

**AN ASSESSMENT OF THE PARENTS' AND TEACHERS'
ASSOCIATION (P.T.A) FUNDING IN SUSTAINING DAY
SECONDARY SCHOOLS IN MACHAKOS DISTRICT,
MACHAKOS COUNTY**

BY

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DECLARATION

This research project is my original work and has not been presented for a degree award or any other study programme in any other university.

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DEDICATION

This proposal is dedicated to my parents, to my father David W. Kituu and Mother Elizabeth S. Wambua, whom I can't forget the hardship that they underwent in order to make me successful in life through education. I also recognize with a lot of heartfelt feelings to my family which includes my wife Ruth K. Ndunda and my Children Victor and Violet for their innermost dedication and support when undergoing my studies.

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ABSTRACT

The purpose of the study was to investigate Parents' and Teachers' Associations funds in sustaining day secondary schools education in Machakos District. The statement of the problem was based on fact that most schools in the country and Machakos District in particular are lacking vital facilities and are unable to fully provide and implement school activities and programmes. The objectives of the study were centered on examining PTA funds in sustaining the provision of school physical facilities, teaching and learning materials, provision of school personnel and financing school co-curricular activities. The study was significant as it may provide information to education stakeholders on the need to revitalize PTA funds to ensure quality education in secondary schools. The study was based on the Classical Liberal Theory of Equity of Opportunity and Social Darwinism, and employed a survey research design. Machakos District has 30 day secondary schools. A sample of 30 PTAs/BOG members, 10 Principals, 145 Teachers and 200 Students was selected. Questionnaires, interview schedule and an observation checklist were used to collect data. To test for the validity of the instruments, a pilot study was conducted in ten schools where the researcher used the test/re-test (repeatability test) since most questions were open-ended while for instrument reliability the correlations between the results of the separate tests were determined using the Pearson product correlation co-efficient formula which yielded a value of +0.8246 which the researcher found to have a stronger congruence. Responses to the open-ended items in the questionnaires, interview, responses and observation data were analyzed and recorded quantitatively while closed-ended items in the questionnaires were analyzed and reported using descriptive statistics such as frequencies and percentages. The findings of the study revealed that PTA funds are inadequate in sustaining the provision of physical facilities as cited by 66.7% of principals. PTA funds were also found to be inadequate in sustaining the provision of teaching and learning resources as cited by 87.5%, school personnel as cited by all principals (100.0%) and financing school activities as cited by 75.0% of principals. The study recommended transparency and accountability when using PTA funds. The government and other stakeholders should also increase funding for provision of teaching and learning materials, the government should hire more teachers to alleviate shortage of personnel and also increase funding for school activities and programmes. The study recommends further research involving public boarding schools and also a similar study should be conducted to the rest of the country.

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ABBREVIATIONS AND ACRONYMS

AGM	:	Annual General meeting
ASAL	:	Arid and Semi-Arid Land
BOG	:	Board of Governors
CDF	:	Constituency Development Fund
CEF	:	Commonwealth Education Fund
DDC	:	District Development Committee
DEB	:	District Education Board
DEO	:	District Education Officer
EFA	:	Education For All
FDSE	:	Free Day Secondary Education
FPE	:	Free Primary Education
FSE	:	Free Secondary Education
FTSE	:	Free Tuition Secondary Education
GER	:	Gross Enrolment Rate
IMF	:	International Monetary Fund
KNUT	:	Kenya National Union of Teachers
MDG	:	Millennium Development Goals
MEO	:	Municipal Education Officer
MOE	:	Ministry of Education

NGO	:	Non Governmental Organization
OECD	:	Organization for Economic Co-operation and Development
PDE	:	Provincial Director of Education
PTA	:	Parents Teachers Association
SAPs	:	Structural Adjustment Programmes
SMASSE	:	Strengthening Mathematics and Sciences in Secondary Education
UNESCO	:	United Nations Educational Scientific and Cultural Organization.
UNICEF	:	United Nations International Children's Education Fund

CHAPTER ONE

INTRODUCTION

This first chapter will consist of background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitations and delimitations of the study, assumptions of the study, theoretical and conceptual frameworks and finally operational definition of terms.

1.1 Background to the Study

Human capital is a key determinant of economic growth and emerging evidence indicates that it is also associated with a wide range of non-economic benefits such as better health and well-being. Investment in human capital, and by implication in education, has thus moved to the centre stage in strategies to promote economic prosperity, fuller employment and social cohesion. As a result, education is increasingly considered an investment in the collective future of societies and nations, rather than simply in the future success of individual (OECD, 2000). It is important to note that the development of education reiterates the right of every Kenyan to education in order to be equipped with appropriate skills to enhance the realization of self-reliance and work actively towards the maintenance and development of their society (Aluko, 2006).

Education, in this perspective is perceived as a cornerstone of economic growth and social development, and a principal means of improving the welfare of

individuals (Orodho, 1997). In the same vein, Lewin and Coillods (2001) contend that there is no question that educating the citizenry pays off in benefits to the nation as a whole. In the economic and political arena, education is perceived to have positive impacts on making informed decisions and choices, and contributes to formulation and implementation of sound economic and social policies by promoting good governance and evolution of a civil society through community and national capacity building (World Bank, 1991). Technically education leads to the acquisition of technical skills and positive attitudes that are associated with increased economic productivity of an individual (Republic of Kenya, 1999).

Different countries adopt different financing options of Secondary education (Bray, 2002). In Bangladesh the government introduced selective scholarships for female students to increase gender equity. In Colombia targeted vouchers for learners in economic disadvantaged groups have also been used. In Burkina-Faso the government is in partnership with the private sector to provide secondary education. Other countries have looked at the issue of financing education from the demand for education and not supply side; hence families are paid to support children in schools to curb drop-out rates. The system works almost similar to the use of vouchers but the payment is provided as long as the child is in school throughout the year and discontinued once the child drops out of school. This acts as incentive to keep learners in schools. In Tanzania PTAs play a key role in the financing of education just like in all other African countries. Parents through Parent, Teacher Associations (*PTA*) in Uganda have also contributed towards the

financing of education. The partnership between the government and PTA was for the purpose of improving the quality of education in school by providing the funds the schools badly needed in order to run effectively. In Kenya, PTAs had become the major financiers of school expenditure and this is true even today (Bogonko, 2002). Currently government contribution to any one school can be as low as 15% or even less of the total income of the school, while the rest is contributed by parents. This parents' contribution is utilized to purchase scholastic materials. It is also used in financing games and music facilities, purchasing food, medicines, machinery like lawn mowers, generators, computers, vehicles such as buses. Construction of buildings such as classrooms, laboratories, libraries and teachers houses, payment of salaries to support staff and school uniforms for their sons and daughters (Bogonko, 2002).

PTAs in Uganda were formed when government funding for education shrunk considerably in the 1980s due to wars, civil strife, declining economy and increased number of schools. In Malawi the lower income quintiles (*poor*) increased access (*enrollment*) to secondary education as compared to the upper quintiles (*rich*) due to lower costs of education and government subsidies. The government of Malawi abolished fees in primary education in 1990 (Eedle, 1971).

To champion the course of education in Kenya, the Parents' and Teachers' Associations (PTAs), which have no legal backing but do exist courtesy of a presidential declaration, do play an important role in school management. The key

function of the Parents' and Teachers' Association is to consider projects and education programmes in support of quality education proposed by the school committee for approval purposes. Another function of the PTA is to respond to the needs of the school as articulated in the school development plan and more important to raise funds, to facilitate the school projects, take a keen interest in the delivery and assessment of the curriculum and contribute salaries of the staff. Very often PTAs are an important source of financial and material support, crucial for development.

At independence the government invested heavily in the provision of highly subsidized social services including education. The government financed education primarily from tax revenue, however in the 1980's, due to budgetary constraints, mismanagement of financial and human resources, broad and overloaded curricular and increased population led to cost sharing (co-financing) policy as part of the IMF/World bank sponsored Structural Adjustment Programmes (SAPs) at all levels of education meant parents, communities and development partners meet part of the cost of financing education.

Alternative education financing strategies for schools such as private schemes, creation of education trust funds, debt relief for education from donors and work study schemes i.e. engaging students in work-for-fees can be used. Ayot and Briggs (1992) observe that the Finance Minister in 1985 called for new ways of financing education as government resources were strained. This left more

responsibility for education financing to parents in the area of development expenditure i.e. building classrooms, laboratories, teachers' houses, workshops, besides providing other items such as Uniforms, text books, meals and transport which their children need to use in schools. Eshiwani (1994) observed that Kenya is possibly the country in Eastern Africa in which the highest proportion of education costs are borne by students, parents and community.

In his study Tilak (1991) argues that total resources for education can be increased through, increasing overall public expenditures and increasing non-governmental contributions. The imposition of charges as well as higher indirect costs at the secondary level of education can permit greater allocative efficiency, creating room for allocations from post-primary budgets to primary education (Johnes, 1993). Although enrollment effects from cost sharing are important, attendance effects can be equally important, because reduced attendance ratios affect repetition rates and achievement measures. Attendance ratios are negatively affected by cost sharing as children are sent home for nonpayment of fees. Cost sharing is imposed on an already stressed population, and the ratios of food expenditures to total expenditures in the house hold tend to rise in such times, squeezing capacity to finance items which are not necessities, of which education is one.

According to The International Encyclopedia of Education (1994), insufficient finance and poor sustainability of educational investments is one of the

contributing factors to inefficiency, low access and retention rates of students in developing countries. The costs of secondary education are the main reason for the low transition rate to secondary education. The report as per the Sessional Paper No.1 of 2005 (MoEST, 2004) proposes that the government should address transition rates. In response, the Government developed the Kenya Education Sector Support Programme 2005-2010, which clearly states its intention to integrate secondary education as part of basic education (MoEST, 2005). It made a commitment through a Sessional Paper No. 1 of 2005, to increase the transition rate to 70% by providing free basic education. It officially launched the Free Secondary Education (FSE) Programme at the beginning of 2008. The existing studies reveal that FSE programme only reduced the amount of payable school fees but never abolished it. Most of Kenyans may not afford to meet the payment of the remaining part of the fees due to poverty.

1.2 Statement of the Problem

Despite the introduction of Free Day Secondary Education (FDSE) by the government in 2008, some costs have been left in the hands of the parents. These costs include direct costs of education such as provision of infrastructure and other learning facilities (Construction of laboratories, libraries, Classrooms), purchase of school buses, uniforms and lunch programmes. These costs are squarely the responsibility of PTAs in day secondary schools. Besides, there are other costs such as transport of the students on daily basis, medical care and arbitrary charges imposed to parents such as mock examination fees, holiday tuition, teachers'

motivation, staff holiday trips just to mention but a few. The government allowed Day secondary schools to levy in excess of the Ksh. 2,000 per student per annum for PTA Development Projects. However, many schools now charge exorbitantly hence reducing the gains of FDSE in relation to access in education, and the attainment of Millennium Development Goals (MDG I) which is about poverty reduction through education. Many PTAs in Machakos District Secondary Schools are unable to finance fully the Development Projects of their respective schools which have resulted in inefficiency in running and maintaining the schools. However, since the PTAs have a lot of influence in development of the schools financially, it is necessary to assess the level of sustainability facing the PTAs in financing Day Secondary Schools in Machakos District.

