state why? ________________________________________________________
7. (a) In your school who constitute the community?

8. (i) (ii) (iii) (iv) 

(b) Does the community contribute to the financing of the school?

Yes No (tick one)

(c) If yes, state how much was contributed in the following years?

(i) 1995  (ii) 1996  (iii) 1997  

(iv) 1998  (v) 1999  (vi) 2000 

(d) Is the community’s financing adequate?

Yes No (tick one)

(e) If No, state why: 

(f) What facilities have been provided and financed fully by the community?

(i) (ii) (iii) (iv) 

8 What have contributions made by the following provided and financed in terms of facilities (i) parents: (i) (ii) (iii) (iv) 

(ii) community: (i) (ii) (iii) (iv) 

(iii) government: (i) (ii) (iii) (iv) 

9. In your opinion give reasons as to why 

(a) government contributes to providing and financing public secondary schools


75
(b) Community contributes to providing and financing public secondary schools


(c) Parents contribute to providing and financing public secondary schools


10. Do the community and parents in general understand the concept of cost-sharing?

Yes □ No □ (tick one)

Please explain the answer above


11. How successful has the implementation of 8.4.4. Education System been in your school especially in terms of provision of

Adequate

(i) educational resources

Yes □ No □

(ii)

(iii) textbooks

Yes □ No □

(iv) laboratories

Yes □ No □

(v) desks

Yes □ No □

(vi) Library

Yes □ No □

Workshop

Yes □ No □
(vii) Homescience rooms  
   Yes ☐ No ☐

(viii) Domitories  
   Yes ☐ No ☐

(ix) Staff houses  
   Yes ☐ No ☐

(x) Dining hall  
   Yes ☐ No ☐

(xi) Sanitary facilities  
   Yes ☐ No ☐

(Please tick one)

(xii) any other, please indicate ____________________________

12. Indicate other sources if any, of financing your school and the amount provided in the following years

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Resource provided</th>
<th>Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) 1995</td>
<td>______</td>
<td>______</td>
<td>Yes ☐ No ☐ (tick one)</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>______</td>
<td>Yes ☐ No ☐ (tick one)</td>
</tr>
<tr>
<td>(b) 1996</td>
<td>______</td>
<td>______</td>
<td>Yes ☐ No ☐ (tick one)</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>______</td>
<td>Yes ☐ No ☐ (tick one)</td>
</tr>
<tr>
<td>(c) 1997</td>
<td>______</td>
<td>______</td>
<td>Yes ☐ No ☐ (tick one)</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>______</td>
<td>Yes ☐ No ☐ (tick one)</td>
</tr>
<tr>
<td>(d) 1998</td>
<td>______</td>
<td>______</td>
<td>Yes ☐ No ☐ (tick one)</td>
</tr>
</tbody>
</table>
13 (a) What was your total budget in the following years

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual amount raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) 1995</td>
<td>Kshs. _________ Kshs. _________</td>
</tr>
<tr>
<td>(ii) 1996</td>
<td>Kshs. _________</td>
</tr>
<tr>
<td>(iii) 1997</td>
<td>Kshs. _________</td>
</tr>
<tr>
<td>(iv) 1998</td>
<td>Kshs. _________</td>
</tr>
<tr>
<td>(v) 1999</td>
<td>Kshs. _________</td>
</tr>
<tr>
<td>(vi) 2000</td>
<td>Kshs. _________</td>
</tr>
</tbody>
</table>

(b) Was the budget adequately financed in the following years.

(i) 1995 Yes ☐ No ☐
If not, what was the short-fall? ____________________________

(ii) 1996 Yes ☐ No ☐
If not, what was the short-fall? ____________________________

(iii) 1997 Yes ☐ No ☐
If not, what was the short-fall? ____________________________

(iv) 1998 Yes ☐ No ☐
If not, what was the short-fall? ____________________________

(v) 1999 Yes ☐ No ☐
If not, what was the short-fall? ____________________________

(vi) 2000 Yes ☐ No ☐
If not, what was the short-fall? ____________________________

14. (a) Do parents find it difficult to find school fees?