1.3 Purpose of the study

The purpose of this study was to assess Parents' and Teachers' Association funds in sustaining the financing secondary schools education in Machakos District.

1.4 Objectives of the study

This study focused on the following objectives:

- a) To establish the extent to which PTA funds sustain the provision of school physical facilities in day secondary schools in Machakos District.
- b) To find out the extent to which PTA funds sustain the provision of teaching and learning resources in day secondary schools in Machakos District.

- c) To assess the levels to which PTA funds sustain the provision of school personnel in day secondary schools in Machakos District.
- d) To establish the extent to which PTA funds sustain financing of school activities and programmes in day secondary schools in Machakos District.

1.5 Research questions

The study sought to answer the following research questions:

- a) To which level do PTA funds sustain the provision of school physical facilities in day secondary schools in Machakos District?
- b) To what extent do PTA funds sustain the provision of teaching and learning resources in day secondary schools in Machakos District?
- c) How has the provision of school personnel in day secondary schools in Machakos District been sustained through PTA funding?
- d) To what extent do PTA funds sustain the financing school activities and programmes in day secondary schools in Machakos District?

1.6 Significance of the study

The study may be important to educational planners, school administrators and educational financiers in regard to financing development projects in Day Secondary schools. The research may be an eye opener to education stakeholders to find means of sourcing for funds to develop Day secondary Schools in the District. It may also attract external donors and other well-wishers who wish to

participate in development projects in Day Secondary Schools. It may also compel parents to invest more in Day Secondary schools.

1.7 Limitations of the study

The study was limited by the fact that it was investigating financial issues which are considered sensitive and therefore some respondents out of fear of victimization might have given socially acceptable responses. The researcher also faced time constraints given that he was on leave.

1.8 Delimitations

The study only targeted day secondary schools leaving out boarding schools in Machakos District which are also levying PTA funds. The study was also confined within the sampled public day secondary schools in Machakos District, concentrating only on selected respondents namely; school principals, PTAs/ B.O.G and the D.E.O leaving out parents who are the main source of PTA funds. The study was further delimited by the fact that it confined itself to finances raised by PTAs in financing day secondary schools in Machakos District and thus ignoring other sources of funding.

1.9 Assumptions

The basic assumptions of this study were that all BOG, PTA, Parents and teachers are familiar with the role of PTAs financing education and that PTA levies are to

assist the school meet costs that are not provided for by the government under FDSE.

1.10 Theoretical Framework

The study adopted the classical liberal theory of Equity of Opportunity and Social Darwinism. It contends that each person is born with a given amount of capacity, which to a large extent, is inherited and cannot be substantially changed. Thus, educational systems should be designed so as to remove barriers of any nature, whether economic, geographic or gender. Using this theory P.T.A Levies can be taken to be same of the barriers in provision of Day Secondary Education. Day Secondary Education is meant to benefit the poor since they cannot afford Education offered in Boarding Schools. The same reasoning is supported by Todaro when he argues that the poor are the first to drop out of the school because of greater opportunity costs affecting their demand for education (Todaro, 1982). This idea is also supported by the Ministry of Education Task Force on The Re-alignment of the Education Sector to the Constitution of Kenya 2010 report (ROK, 2010). Social Darwinism emphasizes that every citizen should be given through education the social status to which he/she entitles him to inherited aptitude (Organization for Economic, Cooperation and Development 1975). This emphasizes for Equity of access to education.

The NARC Government had this in mind by making Primary and Secondary Education available to all children regardless of their social class in 2003 and 2008

respectively. It is hoped that the handicaps that are inherited in being poor have been removed. On the level of education policy, the problem is mainly that of providing grants for the poor and able students, especially at secondary school level in Kenya (Njeru and Orodho, 2003).

Although various government policies have encouraged Day Secondary Schools in the country, the financing of education in such schools remains a challenge. Even with Free Day Secondary Education there are costs that still keep students out of school. The P.T.A Levies may not sustain Day Secondary Education, since majority of students in Day Secondary Schools come from the poor quintile (Todaro, 1982).

1.11 Conceptual Framework

Figure 1.1 Presents the conceptual framework of the study on PTA funds in sustain public Day Secondary schools in Machakos District.

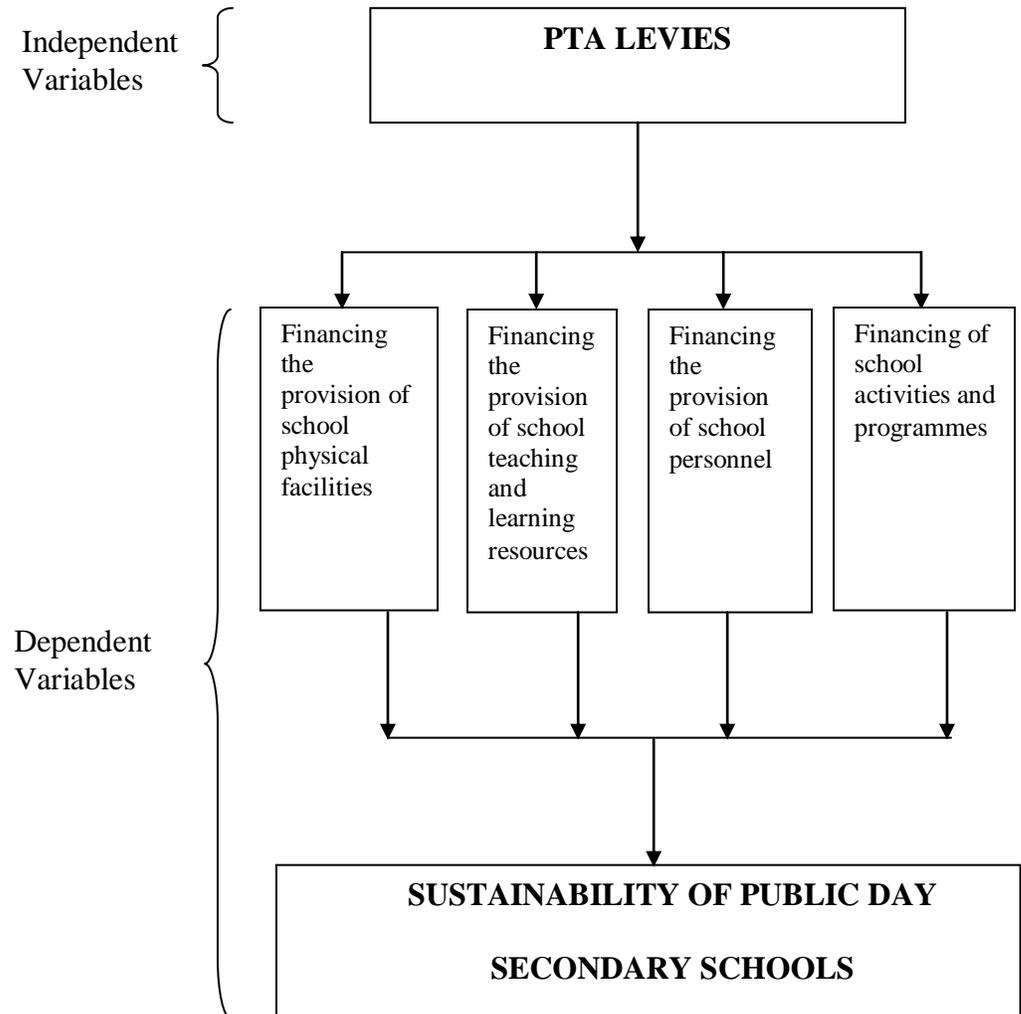


Figure 1: Model of financing of secondary through PTA levies

The study examined PTA levies in the sustaining public day secondary schools. The PTA levies were identified as the independent variables and the various areas in which these levies are allocated in the schools budget such as provision of school physical facilities, provision of teaching and learning resources, provision of school personnel and financing of school activities and programmes were identified as dependent variables which will in the end determine the schools' ability to function and therefore sustainability of public day secondary schools which is also a dependent variable.

1.12 Operational Definitions of Key terms

Arbitrary charges: These are charges imposed on students/parents that are not agreed upon and therefore illegal.

Cost-sharing: This is co-financing of education by parents and government and mostly the parents bear the greatest weight of expenditures.

Financing: This is the action of meeting the cost of education direct and indirect, capital and recurrent.

PTA levies: These are charges that are assumed to have been agreed upon by parents in an AGM for the support of provision of education in a given secondary school e.g. costs of construction of classrooms, purchase of school buses, and salaries for BOG teachers/workers.

Sustainability: Refers to the ability of PTA funds to satisfactorily enhance the provision of school facilities to ensure smooth running of schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review for the study is drawn from journals, government publications, circulars, documents, books and newspapers dealing with educational matters globally, regionally and in Kenya as a country. The literature is reviewed under the following; Financing of secondary school education. The concept of Parents Teachers Association, the role of PTA funds in financing secondary school education and the summary of the literature review.

2.2 Financing of secondary school Education

It is noted that the focus on achieving education for all (EFA) after the World Education Forum in Jomtien, 1990 meant a singular emphasis on increasing enrolment in primary schools for many agencies and developing countries. Secondary education has been quietly neglected, squeezed as it is between Primary Education, the object of so much attention, and higher education which has never really lost its supporters. In developing countries, a large proportion of children complete the primary education and therefore strong pressure will be felt at higher levels of education system (Secondary level). Students enter secondary school as children and leave it as young adults hence a crucial stage in their lives. The

essential concern is to estimate the financial consequences of enrolment expansion at Primary level for Secondary schools (Njeru and Orodho, 2003).

Case studies have been conducted which illustrate secondary school financing issues in a wide range of countries in Africa, Asia and Latin America (Keith, 2006). The analysis shows that several developing countries will face acute problems in financing their secondary education expansion if current conditions and cost structures continue to prevail. Several options are discussed which include expanding the share of government resources allocated to secondary education, reducing unit costs, increasing internal efficiency and developing cost sharing mechanisms to expand secondary education within an education for all perspective. In Vietnam for example, the government provided Free Education even in secondary up to 1989 when it was stopped due to economic constraints (Bray, 2002). In Switzerland, the main sources of funds for education include the communities. 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 (Scandlern & Block, 1980).