Yes ☐ No ☐
(Please tick one)

(b) Please explain your answer in 14 (a) ____________________________

15. What percentage of students end up paying the full amount of fees each year?

(a) Less than 50% ☐

(b) Between 50 – 80% ☐

(c) Between 81 – 99% ☐
(16). In your opinion, which problems have been involved in the financing of school facilities in your school. Please tick

(i) Rising cost of school equipment and supplies

(ii) Delayed government grants

(iii) Inadequate government grants

(iv) Inadequate payment of school fees by parents

(v) High payment imposed on parents

(vi) Unexpected problems in the schools which require money

(vii) Others

17. What are some of the untapped sources of income for public secondary schools that can be improved?
18. In what ways can the current sources of income for public secondary schools be improved?

19. What methods of raising funds do you suggest the government and schools should emphasise on to enable the country succeed in its education programmes?

(a) Government

(i) __________________

(ii) __________________

(iii) __________________

(iv) __________________

(b) School

(i) __________________

(ii) __________________

(iii) __________________

Thank you for your cooperation.
APPENDIX 2

QUESTIONNAIRE FOR D.E.O

CONTRIBUTIONS OF PARENTS, COMMUNITY AND GOVERNMENT IN FINANCING PUBLIC SECONDARY SCHOOLS.

Instructions

This questionnaire is meant for research purposes.

The information will be treated in confidence.

Provide answers to each question in the spaces provided.

1. Period in the present position?

2. How many students have been enrolled in the Public Secondary Schools in your district in the following years?

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) 1995</td>
<td></td>
</tr>
<tr>
<td>(ii) 1996</td>
<td></td>
</tr>
<tr>
<td>(iii) 1997</td>
<td></td>
</tr>
<tr>
<td>(iv) 1998</td>
<td></td>
</tr>
<tr>
<td>(v) 2000</td>
<td></td>
</tr>
</tbody>
</table>

3. (a) List the methods the schools in your district use to raise finances?
4. (a) How does the government finance public secondary schools in West Pokot District?

(b) What is the government’s policy as far as cost-sharing is concerned?

(c) Has the government taken any step in educating the community on this concept of cost-sharing?

Yes [ ] No [ ]
(tick one)

(d) Explain your response above
5. How does the community in your district respond to harambee (self-drive) contributions for financing public secondary schools in your district?

6. (a) Has the community contributed towards providing and financing of public secondary schools in any other way other than in harambee (funds drive)?

(b) If yes, please explain

7. (a) What specific facilities and services does the government provide and finance in public secondary schools in West Pokot District?

(i)  (ii)  (iii)  (iv)

(b) What specific facilities does the community provide and finance in public secondary schools in West Pokot District?

(i)  (ii)  (iii)  (iv)

(c) What specific facilities and services do the parents provide and finance in public secondary schools in West Pokot District? (i)  (ii)  (iii)  (iv)

8. (a). Were the contributions made by parents, communities and government adequate as far as the provision and financing of school requirements is concerned in the following years:

1995   Yes  No  

1996   Yes  No  

1997   Yes  No  

1998   Yes  No  

1999   Yes  No  

2000   Yes  No  

(Please tick one)
(b). If not, state the shortfall in the following years:-

1995 ________
1996 ________
1997 ________
1998 ________
1999 ________
2000 ________

9. Have the secondary schools in your area acquired the needed physical facilities in regard to 8-4-4 system?

Yes  □  No  □

(b). If No, please explain ________________________________

10. Are there unexploited means of financing secondary schools in your area? Please explain

________________________________________________________________________

11. Suggest ways and means of improving the provision and financing of secondary education in your district?

(i) ______________________
Thank you for your cooperation.
APPENDIX 3

QUESTIONNAIRE FOR PUBLIC SECONDARY SCHOOL PTA

CHAIRPERSON

Instructions: This questionnaire is for educational research purposes only. The information provided will be treated in confidence.