According to Eshiwani (1993) in most countries today, education is largely financed by the Public sector, but never entirely. This is because of the costs borne by parents/students. These costs may be earnings foregone, or the costs of books, transport, school meals etc. The private individuals' tendency to invest in education is only to the extent that he or his child benefits. The 'free' education offered in these countries also has an element of earnings foregone in the costs to

families and in the straight forward sense that wages may be lost, for many children work if only at harvest time on some larger plantations. The loss of a child's labour on the family land may be serious for the many families too. But OECD (2000) notes that in the more-developed countries, education beyond the compulsory level is usually financed in part. At this stage the cost of earnings foregone may be large. The central government may subsidize the cost of buildings, or the teachers' salaries. Poor Children in the third world are under-represented in secondary education as the children of wealthy parents benefit from their parents ability to pay whatever costs continued education imposes.

It is established that the costs of education to parents include more than the basic fee payable and that as a result many poor children either do not enter or drop-out of school because of these extra costs. Below a certain level of family income, therefore, tuition-free education may not offer sufficient inducement to these families to send their children to school (Kimalu and Nafula, 2006). But UNESCO (2000) observes that in reforming the financing of education many governments, especially in less-developed countries are looking increasingly to parents for additional funds for education. They are beginning to feel that they have reached the limit of resources that they can sensibly allocate to education with its ever increasing demands for more and more of scarce resources. The Kenyan Minister for Finance in 1985 called for 'new-ways' of financing education as government resources were strained.

According to Ngware and Kiriga (2007) financing secondary education in Kenya is based on cost-sharing policy which was first introduced in 1988 as part of the *Structural Adjustment Programmes*. Under this policy, all stakeholders have a role to play in education provision and financing. For instance, parents/communities meet the costs of the key non-salary inputs like tuition, transport, school levies, textbooks and uniforms. The user charges are assumed to cater for expenditures such as teaching and learning materials, development, maintenance, operations, non-teaching staff salaries, and school equipment and co-curricular activities, among others. Central government financing comprises of teachers' salaries, bursary allocation, teacher in-service programme on strengthening Mathematics and science in secondary education (*SMA SSE*), administration salaries, grants and laboratory equipment for marginalized schools.

Ngware and Kiriga (2007) add that non-State providers support secondary schools through scholarships and bursaries, construction of physical infrastructure, supply of some learning materials, capacity building, and supporting communities and parents' education support initiatives. Private sector provides and finances privately owned schools, and local authorities provides some grants, bursaries and contributes to the construction of schools in some parts of the country. In 2006/7 the education sector received 6.4% of GDP and was allocated 24% of total public expenditures. During the same year, secondary education received 24% of the education vote (15% GDP) Out of these resources, 94.4% went to teachers'

salaries and only 5.6 % to non-salary expenditures, mainly bursaries and grants (4.2%) and capital investment (Republic of Kenya, 2007).

The financing of secondary education in Kenya, unlike that of primary schools, is primarily the responsibility of households who are expected to pay user charges while the government pays the teachers and provides grants to a few schools identified by the Districts Education Boards (*DEBs*) (Republic of Kenya, 1998).

The cost of secondary education is another main factor contributing to school non-attendance. According to Muthaka and Kosimbei (2006) 38% of the out of school secondary school age youth were not enrolled in school because parents did not allow them perhaps due to school costs while 25.6% were basically not in school due to the school costs. Other reasons include indirect costs of schooling or opportunity cost of schooling (26.6%) as some youth had to work and help at home; lack of interest on schooling (11.3%), distance to school (7.1%) and school conflict with beliefs (7.8%).

Financing of secondary education in Kenya is based on a cost sharing policy which was first introduced 1988 as part of the structural Adjustment Programmes. Under this policy, all stakeholders have a role to play in education provision and financing. For instance parents/ communities meet the costs of the key non-salary inputs like tuition, transport, school levies, textbooks and uniforms. The user charges are assumed to cater for expenditures such as teaching and learning

materials, development, maintenance, operations, non-teaching staff salaries, and school equipment and co-curricular activities, among others (Aluko, 2006). Costs of Secondary education depend on the category of school. To a large extent, day schools are cheaper compared to boarding school fees in each academic year of secondary education varies significantly. The average fees charged is about KShs.26,676 and the range is KShs.11,375 (*minimum*) to KShs.61,188 (*maximum*). On average school fees increase as a student progresses at to the higher level in secondary education. For example, in form 1 it is reported to be KShs.25, 957 and form 4 KShs.28, 302. Likely reasons for the wide variations include ‘the levies.

The recurrent budget for general administration and planning under the Ministry of Education (*MOE*) that includes salaries for both Teachers Service Commission (*TSC*) and MOE personnel increased by 11.8 per cent from Ksh.81,841.7 million in 2008/09 to Ksh.91,520.2 million in 2009/2010. During the period under review, the budget for secondary education recorded an increase of 5.2 per cent compared to an increase of 16.2 per cent of primary education. This shows Government’s commitment in the implementation of Free Tuition Secondary Education (*FTSE*) and Free Primary Education (*FPE*).

The Government continued with implementations of the Free Secondary Tuition Education which started in 2008 and whose goal is to enhance access to secondary education. The Government, the African Development Bank and the local communities contributed funds towards infrastructure support that realized

increase in number of classrooms from 45,345 in 2008 to 47,567 in 2009. The support for infrastructural development increased the number of Form 1 places and hence a rise in primary to secondary schools transition rate from 64.1 per cent in 2008 to 66.9 per cent in 2009. Table 2.6 presents data on secondary school enrolment for the year 2005 to 2009. The total enrolment increased by per cent from 1,382,211 students in 2008 to 1,507,546 students in 2009. The GER increased from 42.5 per cent in 2008 to 45.3 per cent in 2009 as shown in Table 2.6. The Net Enrolment Rate raised from 28.9 per cent in 2008 to 35.8 per cent in 2009. The number of KCSE candidates increased by 13.5 per cent from 297,301 in 2008 to 337,310 in 2009 of whom 182,764 were boys and 154,546 were girls.

2.3 The Concept of Parents Teachers Association (PTA)

According to Maryam (2008), the PTA started in USA with the kindergarten developments which were engineered by the Mothers meetings in Chicago in 1855, taking off effectively in 1894 through the Mothers' Congregations. In the USA the PTA is a national organization enshrined in the constitution with each PTA serving a local state. According to the United States' National Parents Teachers Associations mission and purpose statement, the PTA seeks to promote the welfare of the child and youth at home, in the school, and in the community (Maryam, 2008). The PTA has also sought to raise standard of life at home, secure laws that protect children and youth, bridge the gap between home and school, and to build and develop efforts connecting educators with the public in securing the highest standards in mental and physical, social and spiritual education.

According to Maryam (2008) the steering committee in developing the Commonwealth Education Fund (CEF) strategy in Nigeria identified the National Parents Association of Nigeria (NAPTAN) as one of its strategic partners in the effort to ensuring that civil society supports government to ensure that all Nigerian Children have access to good quality education by 2015. This is based on the realization that in the delivery of education there are four principal actors; the state as the duty bearer, the child as the right holder, the parent as the first educator and the teacher as the professional instructor. It is common knowledge that for rights to be enforced there is need for advocacy or demand for the implantation of such rights. The Parents Teachers Association has been known to be one of the earliest civil associations advocating for the rights of children, especially within the school environment.

In the early years of educational development in Uganda, schools were characterized by limited formalized contacts with parents except in the event of being invited for speech days, sports day and so on. The parent had no say in what was taught or how the schools were run. According to Lasibille (2000) the fact that the school leadership did not attempt to establish a partnership with the parents, believing that parents were irrelevant to the schooling process, since they did not even know what was been taught. A number of parents were illiterate or had low educational background at that time, anything to do with school was intimidating to them. There were long distances between home and school, and the cost of travelling inhibited

parents from checking on their children at school and parents believed teachers could do it all alone and did not see the need to get involved.

The relationship between parents and teachers Uganda however changed for the better from the 1980's to date. The cause of changed attitude and circumstances was the reduction of government funding in schools, which consequently created financial crisis in the schools. The government right from the time it took interest in education in 1925 had been heavily funding education in the country. However, due to the wars, civil strife, dwindling exports, and increased number of schools, government funding in schools shrunk considerably, in the 1980's to date (Lewin, 2006). According to Lewin (2006), schools found themselves unable to run effectively anymore, what with shortages of scholastic materials and basic infrastructure in some cases. Teachers, who are poorly remunerated, resorted to teaching in two or more schools to make odd ends meet . Some teachers left the country to seek for greener pastures, while others who remained, resorted to coaching as a means of earning extra income. It is against this background therefore that parents became key players in the management of schools since the 80's. The financial contribution (support) of parents are faced with such financial crisis and shortages as described above, the school managers decided to apply for financial assistance from Parents. Parent Teacher Association (PTA) were thus born, with the aim of building a partnership between parents and teachers, for the purpose of improving the quality of education in schools.

One way of improving quality was to provide the funds the schools badly needed in order to run effectively. Within a short space of time from their formation, the PTA's had become the major financiers of school expenditure and this is true even today. Currently, government contribution to any one school can be as low as 15 percent or even less of the total income of the school (Lasibille, 2000) .

In Kenya PTAs started featuring in 1978 when the then President of Kenya, issued a directive that each secondary school should have a Parents Association. However, the PTA concepts within Kenya had started in 1960 when State House Girls School formed their own. Though the PTA is recognized by government, it has never been given a legal mandate like the BOG in school management (Republic of Kenya, 1964). Besides the Sessional Paper No. 6 of 1988 on Education and Manpower Training for the Next Decade and Beyond, no other concrete significant move has been made towards this end legalizing PTA. This implies that PTA was established through administrative rules and has no legal status up to now except for those registered under the Societies Act. According to the (Daily Nation, 26th September, 1983) the then Director of Education J. M. Kamunge asked schools not to register their PTAs with the Societies Act as PTA was to be included in the Education Act. This was never achieved though. The constitution of PTA entails that members of PTA are elected during parents' general meetings every year. Each class is represented by a parent elected by parents or guardians with students in that class. The size of the PTA committee

depends on the size and nature of the school e.g. a single stream, double stream, mixed etc. Hence a PTA committee could have 4 teachers and 4 parents for a single stream or 4 teachers and 8 parents for a double stream. The representatives then elect a chairman from among them. The members to be co-opted into the BOG are also elected (Education Act, Cap. 211, 1988). However it is important to note that the PTA itself does not also include the views of the largest consumer (students) in their leadership. The parents and teachers act as though they are representing the learners' interests e.g. a decision by the PTA that a school should not pay more than Ksh.4,500 fees per year could be convenient to the parent but detrimental to the learner in the long run (Sagini Report, 1991).