1. Duration spent in this position

2. How long have you been attached to this school?

3. In what ways have the parents contributed to the financing of this school? (i) (ii) (iii) (iv)

4. How much are parents supposed to pay for?

<table>
<thead>
<tr>
<th>(i)</th>
<th>Tuition fees</th>
<th>KShs.</th>
<th>per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ii)</td>
<td>Activity fees</td>
<td>KShs.</td>
<td>per year</td>
</tr>
<tr>
<td>(iii)</td>
<td>Uniform</td>
<td>KShs.</td>
<td>per year</td>
</tr>
<tr>
<td>(iv)</td>
<td>Books</td>
<td>KShs.</td>
<td>per year</td>
</tr>
<tr>
<td>(v)</td>
<td>Textbooks</td>
<td>KShs.</td>
<td>per year</td>
</tr>
<tr>
<td>(vi)</td>
<td>Exercise books</td>
<td>KShs.</td>
<td>per year</td>
</tr>
<tr>
<td>(vii)</td>
<td>Meals</td>
<td>KShs.</td>
<td>per year</td>
</tr>
<tr>
<td>(viii)</td>
<td>Boarding fees</td>
<td>KShs.</td>
<td>per year</td>
</tr>
<tr>
<td>(v)</td>
<td>Any other (please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Is the contribution made by the parents to the school adequate
6 (a). In your opinion are current sources of finance for the school sufficient for the smooth running educational programmes?

Yes ☐ No ☐
Please explain your response

7. (a) Considering the ability of the parents, would you say they are able to contribute to financing of education in your school more than they do now?

Yes ☐ No ☐ I don't know ☐
(tick one)
Please explain your response

(b). Please explain your response

8. In your opinion what makes parents contribute towards providing and financing of public secondary schools. Give reasons? (i) (ii) (iii)

9 (a). In what way has the community contributed in providing and financing of this school?

(i) (ii) (iii)
(b) How much has the community contributed in the following year?

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>KShs.</td>
</tr>
<tr>
<td>1996</td>
<td>KShs.</td>
</tr>
<tr>
<td>1997</td>
<td>KShs.</td>
</tr>
<tr>
<td>1998</td>
<td>KShs.</td>
</tr>
<tr>
<td>1999</td>
<td>KShs.</td>
</tr>
<tr>
<td>2000</td>
<td>KShs.</td>
</tr>
</tbody>
</table>

(c) What reasons make the community contribute towards providing and financing of public secondary schools in West Pokot District.

10. Do parents understand the concept of cost-sharing?

Yes [ ] No [ ]

Please explain your response

11. Suggest ways of improving community contribution to provision and financing your secondary schools.

(i) 

(ii) 

(iii)
12. Suggest ways of improving parents contribution to provision and financing your secondary schools.

(i) 

(ii) 

(iii) 

Thank you for your cooperation.
APPENDIX 4

QUESTIONNAIRE FOR B.O.G CHAIRMEN

Instructions:

This questionnaire is meant for research purposes only.
The information will be treated in confidence
Please provide the answers to each question to the spaces provided.

1. Name of school ________________________________

2. Is it (i) Girls \( \square \)
   (ii) Boys \( \square \)
   (iii) Mixed \( \square \)
   (tick one)

3. Is it (i) Boarding \( \square \)
   (ii) Boarding and day \( \square \)
   (iii) Day \( \square \)
   (tick one)

4. Duration spend as the chairman in this school ____________________________
5. (a) Since you attained this position what have been the main sources of finance for the school?

(i) __________________________ (ii) __________________________

(iii) __________________________ (iv) __________________________

(b) How much has been contributed by each source?

<table>
<thead>
<tr>
<th>Year</th>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td></td>
<td>KShs.</td>
</tr>
<tr>
<td>1996</td>
<td></td>
<td>KShs.</td>
</tr>
<tr>
<td>1997</td>
<td></td>
<td>KShs.</td>
</tr>
<tr>
<td>1998</td>
<td></td>
<td>KShs.</td>
</tr>
<tr>
<td>1999</td>
<td></td>
<td>KShs.</td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td>KShs.</td>
</tr>
</tbody>
</table>
6. How much have the parents specifically contributed in providing and financing the following items in the following years 1995 - 2000:-

   How much was actually required by the school for

   (i) Tuition fees        KShs. __________  KShs. ______
   (ii) Development fees   KShs. __________  KShs. ______
   (a) Classroom building  KShs. __________  KShs. ______
   (b) Dormitory building  KShs. __________  KShs. ______
   (c) Laboratory building KShs. __________  KShs. ______
   (d) Any other (specify) KShs. __________  KShs. ______
   (iii) Uniform           KShs. __________  KShs. ______
   (iv) Boarding fees      KShs. __________  KShs. ______
   (v) Transport           KShs. __________  KShs. ______
   (vi) Meals              KShs. __________  KShs. ______
   (vii) Any other (specify) ___________________________

7. In what ways has the community contributed in providing and financing this school?

<table>
<thead>
<tr>
<th>Year</th>
<th>Item</th>
<th>Amount (KShs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td></td>
<td>93</td>
</tr>
</tbody>
</table>
8. What are the government contributions in the school?

<table>
<thead>
<tr>
<th>Year</th>
<th>Item</th>
<th>Amount (KShs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td></td>
<td></td>
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<tr>
<td>1998</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. How many teachers are employed by

<table>
<thead>
<tr>
<th>(i) TSC (Government)?</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
</table>
10. Are the contributions from the community, parents and government been able to provide and finance the following adequately:

(i) Classrooms Yes ☐ No. ☐

(ii) Learning materials Yes ☐ No. ☐

(iii) Running of the school Yes ☐ No ☐

(tick one)

(iv) Any other (specify) ____________________________________________

11. Does your school have adequate teaching learning facilities?

(i) Laboratories Yes ☐ No ☐

(ii) Library ☐ No ☐

(iii) Classrooms Yes ☐ No ☐

(iv) Workshops Yes ☐ No ☐

(v) Homescience rooms Yes ☐ No ☐
(vi) Dormitories Yes [ ] No [ ]

(vii) Dining hall Yes [ ] No [ ]
     (tick one)

(viii) Any other (specify) ________________________________

Thank you for your cooperation
APPENDIX 5

STUDENTS FOCUS GROUP DISCUSSION GUIDE

Instructions:-

Purpose to be explained.

Name of school? ____________________________________________________________

Student's attendance; male _______ female _________

1. (a) What stationery item does the school require you to posses for learning?

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>_______</td>
</tr>
<tr>
<td>___________</td>
<td>_______</td>
</tr>
</tbody>
</table>

(b) Let me have a look at them. Which of these item(s) are/is issued to students by the school?

________________________________________________________

________________________________________________________

(c) Which of the stationery item(s) do your parents provide you with?

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>_______</td>
</tr>
<tr>
<td>___________</td>
<td>_______</td>
</tr>
</tbody>
</table>

2. (a) What text books do your teachers require each of you to posses for your class lessons?

________________________________________________________________________

________________________________________________________________________
(b) How much do they cost? ____________________________

(c) Are your parents able to afford them?
Yes ☐ No ☐

Explanation for answer above __________________________________________

3. (a) What materials or equipments do you lack in the school? ______________

(b) What is being done to avail them? ________________________________

4. (a) What financial problems do students experience in school? ______________

(b) How are they overcome? ________________________________

5. (a) Are your classrooms big enough to allow learning? Yes ☐ No ☐

(b) Explanation for answer above __________________________________________

6. (a) Do your parents pay fees for you? Yes ☐ No ☐

(b) Explanation for answer above __________________________________________

7. What else do you pay for in school? ________________________________

8. (a) Are the educational facilities in your school adequate to allow teaching/learning process?
9. (a) Is your performance in academic and co-curricula activities affected by scarcity of funds?

   Yes [ ] No [ ]

   (b). Explanation for answer above ________________________________

   ________________________________

   ________________________________

   (c) Any suggestions __________________________________________

   ________________________________

   Thank you for your cooperation.
APPENDIX 6

TEACHERS FOCUS GROUP DISCUSSION GUIDE

1. Name of school_________________________ Date _______________________

2. Teachers' attendance, Male:— ___________ Female:— ________________

3. (a) What kind of facilities and equipment for teaching/learning purpose do you have?
   (b) Which ones do you need but they are lacking?