2.4 Role of PTA in Financing Secondary school education

In Burma Parents Teachers Association is the major source of input in financing of education. Survey by the Ministry of Education (1973) revealed that PTAs, provided 21.2% of the costs of building 63.8% of the costs of furniture and equipment, 63.4% of repairs and 87.7% of general contingencies. In a paper presented at the African Convention of Principals' Conference Johannesburg, South Africa. Laboke (2000) pointed out that there are traditionally other sources of education financing in Ghana and these are being given serious attention. For example parents and guardians are being encouraged to give support schools through payment of levies to used to fund specified running cost of schools. In Kenya, the main function of PTA is providing the necessary financial support to the school by organizing Harambee for school development projects. According to

the (Daily Nation, 31st January, 1983), the President directed PTAs to ensure expansion of their schools and provision of necessary equipment and other teaching/learning resources. In line with this they build staff houses. This was supported by the then Education Minister, S. Kalonzo Musyoka as reported in the (Kenya Times of Saturday, February 13th 1999) when he called on BOG and PTA to plan for improved facilities in their respective schools. By so doing they supplement government efforts to provide facilities, hence cost sharing in schools.

2.4.1 PTA funds and the provision of physical facilities

According to Ajayi (2005) since the very beginning, human beings have done a lot to facilitate their lives with all the physical facilities of the world. The first need aroused for the human beings was the physical comfort. Physical facilities provide and maintain, safe, clean, and creative educational environments that are conducive to high achievements of the students. Physical facilities strive to give students a comfortable atmosphere in which they work and learn. In developing countries, low levels of learning among children can partly be attributed to poor or inadequate facilities of the schools. Physical facilities are the fundamental factors in better learning and achievements of the students (Ajayi (2005).

School facilities are the material resources that facilitate effective teaching and learning in schools. Ajayi (2005) posited that educational facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. The state of

infrastructural decay in many secondary schools in Nigeria is a manifestation of poor funding of the system. Ahmed (2003) revealed that in most of the nation's secondary schools, teaching and learning takes place under a most uncondusive environment, lacking the basic materials and thus hindered the fulfillment of educational objectives.

According to Onyango (2001) with the introduction of Free Secondary Education, schools have registered over-enrolment, which means that the resources available in schools are constrained. Bell and Rhodes (1996) noted that school facilities include the administrative office, staff rooms and offices, classrooms laboratories, workshops, equipment, stores libraries, hostels, staff houses and the school grounds. In order for a school to advance the learning opportunities offered to the students, it has to avail adequate facilities. It is the responsibility of the school management to ensure that there is adequate classroom space to enable the teaching-learning process take place without any hitches. The school management should also ensure that the facilities are used efficiently and effectively. The school grounds e.g. play grounds should be safe and well maintained. Verspoor (2008) argues that PTA levies are instrumental in the provision of physical facilities in schools and thus should be accompanied by reforms that aim at a more efficient use of available of these funds. Mbugua (2008) says that one of the areas where PTA funds are utilized in Kenya is in developing school physical facilities. She argues that in dealing with physical facilities, school managements have to bear in mind where to house the educational program, the population to be served by the

facility and ensure that financial resources are readily available for the school expansions. Mbugua (2008) however notes that in most secondary schools in Kenya, PTA funds are inadequate forcing schools to solicit for other sources of funds to provide these facilities. Asyago (2005) in a study of the Challenges Facing the secondary school management Machakos District revealed that quite a number of schools lack physical facilities such as libraries and laboratories and the main reason that was given by most principals was inadequate funding as a results of the ban on Harambees (funds drives) by the Government. Asyago (2005) further observed that PTA funds were directed towards financing recurrent expenditures and were in any case inadequate. This study was conducted before the introduction of subsidized secondary education and therefore this study seeks to fill this gap.

2.4.2 PTA funds and the Provision of teaching and learning resources

Large scale school effectiveness studies have highlighted the importance of textbooks and other learning materials on student performance. For example, Fuller and Clarke (1994) reviewed School Effectiveness studies in less developed countries that adjusted students' achievements for their family background and found "rather consistent school effects" in relation to availability of textbooks and supplementary reading materials. Around 50% of the reviewed studies showed significant positive associations between academic achievements and school inputs. Veriava (2002) reviewed 18 empirical quantitative studies at the primary level conducted in Latin America and the Caribbean mainly in the 1980s and identified that access to textbooks and other instructional materials were related

positively to academic achievement. More recently, the World Bank Operations Evaluation Department's review on the "*determinants of education quality in developing countries*" (Boissiere, 2004) further confirmed textbooks and writing materials as key contributors to school effectiveness at the primary level in developing countries. Lee *et al.* (2005) analyzed the SACMEQ II data and found that students in better physically resourced schools achieved higher, although the relationship between teaching resources and students achievement was less clear. Michaelowa (2001) analysed the PASEC data on primary education in five Francophone Sub-Saharan African countries Burkina Faso, Cameroon, Côte d'Ivoire, Madagascar and Senegal. It was found that the availability of textbooks had strongly significant and positive impact on learning outcomes. In short, much literature in the developing countries does seem to suggest that resources do matter and the single most important cost-effective input is the textbook and other pedagogical and learning materials (e.g. Fuller, 1987; Fuller and Heyneman, 1989; Lockheed and Verspoor, 1991; Fuller and Clarke, 1994). Michaelowa (2001) however observed that secondary schools in Sub-Saharan Africa are not well equipped teaching and learning materials due to financial constraints and observed the funds raised from parents fall are inadequate. Mugo (2006) in a study on strategies adopted by secondary school principals in managing PTA funds in Embu District which involved a sample of 34 principals, 68 teachers and 215 students observed that PTA funds were inadequate to sustain the provision of teaching and learning facilities in schools. This study however was conducted before the introduction of the free secondary school programme where the government took

away part of the burden of public secondary schools by funding the purchase of some teaching and learning resources. The current study therefore sought to establish the current situation in public secondary schools. The study also focused on the provision of textbooks leaving out other teaching and learning resources which this study addressed.

2.4.3 PTA funds and the Provision of school personnel

Onyango (2001) emphasizes that human resource is the most important resource in a school organization. He adds that teachers comprise the most important staff in the school. However, the contribution made by other staff members such as secretaries, bursars, accounts clerk, matron, nurses, messengers and watchmen is also important. Onyango (2001) posited that teachers, apart from students, are the largest most crucial inputs of an educational system. They influence to a great extent the quality of the educational output. Teachers' irregular promotion, low pay package (when compared to other public workers), societal perception of the job and many more have dampened the morale of teachers. When teachers are not motivated, their level of job commitment may be low and the objectives of the school may not be accomplished.

Obura, Khatete, and Rimbui (2002) (2005) observe that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers and other school

personnel. The school management has a duty to recruit qualified personnel however, in most schools, this exercise is often frustrated due to inadequate funds provided by the government and vote-heads from the PTA fund. Schools also require adequate funds to ensure that school personnel are well remunerated so as to motivate them. With increased number of students as a result of free secondary education, teacher/students ratio is at all time high, leading to increased workload for teachers. This is poses a challenge to head teachers, who are expected to ensure that the quality of education is not compromised. Nyaga (2005) in a study on effects of delayed fees payments on the teaching and learning process in public secondary schools in Mbeere District in which 20 principals, 35 teachers and 162 students participated revealed that PTA funds were inadequate to sustain the hiring of teachers in public secondary schools. The study was carried out before the introduction of the free secondary school programme in which the government allocates funds for hiring of some school personnel. The current study therefore sought to find out the current situation in schools. The study also focused on the provision of teachers leaving out other school personnel who also play an important role in providing education services in schools.

2.4.3 PTA funds and funding of school activities and programmes

Aggarwal (2007) notes that co-curricular activities have a number of values like educational value, development of social spirit, character training education for leadership, worthy use of leisure time or recreational value, team spirit, development of civic virtue, physical development, improved discipline, aesthetic

development and development of cultural values. According to Kochhar (2008) all classroom teaching is theoretical. Practical knowledge can be imparted through co-curricular activities. Excursions and tours provide first-hand experience and reinforce classroom knowledge in subjects like history, geography, nature study etc. Language and expression improves through debates and recitations. Teaching of History gets vitalized by dramatization (Kochhar, 2008).

Kochhar (2008) argues that students do not take active interest in co-curricular activities because: Provision for these activities in schools is not adequate to meet all the needs of all the students. In crowded cities, it is generally not possible to have spacious playgrounds. Activities are not given a place in school time-table, during school hours. These are either fixed before or after school hours and many students do not participate in them because it is neither convenient nor compulsory for them to do so. Sometimes students feel that these activities interfere with their studies. Therefore, whenever they are organized, students participate in them unwillingly. These activities are not assessed in the examinations. No extra credit is given for them. At present one passes an examination without participating in these activities. Teachers are not competent to organize a sufficient number of activities. There is hardly any trained staff to inspire students to participate in these activities. Students are not economically well off to bear the extra expenses involved in participating in these activities. Teachers expect extra allowance for organising these activities (Kochhar, 2008).

According to Kochhar (2008) PTA funds in most schools play a major part in financing school activities and programmes. The allocations from the free secondary education is inadequate and is not based on any feasibility assessment of schools to determine their financial needs based on the financial needs of schools in relation to the number of activities and programmes. This has forced most schools to revert to PTA levies to cover the deficit. According to Orlosky (1984), financial management determines the way the school is managed and whether or not the school will meet its objectives. The school management is responsible for budgeting, accounting and auditing functions of financial management. With the introduction of free secondary education, schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees (Republic of Kenya, 2005). Onyango (2001) carried out a study on challenges facing the provision of co-curricular in public secondary schools in Homa Bay District involving 18 principals, 40 teachers and 150 students which established that PTA funds were inadequate to sustain the provision of school co-curricular activities. This study was conducted before the introduction of subsidized secondary school programme in which the government allocated a certain amount of funds per student. The current study therefore sought to establish the current situation in public secondary schools. The researcher did not come across a similar study that examines funding of co-curricular activities since the introduction of the free secondary school programme thus the need for the current study.

2.8 Summary of Literature Review

Since the government does not fully finance Day Secondary Education, PTAs in various schools have to mobilize education stakeholders to fund development projects within these schools. PTAs have sourced for these funds from the Parents and other stakeholders. This endeavour though a noble one has encountered challenges especially inadequate support from the government and independent donors. The reviewed literature indicates that PTA levies have fallen short of addressing the needs of schools. According to Asyago (2005) in a study of the Challenges Facing the secondary school management Machakos District quite a number of schools lack physical facilities such as libraries and laboratories and the main reason for this was inadequate funding as a results of the ban on Harambees (funds drives) by the Government. Asyago (2005) further observed that PTA funds were directed towards financing recurrent expenditures and were in any case inadequate. This study was conducted before the introduction of subsidized secondary education and therefore this study seeks to fill this gap.

Mugo (2006) in a study on strategies adopted by secondary school principals in managing PTA funds in Embu District observed that PTA funds were inadequate to sustain the provision of teaching and learning facilities in schools. This study however was conducted before the introduction of the free secondary school programme where the government took away part of the burden of public secondary schools by funding the purchase of some teaching and learning resources. The current study therefore sought to establish the current situation in

public secondary schools. The study also focused on the provision of textbooks leaving out other teaching and learning resources which this study addressed.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with various procedures and strategies that were useful in the study. It focuses on research design, study locale, target population, sample and sampling techniques, data collection instruments, pilot data collection and data analysis techniques.

3.2 Research Design

The study employed a survey research design, which was descriptive in nature. Lovel and Lawson (1970) argues that before much progress can be made in solving problems descriptive phenomena must be obtained by means of descriptive research. Descriptive research attempts to describe what is in the social system such as a school. Abagi (1993) notes that the methodology involved in such a design is mostly qualitative and quantitative in nature providing descriptive data. The researcher adopted this design as according to Owens (2002) it is unique as it allows for gathering of information not available from other sources. It also calls for unbiased representation of population of interest, standardization of measurement i.e. same information collected from every respondent and finally it is used to collect data which compliments existing data from secondary sources. Questionnaires, observations checklists and interview schedules were used in this

survey. The data were gathered from PTAs, principals, teachers and, students through administration of various instruments to a cross-section of respondents drawn from day secondary schools in Machakos District.

3.3 Location of the Study

This study was conducted in Machakos District which is approximately seventy Kilometers from the capital City Nairobi. The District has both urban and rural set-ups. Sand harvesting and quarrying is the predominant economic activity. The location of the study is densely populated, with fairly good infrastructure, though some areas are acutely underdeveloped with high levels of poverty which makes many parents to take their children to low-cost day schools. The researcher opted to carry out this study in this district first because majority of secondary schools in the district are day schools making the study important in seeking solutions to challenges facing majority of the residents. The researcher is also a resident of the district and therefore found it economical to conduct research in the district.

3.4 Target Population

Machakos District has 42 Public secondary schools out of which 30 are Day mixed secondary schools 2,000 students, 30 Principals, 90 PTAs /BOG members and 152 teachers. Therefore the total target population was 2,272 as shown below in table 3.1.

Table 3.1: Distribution of Target Population

Category	Number
PTAs/BOG	90
Principals	30
Teachers	152
Students	2,000
TOTAL	2,272

3.5 Sample Size

The respondents comprised of 30 PTAs/BOG members, 10 Principals, 76 Teachers and Students as depicted in the Table 3.2 below.

Table 3.2: Random Samples of respondents

Category of Respondents	Target Population	Sample Selected Over 30%
PTAs/BOG	90	30
Principals	30	10
Teachers	152	145
Students	2000	200
TOTAL	2,272	385

Therefore the total number of respondents for this study was 365 respondents.

3.6 Sampling Techniques

According to Gay & Airasian (2003) and Babbie (2005), the type of the research is a main determinant of the minimum sample a researcher should use. They cite 30% for co relational, causal-comparative and true experimental research. For descriptive studies they give a guide of 10-20% of the population. The researcher used simple random sampling technique to sample 10 schools which are 30% of the targeted schools and therefore considered representative enough. The researcher used simple random sampling technique to select 20 students per school (10 form three students and 10 form four students) making a total of 200 students which is 10% of the target population.

3.7 Research Instruments

The study adopted the following three main research instruments:-

1) Questionnaires

The questionnaire was important for this purpose in order to obtain comparable responses. According to Wiersma (1985), questionnaires measures likelihood of straight, even, blunt answers. This can be superior to an interview because social communion operates strongly in a face of situation that may prevent the person from expressing what he feels to be socially or professionally unacceptable views.

a) Questionnaire for PTA/BOG Officials

This instrument was structured to seek information on the current state of secondary school financing in day schools (See Appendix A). The questionnaire

for PTA/BoG was divided into two parts. Part A sought the demographic information of the respondents while Part B sought information on the Role of PTA financing in day secondary schools.

b) Questionnaire for Teachers

This instrument was structured to seek information on the current state of secondary school financing in day schools (See Appendix B). The questionnaire for teachers was divided into two parts. Part A sought the demographic information of the respondents while Part B sought information on the Role of PTA financing in day secondary schools.

c) Questionnaire for students

This instrument was structured to seek information on the current state of secondary school financing in day schools (See Appendix C). The questionnaire for students was divided into two parts. Part A sought the demographic information of the respondents while Part B sought information on the Role of PTA financing in day secondary schools.

This instrument was used to seek information from students on issues related to access, retention, completion rates, equity and relevance of secondary education.

2) Interview schedule

According to Orodho (2004) an interview is an oral administration or an interview schedule. In this study the interview questions were used to find out the challenges and problems related to factors affecting PTA financing of day secondary schools.

3) Observation schedule

A visit to the sampled schools already revealed the use of PTA funds in terms of the facilities available such as classrooms, halls, special rooms, transport facilities, lunch programmes, dropout rates, enrolment rates, land acreage and so forth. The researcher took note also of the BOG employees paid through PTA funds and the level of their salaries, job description and motivation. The researcher was able to identify arbitrary levies imposed to the parents such as motivation fees, Examination (*Mock fees*), and double (*dual*) financing either by government and at the same time PTA, CDF, LATF and any other donor. This enabled the researcher to make some deductions and inferences. This is shown in Appendix F.

3.8 Piloting of Research Instruments

Questionnaires, interview schedules were piloted in ten day secondary schools for the study. The piloting ensured clarity and sustainability of the language to be used.

3.9 Validity of the instruments

Validity is the degree to which test measures what is supposed to measure (Gay, 1992). The research instrument should be able to depict that what it is measuring and what is supposed to measure. Content validity is a non-statistical method used to validate the content employment, since content validity is determined by expert judgment (Orodho, 2004). Therefore, for the purpose of this study, the experts in educational planning studies and the research methodology was sought after, to

assess the content used in the questionnaires. It was important to know from the experts, who helped to determine content validity by defining precise terms and the question items sampled the domain of the specific content that the questions assume to represent and then determine how well the content is. It can also be pointed out that the conditions applied to pre-testing were also applied to the actual study.

3.10 Reliability of the instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). In this study, the researcher used the test/re-test (repeatability test) during piloting since most questions were open-ended. The participants were given the same questionnaire on two different occasions, at an interval of 2 weeks. The correlations between the results of the separate tests were determined using the Pearson product correlation co-efficient formula. Using this formula, the researcher tested the reliability of the sets of instruments and the value was found to be +0.8246 which the researcher found to have a stronger the congruence.

3.11 Data Collection Procedure

For the purpose of administration of instruments the researcher obtained a research permit from the Ministry of education and sought permission from the PDEs office - Eastern province before embarking on the data collection process. The researcher also sought permission from the heads of the sampled schools and made

appointments in order to seek for their availability for easy collection of data. The researcher personally distributed the questionnaires to the sampled schools and conducted Interviews while waiting for the questionnaire to be filled.

3.12 Data Analysis

Responses from questionnaires interview schedules were organized according to pertinent aspects of the study. Wiersma (1985) points out that massive qualitative data collected from questionnaires, observations and interviews needs to be organized with significant patterns to reveal the essence of the data. Responses to the open-ended items in the questionnaires, interview, responses and observation data were analyzed and recorded quantitatively. The closed-ended items in the questionnaires were analyzed and reported using descriptive statistics such as frequencies and percentages. Gay (1992) observes that the complexity of analysis is not an indicator of its goodness. He therefore recommends use of simple statistics rather than the more complicated one. All the responses were organized in their pertinent aspects of the study, that is, to be validated. They were checked for completeness in terms of errors and omissions, inadequacy, illegibility and irrelevant responses.

3.1.3 Ethical and Logistical Considerations

(a) Ethical consideration

The participation in research was voluntary and people had the right to refuse or divulge certain information about them. The participants were made aware of the

positive and negative aspects or consequences of participation. The informed consent involved two main factors. First, the consent of the subjects as what was disclosed to the researcher, secondly, assurances of confidential use of research data collected on individuals. The consent also helped the explanation that the purpose and nature of research would benefit the participants. The researcher asked permission to conduct the research from the Ministry of Education Office.

The researcher avoided deception in case of limited and finance or volatile situations which might have lead to inadequate collection of data. The researcher at all costs avoided plagiarism, which is tantamount to stealing other people's works, which erodes the integrity of the researcher and leads to serious professional repercussions. The researcher also avoided fraud, in terms of the researcher faking the data or copy other peoples work by "Doctoring". This is a criminal offence and is punishable by law.

(b) Logistical Consideration

The research involved the use of a lot of money in terms of making trips to the selected public day secondary schools in the Machakos District and also in terms of hiring research assistants, printing, typing, binding, consultation, photocopying. In such circumstances it was advisable to tighten the budget in order to maximize the expenditure without distorting the whole exercise. Therefore, the researcher introduced cost-saving measures to be precise. The factor of time was very crucial since the distances between the Public day secondary schools was great and it consumed a lot of time to cover the whole District. The study concentrated on

selected public schools only. The scope of this study did not allow for 100 percent collection of data. This was because of the massive population of the potential respondents. Therefore in this case random sample was used by the researcher to collect data for inferential purposes.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the research findings and discussions in view of the stated research objectives. Responses to the open-ended items in the questionnaires, interview, responses and observation data were analyzed and recorded quantitatively. The closed-ended items in the questionnaires were analyzed and reported using descriptive statistics such as frequencies and percentages. The analyzed data has been presented under different themes grouped together according to the research objectives of the study for descriptive and inferential statistics in narrative, tabular and graphical form.

4.2 Instrument Return Rate

The researcher personally administered questionnaires, conducted interviews and carried out observation of various facilities in the sampled schools. The response rate is as presented on Table 4.1.

Table 4.1: instrument response rate of the study

Respondents	Sample size	Response	Return Rate
Principals	10	8	80.0
PTA members	30	27	90.0
Teachers	152	145	95.3
Students	200	180	90.0
Total	392	360	93.8

The research sought information from 392 respondents who included 10 principals, 30 PTA members, 152 teachers and 200 students. Responses were received from 360 (8 principals (80.0%), 27 PTA members (90.0%), 145 teachers (95.3%) and 180 students (90.0%). The overall return rate was 93.8% which the researcher considered an appropriate representation of the target population.

4.3 Demographic Information

This section presented analyzed data on the demographic information of the respondents. This was aimed at highlighting the characteristics of the respondents in relation to the study.

4.3.1 Teachers' and Principals' length of service

Teachers and principals were asked to indicate their teaching experience on the questionnaire. The results are as presented on Figure 2.