4. In your view, is the cost-sharing strategy among the parents, community and government providing and financing the teaching/learning needs adequately? Explain

5. Please suggest ways of improvement in financing strategies

6. Please indicate the facilities/equipment/services that are inadequate for teaching and learning in your school?

7. Who should provide these facilities?

8. Why have they not been provided?
APPENDIX 7

INTERVIEW FOR COMMUNITY REPRESENTATIVE (EG. RELIGIOUS GROUPS ETC.)

Instruction:

Purpose to be explained

1. a) Name of person being interviewed ________________________________
    b) Organisation/Religious group represented __________________________
    c) How long have you been working with this organising/religious group __________
    d) What is your designation/Religious group ____________________________
    e) How long has the Organising/Religious group been around in West Pokot ________

2. a) What role is played by community in providing and financing Public Secondary Schools in this district? ________________________________
    b) Is the role played by community/organisation significant in ensuring development of educational programmes? ____________________________
    c) What project have been initiated and financed fully by the community/organisation? ________________________________
d) What organisation form part of this school community (name them)


e) In your opinion what problems have been faced by community/organisation providing and financing school facilities?


f) To what extent have the community/organisation contributed in providing and financing Public Secondary Schools in West Pokot district.

g) Are the contributions made the community, organisation adequate as per school requirements?


Thank you for your cooperation
APPENDIX 8

DOCUMENTARY ANALYSIS (DATA SHEET) ON FINANCING OF PUBLIC SECONDARY SCHOOLS.

The researcher will analyze and record information concerning financing of Public Secondary Schools.

1. Name of the school?

2. Kinds of facilities and equipment available?

3. Records on facilities and equipment available?

4. Records on funds in flow and out-flow?

5. Records on fees register?

6. Records on all ledger?

7. Records on Harambee contributions?

8. Records on graduation rate?

9. School performance?
Facilities

A. Classrooms
(i). Very adequate □ Adequate □ Inadequate □
(ii). Crowded □ Not crowded □

B. Library
(i). Available □ Not available □
(ii). Well equipped □ Not well equipped □
(iii). Spacious □ Not spacious □

C. Laboratories
(i). Number available:- None □ 1. □ 2. □ 3. □
(ii). Adequately equipped □ (ii). Not adequately equipped □

D. Workshops
(i). Number available: None  □  1. □  2. □  3. □

(ii). Adequacy

E. Home science rooms

(i). Number available: None  □  1. □  2. □  3. □

(ii). Adequacy

F. Dormitories

(i). Number available: None  □  1. □  2. □  3. □  4. □

G. Dining hall

(i). Number available: None  □  1. □  2. □  3. □  4. □

(ii). Adequacy

H. "Special rooms"

1. □  2. □  3. □  4. □  5. □  6. □
APPENDIX 10

TIME PLAN 2000 – 2004

June (2000) – May. Writing and typing proposal

May - June Departmental defense and correcting of the proposal

June - August Faculty defence making corrections and piloting research

Instruments

August - September Data collection

September - October Data analysis

October - November Writing and typing of the research report


### APPENDIX 11

#### BUDGET

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing materials</td>
<td>8,000</td>
</tr>
<tr>
<td>Typing of proposal</td>
<td>10,000</td>
</tr>
<tr>
<td>Photocopying</td>
<td>3,000</td>
</tr>
<tr>
<td>Binding of proposals</td>
<td>1,500</td>
</tr>
<tr>
<td>Piloting research instruments</td>
<td>15,000</td>
</tr>
<tr>
<td>Travelling expenses</td>
<td>50,000</td>
</tr>
<tr>
<td>Accommodation and meals</td>
<td>65,000</td>
</tr>
<tr>
<td>Typing of thesis</td>
<td>20,000</td>
</tr>
<tr>
<td>Photocopying of thesis</td>
<td>10,000</td>
</tr>
<tr>
<td>Binding of thesis</td>
<td>8,000</td>
</tr>
<tr>
<td>Miscellaneous expenses</td>
<td>20,000</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>210,500</strong></td>
</tr>
</tbody>
</table>