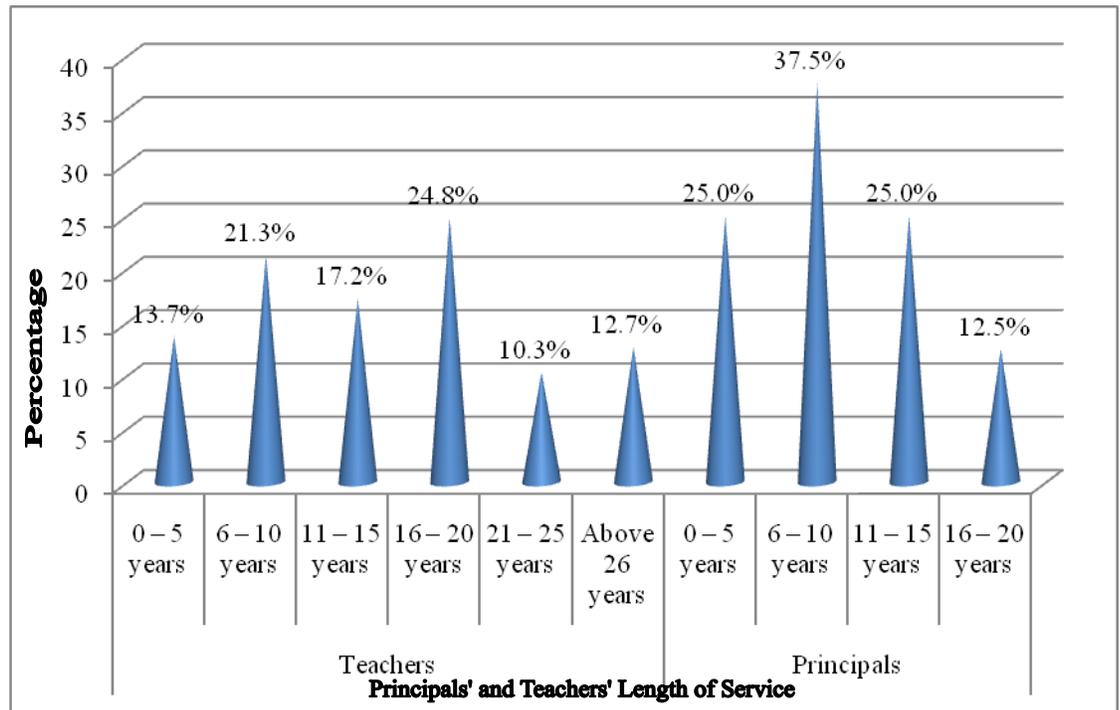


Figure 2: Teachers’ length of service

The results on Figure 2 show that a higher number of teachers (24.8%) have taught for between 16 to 20 years followed by 21.3% who have taught for 6 to 10 years. The least (12.7%) have taught for over 26 years. A higher number of principals (37.5%) have headed schools for 6 to 10 years followed by 25.0% who have headed schools for less than 5 years and 11 to 15 years. The results are an indication that most teachers and principals were in respective schools before and after the introduction of FSE and can therefore be relied upon to give information on the situation before and after FSE for purposes of comparison in terms of PTA funds in sustaining public secondary schools.

4.3.2 Length of service of BoG/PTA members

BoG and PTA members were asked to indicate their length of service in schools as PTA and BoG members. Their responses are as presented on Figure 3.

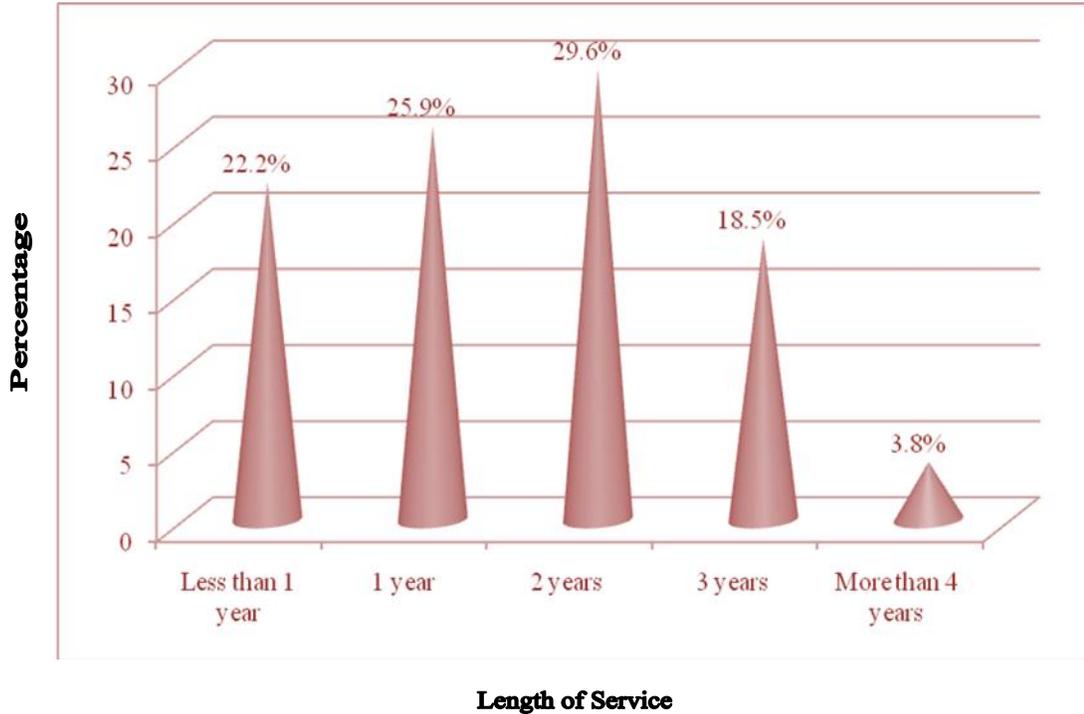


Figure 3: Length of service of BoG/PTA members

The results on Figure 4.2 show that a higher number of BoG/PTA members (29.6%) have served in those positions for 2 years, 25.9% have served for 1 year while 22.2% have served for less than 1 year. This is an indication that most PTA/BoG members have served in schools for more than 1 year and could therefore be relied upon to provide adequate information on PTA funds in sustaining public secondary schools.

4.4 PTA Funds and Provision of Physical facilities

This section examines the role of PTA funds in sustaining the provision of school physical facilities.

4.4.1 Availability and adequacy of Physical facilities

The researcher conducted an observation exercise to establish the availability of various physical facilities in the 8 schools that were visited. The findings are as presented on Table 4.2.

Table 4.2: Availability and adequacy of Physical facilities

Facility	Available		Not available		Adequate		Inadequate	
	F	%	F	%	F	%	F	%
Classrooms	8	100.0	0	0.0	0	0.0	8	100.0
Land	8	100.0	0	0.0	0	0.0	8	100.0
Halls	3	37.5	5	62.5	0	0.0	3	100.0
Workshops	0	0.0	8	100.0	-	-	-	-
Computer	3	37.5	5	62.5	0	0.0	3	100.0
Home science	1	12.5	7	87.5	0	0.0	1	100.0
Laboratory	3	37.5	5	62.5	1	33.3	2	66.7
Libraries	2	25.0	6	75.0	0	0.0	2	100.0
Kitchen	5	62.5	3	37.5	1	20.0	4	80.0
Stores	3	37.5	5	62.5	0	0.0	3	100.0
Tables	8	100.0	0	0.0	0	0.0	8	100.0
Lockers	8	100.0	0	0.0	6	75.0	2	25.0
Chairs	8	100.0	0	0.0	5	62.5	3	37.5
Play fields	6	75.0	2	25.0	2	33.3	4	66.7
Toilets	8	100.0	0	0.0	1	12.5	7	87.5

The findings show that public day schools in Machakos District have facilities such as classrooms, land and other facilities such as tables, lockers, chairs, playfields and toilets. It is worth noting that these facilities are largely inadequate. Most schools however lack facilities such as workshops, hall, computer rooms, home science rooms, laboratories, libraries, kitchens and stores. It is however

notable that in a few schools in which these facilities are available they are mostly inadequate. These findings present a picture which shows that most public day secondary schools lack crucial facilities and therefore cast doubts on PTA funds in sustaining these schools.

4.4.2 Physical facility Projects Funded by PTA Funds in schools

The researcher asked principals to indicate the physical facilities that are funded by PTA funds in their schools. The results are as presented on Table 4.3.

Table 4.3: Physical facility Projects Funded by PTA Funds in schools

Project	Frequency	Percentage
Kitchen	8	100.0
Stores	8	100.0
Tables	8	100.0
Lockers	8	100.0
Chairs	8	100.0
Play fields	8	100.0
Toilets	8	100.0
Home science	8	100.0
Land	8	100.0
Halls	8	100.0
Classrooms	7	87.5
Libraries	7	87.5
Computer	6	75.0
Laboratory	6	75.0

The results on Table 4.3 presents a clear picture that PTA funds are the main sources of funds used in the construction of physical facilities in schools. It can therefore be concluded that lack of these facilities can be due to inadequate PTA funds. These findings concur with Asyago (2005) in a study of the Challenges Facing the secondary school management Machakos District revealed that quite a number of schools lack physical facilities such as libraries and laboratories and the

main reason that was given by most principals was inadequate funding as a results of the ban on Harambees (funds drives) by the Government. Asyago (2005) further observed that PTA funds were directed towards financing recurrent expenditures and were in any case inadequate.

4.4.3 Whether the projects are completed on Time

The researcher asked PTA/BoG members to indicate whether the projects started in schools involving the construction of school physical facilities are completed on schedule. The results are as presented on Table 4.4.

Table 4.4: Whether the projects are completed on Time

Response	Frequency	Percent
Yes	9	33.3
No	18	66.7
Total	27	100.0

The results of Table 4.4 indicate that majority of PTA/BoG members stated that PTA funded projects started in schools are not completed on time while 33.3% said they are completed on time. These findings are an indication that implementation of PTA funded projects in schools is experiencing delays as a result most schools have inadequate physical facilities.

4.4.4 Reasons for Non-completion of Projects on Time

PTA/BoG members were asked to give reasons for the delay in completion of PTA funded school projects. Their responses are as presented on Table 4.5.

Table 4.5: Reasons for Non-completion of Projects on Time

Response	Frequency	Percent
Inadequate PTA funds	15	55.5
Delay in payment of PTA funds by parents	13	48.1
Sudden increase in costs of construction materials	8	29.6
Long tendering processes	8	29.6
Long procurement processes	7	25.9
Transfer of school administrators	4	14.8

N = 27

The findings on Table 4.5 show that inadequate PTA funds is a major reason behind delay in completion of school projects as cited by 55.5% of PTA/BoG members. This is followed by delay in payment of PTA funds by parents as cited by 48.1% of PTA/BoG members and then sudden increase in costs of construction materials and long tendering processes as cited by 29.6% of the PTA/BoG members. This is an indication that schools are unable to complete projects on time due to inadequate PTA funds and also that PTA funds are not paid on time. This

puts to question the ability of the PTA funds to sustaining the provision of school physical facilities.

4.5 PTA Funding and Provision of Teaching and Learning materials

This section presents the assessment of the adequacy of PTA funds in the provision of teaching and learning materials public day secondary schools in Machakos District.

4.5.1 Availability and adequacy of Teaching and Learning facilities

The researcher conducted an observation exercise to determine the availability and adequacy of teaching and learning facilities in public day secondary schools in Machakos District. The findings are as presented on Table 4.6.

Table 4.6: Availability and adequacy of Teaching and Learning facilities

Facility	Available		Not available		Adequate		Inadequate	
	F	%	F	%	F	%	F	%
Textbooks	8	100.0	0	0.0	3	37.5	5	62.5
Laboratory materials	8	100.0	0	0.0	1	12.5	7	87.5
Exercise books	8	100.0	0	0.0	6	75.0	2	25.0
Writing materials	8	100.0	0	0.0	5	62.5	3	37.5
Teaching aids	8	100.0	0	0.0	3	37.5	5	62.5

The results on Table 4.6 reveal that all public day secondary schools in Machakos District have teaching and learning resources at their disposal. The findings however show that these facilities are largely inadequate which put more doubt on the adequacy of PTA funds in providing school teaching and learning resources.

4.5.2 Teaching and Learning facilities Funded by PTA Funds in schools

Principals were asked to list the school teaching and learning resources acquired using PTA funds. The findings are as presented on Table 4.7.

Table 4.7: Teaching and Learning facilities Funded by PTA Funds in schools

Project	Frequency	Percentage
Writing materials	7	87.5
Teaching aids	7	87.5
Laboratory materials	6	75.0
Exercise books	4	50.0
Textbooks	2	25.0

N = 8

The results presented on Table 4.7 show that majority of principals (87.5%) indicated that writing materials and teaching aids are bought with PTA funds. 75.0% cited laboratory materials while 50.0% cited exercise books. These findings show that PTA funds are being used to acquired most teaching and learning

resources and their inadequacy of these resources points to inability of PTA funds to provide adequate teaching and learning resources in schools.

4.5.3 Adequacy of PTA funds in providing teaching and learning materials

Principals were asked to indicate whether PTA funds are adequate in providing teaching and learning resources. Their responses are as shown on Table 4.8.

Table 4.8: Adequacy of PTA funds in providing teaching and learning materials

Response	Frequency	Percentage
Adequate	1	12.5
Inadequate	7	87.5
Total	8	100.0

The results of Table 4.8 show that majority of principals (87.5%) said that PTA funds are inadequate in providing teaching and learning resources while 12.5% said it is adequate. This is an indication that PTA funds are not enough to sustain public secondary schools in Machakos District in providing teaching and learning resources. These findings are in agreement with Mugo (2006) in a study on strategies adopted by secondary school principals in managing PTA funds in Embu District which observed that PTA funds were inadequate to sustain the provision of teaching and learning facilities in schools.

4.6 PTA funding and the provision of school personnel

The study sought to assess the adequacy of PTA funding in the provision of school personnel in day secondary schools in Machakos District. The findings are discussed in the successive sub-sections.

4.6.1 State of the staff establishment

The researcher asked principals to comment of the staff establishment in their schools. The results are as presented on Table 4.9.

Table 4.9: State of the staff establishment

Response	Frequency	Percentage
overstaffed	0	0.0
Moderately staffed	2	25.0
Understaffed	6	75.0
Total	8	100.0

The results on Table 4.9 indicate that majority of principals (75.0%) said their schools are understaffed while 25.0% said their schools are moderately staffed. This is an indication that public secondary schools in Machakos District are faced with inadequate personnel.

4.6.2 School personnel employed through PTA funding

The researcher asked principals to list school personnel that are employed using the PTA funds. The results are as presented on Table 4.10.

Table 4.10: School personnel employed through PTA funding

Personnel	Frequency	Percentage
School bursar	8	100.0
School cateress	7	87.5
Lab technician	7	87.5
Teachers	7	87.5
Watchman/watchmen	6	75.0
Librarian	6	75.0
School groundsman/men	6	75.0
Cooks	6	75.0
Cleaners	5	62.5
School messenger(s)	4	50.0

N = 8

The findings on Table 4.10 presents a clear picture that majority of personnel in public day secondary schools in Machakos District are employed using PTA funds. This means that the fact that most schools are understaffed may point to the inadequacy of PTA funds in sustaining these schools.

4.6.3 Adequacy of PTA funds in sustaining these personnel

The researcher further asked principals to indicate whether PTA funds are adequate in providing school personnel in their schools. The results are as shown on Table 4.11.

Table 4.11: Adequacy of PTA funds in sustaining these personnel

Response	Frequency	Percent
Adequate	0	0.0
Inadequate	8	100.0
Total	8	100.0

The results on Table 4.11 show that all principals (100.0%) feel that PTA funds are inadequate in providing school personnel. This is an indication that PTA funds are not adequate in sustaining public day secondary schools in Machakos District in providing school personnel. This concurs with Nyaga (2005) in a study on effects of delayed fees payments on the teaching and learning process in public secondary schools in Mbeere District which revealed that PTA funds were inadequate to sustain the hiring of teachers in public secondary schools.

4.7 PTA funding in financing school programmes and activities

This section presents data on the adequacy of PTA funds in financing school programmes and activities in public day secondary schools in Machakos District.

4.7.1 School co-curricular activities funded by PTA fund

The researcher asked principals to list the number of co-curricular activities funded by PTA funds in public day secondary schools in Machakos District. The findings are as presented on Table 4.12.

Table 4.12: School co-curricular activities funded by PTA fund

Co-curricular activities	Frequency	Percentage
Talent search	7	87.5
Cultural events	6	75.0
Drama	5	62.5
Music	4	50.0
Sports	3	37.5

N = 8

The results on Table 4.12 show that majority of principals (87.5%) identified talent search as among co-curricular activities funded by PTA funds. This was followed by 75.0% who cited cultural events, then 62.5% who cited drama, 50.0% cited music while 37.5% cited sports. This shows that PTA funds are vital in the facilitation of a number of co-curricular activities.

4.7.2 Adequacy of PTA Fund in financing co-curricular activities

The researcher then asked principals to indicate whether the PTA funds are adequate in financing of school co-curricular activities. The results are as provided on Table 4.13.

Table 4.13: Adequacy of PTA Fund in financing co-curricular activities

Response	Frequency	Percent
Adequate	2	25.0
Inadequate	6	75.0
Total	8	100.0

From the findings on Table 4.13, majority of principals (75.0%) said that PTA funds are not adequate in financing co-curricular activities in public day secondary schools in Machakos District while 25.0% said it is adequate. The results are an indication PTA funds are inadequate in sustaining public day secondary schools in financing co-curricular activities. These findings concur with Onyango (2001) in a study on challenges facing the provision of co-curricular in public secondary schools in Homa Bay which established that PTA funds were inadequate to sustain the provision of school co-curricular activities.

4.7.3 PTA funds and Provision of the school lunch Programmes

The researcher first sought from principals whether they provide lunch to students in their schools. Their responses are as presented on Table 4.14.

Table 4.14: Availability of the school lunch Programmes

Response	Frequency	Percentage
Available	8	100.0
Not available	0	0.0
Total	8	100.0

The results on Table 4.14 show that all principals (100.0%) said that they have lunch programmes for students in their schools.

4.7.4 The amount money paid for the lunch programme

The researcher asked students to indicate the amount of money they pay for the lunch programme in their school per term. The results are as shown on Figure 4.

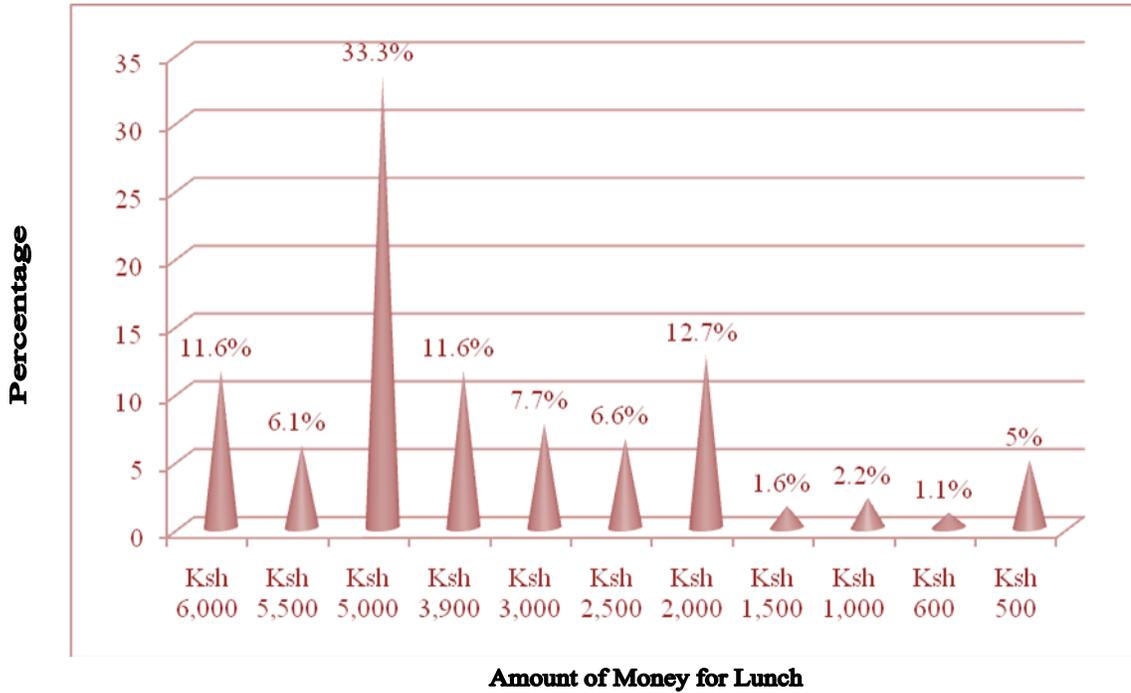


Figure 4: The amount of money paid for the lunch programme

The findings on Figure 4 show that a higher number of students (33.3%) pay Ksh 5,000 for the lunch programme followed by 12.7% who pay Ksh 2,000 and then 11.6% who pay Ksh 6,000 and Ksh 3,900. This shows that most public day secondary schools in Machakos District are charging reasonably high fees for the school lunch programme.

4.7.5 Adequacy of the PTA funds for Lunch programme

The researcher asked principals whether the PTA funds for the lunch programme paid in their schools were adequate. Their responses are as presented on Table 4.15.

Table 4.15: Adequacy of the PTA funds for Lunch programme

Response	Frequency	Percentage
Adequate	2	25.0
Inadequate	6	75.0
Total	8	100.0

The results shown on Table 4.15 show that majority of principals (75.0%) indicated that the PTA fund for lunch programme in their schools was inadequate while 25.0% said it is adequate. This shows that PTA funds are not adequate to sustain the provision of lunch to students in public day schools in Machakos District.

4.7.6 School programmes funded by PTA funds

Principals were required to list the number of other school programmes financed by PTA funds. Their responses are as shown on Table 4.16.

Table 4.16: School programmes funded by PTA funds

Programme	Frequency	Percentage
Educational trips	8	100.0
School emergencies response	6	75.0
Purchases of prizes and awards	5	62.5
School charity events	3	37.5
Community service	1	12.5

N = 8

From Table 4.16, all principals (100.0%) identified educational trips as other school programmes funded by PTA funds. This is followed by 75.0% who cited school emergencies, 62.5% cited purchase of prizes and awards while 37.5% cited school charity events.

4.7.7 Adequacy of PTA funds in financing other school Programmes

Principals were asked to indicate whether PTA funds available are adequate in financing other school programmes. The results are as presented on Table 4.17.

Table 4.17: Adequacy of PTA funds in financing other school Programmes

Response	Frequency	Percentage
Adequate	0	0.0
Inadequate	8	100.0
Total	8	100.0

The findings on Table 4.17 show that all principals (100.0%) said that PTA funds are inadequate in financing other school programmes. This is an indication that PTA funds are not adequate in sustaining other school programmes in public day secondary schools in Machakos District.

4.8 Summary of the study findings

This chapter presented the discussion and analysis of findings of the study on PTA funds in sustaining public day secondary schools. The study examined the role played by PTA funds in providing schools with physical facilities, teaching and learning resources, school personnel and financing of school activities and programmes. The findings reveal that most respondents hold a strong view that PTA funds have fallen short of sustaining the provision of school facilities and programmes. There is there need to increasing funding of secondary schools from various sources in order to ensure that many students are able to access quality education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.1. Introduction

This chapter summarizes and gives conclusions of the results as reported in chapter four. Implications of the results and recommendations are also provided in this chapter.

5.2. Summary

This study investigated the level of adequacy of Parents' and Teachers' Associations funds in sustaining day secondary schools education in Machakos District. The objectives of the study were centered on examining PTA funds in sustaining the provision of school physical facilities, teaching and learning resources, provision of school personnel, financing school co-curricular activities and programmes. The study was aimed at providing information to education stakeholders on the need to revitalize PTA funds to ensure quality education in secondary schools. The study was based on the human capital theory and employed a survey research design. All 30 day secondary schools in the district were targeted out which a sample of 30 PTAs/BOG members, 10 Principals, 145 Teachers and Students 180 was selected. Questionnaires, interview schedule and an observation checklist were used to collect data. Responses to the open-ended items in the questionnaires, interview, responses and observation data were analyzed and recorded quantitatively while closed-ended items in the

questionnaires were analyzed and reported using descriptive statistics such as frequencies and percentages.

The study examined the role of PTA funds in sustaining the provision of school physical facilities and revealed that PTA funds are inadequate in sustaining the provision of these facilities as most public day secondary schools in Machakos District lack crucial physical facilities like libraries and laboratories. The study also investigated PTA funds in sustaining the provision of teaching and learning materials and revealed that that majority of principals (87.5%) said that PTA funds are inadequate in providing these materials. On PTA funds in sustaining the provision of school personnel, the study established that all principals (100.0%) said that PTA funds are inadequate in providing school personnel. The study lastly examined PTA funds in financing school activities and programmes and revealed that 75.0% of principals said that PTA funds are not adequate in financing these activities and programmes.

5.3 Conclusion

The study examined PTA funds in sustaining public day secondary schools in Machakos District and established that based on the findings obtained from the sampled schools where it was clear that these schools have inadequate physical facilities, teaching and learning materials, inadequate school personnel and there is inadequate provision of school activities and programmes, it was clear that PTA funds are not adequate in sustaining public day secondary schools.

5.4 Recommendations

In view of the findings of the study, the following recommendations are made:

1. In order to enhance the provision of school physical facilities using PTA funds, the study recommends that school administrations embrace more transparency and accountability during utilization of available PTA funds.
2. As way of improving the provision of teaching and learning resources, the study recommends that PTA and the government should increase the funding of schools to enable them provide these resources. It was also suggested that sponsors should come on board to provide these resources as well as that the government should subsidise school teaching and learning resources to make them cheaper.
3. In order to mitigate the challenge of the provision adequate school personnel, the study recommends that the government should hire more teachers to minimize cases of teacher shortage in schools.
4. So as to solve the problem of inadequate PTA funds in financing co-curricular activities, the study recommends that the government should increase funding for sporting activities and that the Ministry of Education should lower the activity fee paid per student to the ministry, sponsors should also be solicited by schools and secondary school associations to help cover for part of sports expenses.

5.5 Further Research

The following suggestions are offered for future research as a result of this investigation:

1. The current study only targeted public day secondary schools in Machakos District leaving out public boarding schools which are also heavily relying. A similar study should therefore be carried out involving public secondary schools.
2. The study also targeted public day secondary schools therefore a similar study should be carried out in others parts of the country.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR BOG & PTA MEMBERS

Please note that this questionnaire is strictly for information about educational maters and your responses will be treated with all confidentiality they deserve.

PART A: Respondents information

1. Position in BOG/PTA e.g., Chairperson, member

2. Gender male female

3. Role in school

PTA member

BOG member

Both

4. Educational level e.g., KCSE,

Degree etc.....

5. How long have you been a PTA/BOG member?.....?

6. Are you a BOG/PTA member in other schools?.....?

PART B: Role of PTA Financing in Day Secondary Schools.

1 How does the school prioritize PTA projects for the year.....

2 How many projects are carried in one year? Provide estimate Kshs.....?

3 How is the information about PTA levies communicated to the parents.

(a) By principal through students

(b) Through fees structure and Newsletters

(c) Through PTA, AGM meetings

(d) Any other (specify)

4 Are all the parents made aware of any charges imposed on them?

Yes No

5 How big is the school debt?

(a) Tens of thousands

(b) Hundreds of thousands

(c) Millions

6 What are some of the PTA Projects completed during the last two years
in the school.....

7 Commend on the sustainability of PTA Levies in the school financial
activities

8 What recommendations can you make about Day Secondary
Education Financing in Kenya.....

APPENDIX B

TEACHERS QUESTIONNAIRE

This questionnaire is purely for educational purpose and any information provided will be treated with utmost confidentiality.

PART A: Respondents information

1. Age group:-(a) below 25 years,(b) 26-30 years,(c)37-45years(d) above 46years
2. Position held in the school e.g Deputy, HOD Science, Class teacher etc...
3. Subjects taught.....
4. Extra-Curricular activities.....
5. Qualifications e.g BED (arts).....
6. How long have you been teaching in the school.....

PART B: Role of PTA Financing in Day Secondary Schools

1. Comment on staff Establishment
 - (i) Adequate
 - (ii) Understaffed
 - (iii) Overstaffed
2. Provide information about school facilities as either lacking (non available), inadequate, sufficient, Excess)
 - (i) Tuition areas (classrooms).....
 - (ii) Laboratory.....
 - (iii) Fields.....

- (iv) Special rooms.....
 - (v) Text books.....
 - (vi) Libraries.....
 - (vii) Halls.....
 - (viii) Offices.....
 - (ix) Transport facilities.....
 - (x) Land for expansion.....
3. Who is responsible for the provision of the facilities just listed.
- (a) Parents
 - (b) Community
 - (c) Sponsor
 - (d) Government
 - (e) Any other (specify)
- 6 Should parents/students pay for extra coaching?
- 7 Suggest some methods of financing education other than parents' participation.

APPENDIX C

QUESTIONNAIRE FOR STUDENTS

PART A: Respondents information

- 1. Age.....
- 2. Year when you joined the school.....
- 3. Form.....
- 4. Gender (a) male (b) female

PART B; Role of PTA financing in Day Secondary Schools

- 1 How much do you pay for PTA (development fund) per year Kshs.....
 - (i) Lunch programme if provided.....
 - (ii) Holiday Tuition.....
 - (iii) Any other.....(please specify).....
- 2 Have you benefited from any Bursary (Not FSE) to finance your fees?
Yes No , if yes explain.....
- 3 Who normally meets the costs such as
 - (i) Clubs and societies registration and annual subscription and how much?
.....
.....
 - (ii) Educational excursions
.....
.....

(iii) Activities

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

(iv) Any other (specify)

.....
.....

If yes how long did you stay from school?

4 Do you know of any classmate/schoolmate whose inability to pay PTA levies terminated his/her education prematurely?.....how many?

5 Do you have remedial classes in your school? Yes No

6 Are you charged for this programme? Yes No

7 How much do you pay for the remedial programme per term?.....

8 Are you provided with lunch in your school? Yes No

9 How much are you charged for the lunch programme?.....

10 Are you charged the development fees in your school? Yes No

11 How much do you pay the development fees?.....

APPENDIX D**INTERVIEW SCHEDULE FOR PRINCIPALS**

1. How long have you been a Principal in this school?
2. Does your school have a debt?
3. What is the size of the school debt?
4. What is the explanation behind the size of the school debt?
5. How much is the financial burden shouldered by the parents?
6. What proportion of the school burden (budget) is funded by the PTA funds?
7. To what extent do PTA funds finance the provision of physical facilities?
8. What are the management challenges resulting from inadequacy of PTA funds in providing school physical facilities?
9. What are the solutions to these challenges?
10. To what extent do PTA funds finance the provision of teaching and learning resources?
11. What are the management challenges resulting from inadequacy of PTA funds in financing the provision teaching and learning resources in your school?
12. What are the solutions to these challenges?
13. To what extent do PTA funds finance the provision of school personnel in your school?
14. What are the management challenges resulting from inadequacy of PTA funds in financing the provision of school personnel?
15. What are the solutions to these challenges?

16. To what extent do PTA funds finance co-curricular activities in your school?
17. What are the management challenges resulting from inadequacy of PTA funds in financing co-curricular activities?
18. What are the solutions to these challenges?
19. To what extent do PTA funds finance other school programmes in your school?
20. What are the management challenges resulting from inadequacy of PTA funds in financing other school programmes in your school?
21. What are the solutions to these challenges?

APPENDIX E

OBSERVATION SCHEDULE/CHECKLIST

NATURE	RESOURCE	AVAILABLE	NOT AVAILABLE	ADEQUATE	INADEQUATE
Physical	classrooms				
	Land				
	Halls				
	Workshops				
	Computer				
	Home science				
	Laboratory				
	Libraries				
	Kitchen				
	Stores				
	Tables				
	Lockers				
	Chairs				
	Play fields				
	Toilets				
	-Boys				
-Girls					
Teaching and Learning	Textbooks				
	Exercise books				
	Charts				
	Maps				
	Chemicals and Equipments				
	Tools and implements				
Programmes	Lunch program				
	Transport				

APPENDIX F

RESEARCH PERMIT