

**PARENTAL FINANCIAL CONTRIBUTION AND STUDENTS' ACADEMIC
PERFORMANCE IN SECONDARY SCHOOLS IN NANDI EAST SUB
COUNTY, NANDI COUNTY KENYA.**

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DECLARATION AND APPROVAL

Declaration by the candidate

This thesis is my original work and has not been presented to any examination body.
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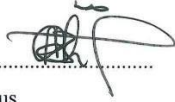
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DEDICATION

I would like to dedicate this document to family members for their support from the beginning up to the end of this work. They have walked with me at all times.



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I would like offer my gratitude to the Almighty God for his care, love and protection. Special gratitude also goes to Mount Kenya University fraternity more so, my supervisors Dr. Kosgey Zachariah and Dr. Prisca Tarus for academic support and advice they gave me. My profound gratitude goes to my school head and the rest of my colleagues who jointly gave me a humble time when writing this thesis. Many thanks go to my family members for all their support, financially, emotionally, morally and spiritually. They tirelessly encouraged me especially when writing this thesis, may God bless them. Finally, much thanks to all individuals whom I interacted with throughout my studies.



ABSTRACT

Education is important for every child in the country whether a girl or a boy but lack of finance has created difference in obtaining this important right to many children, in order to break the poverty cycle in which most of them and their parents are trapped. The Government of Kenya has tried to finance and support schools by providing free education to these children hence the country have a large population that is educated. It is from this background the researcher sought to investigate parental financial contribution in enhancing students' academic performance among secondary schools in Nandi east sub-Sub-County Kenya. To guide the study the following objectives were formulated: to establish how parents' contributions in fee payment, in purchase of instructional materials and in infrastructural facilities development in schools on students academic performance and to investigate factors influencing parental financial contribution on student academic performance in Nandi East Sub County secondary schools. Capital theory of school effectiveness and improvement was used to guide this study. The study targeted secondary schools where the head teachers, teachers and the students were the targeted respondents. Descriptive study design was used while the participants consisted of 20 head teachers, 111 PTA members, 270 teachers and 826 Form Four students. To get the sample size the study calculated 30% of the 290 respondents to arrive at 6 head teachers' and 81 teachers, 33 PTA members and 248 students Questionnaire and interview schedule were used as data collection instruments. Descriptive and inferential analysis techniques were used in analyzing data with the help of Statistical Package for Social Sciences (SPSS). Presentation of data was done using frequency tables, pie charts and graphs. The study findings showed that majority of parents were unable to complete their fee payment on time. In purchase of instructional materials, parents averagely supported their children in acquisition of books and travelling. However, parental contribution in infrastructure development in schools. Chi square statistics showed that parental financial contribution in schools had significant relationship ($p < 0.05$) with academic performance of students in secondary schools in Nandi East Sub County. It was established that parental socio-economic status influence financial contributions in secondary schools. the study recommends that teachers should improvise the available resources, parents should seek more funding and support for their children and schools should involve all stakeholders in resource mobilisation.

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LIST OF ABBREVIATIONS

BOM	Board of Management
CHE	Commission for University Education
DEO	District Education Officer
EFA	Education for All
FPE	Free Primary Education
KANU	Kenya African National Union
KIE	Kenya Institute of Education
MDGs	Millennium Development Goals
MOEST	Ministry of Education, Science and Technology
NACECE	National Centre for Early Childhood Education
NARC	National Alliance Rainbow Coalition
PPPs	Public-Private Partnerships
PTA	Parents Teachers Association
SPSS	Statistical Package for Social Sciences
TFSE	Tuition Free Secondary Education
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Secondary Education
USA	United States of America

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter contains the background of the study, a statement of the problem, the objectives of the study, the research questions, justification of the study, the significance of the study, its limitations, the scope, as well as the theoretical framework.

1.2 Background of the Study

School fees are an integral part of the education system. Parents are asked to contribute to their children education through payment of fees. The department of education in Canada works with school boards, parents, teachers, and other partners to ensure that policies governing school fees are implemented consistently in all the provinces (Nyaga, 2005). In most Ugandan schools, occasions when school administrators may interact with parents on official days include the Board of Management (BOM) and the PTA meeting days. Other schools also have what they call academic days, visiting days, parents conferences and other days as may be arranged by school administrators (Rosenzweig, 2000).

In rural schools like those in Africa (Uganda) where facilities are still poor (Duff, 2001) it takes a lot for school administrators, parents and other stakeholders to provide laboratories, textbooks, equipment and motivate both the students and teachers and, hence, to ensure good academic performance. In Kenya the Government white paper (1992) makes it is clear that PTAs should continue functioning as voluntary organizations that are mainly concerned with students' and teachers' welfare and the overall development of the school. This may be done through paying school fees in

time, fundraising for schools, donating, and participating in the planning for the allocation of these resources (Republic of Kenya, 2005).

Since then, the government's effort to expand educational opportunities had been informed by various educational commissions, the key ones being the: Koech (1999) commissions. Alongside these commissions were relevant policy documents such as the Session Paper No. 86 of 1988 and the Session Paper No. 1 of 2005, the latter is a Policy Framework for Education, Training and Research. The first Commission, after independence, came up with the Report of the Kenya Education Commission (Republic of Kenya, 1964) that sought to reform the education system inherited from the colonial government to make it more responsive to the needs of independent Kenya. The Commission proposed an education system that would foster national unity and the creation of sufficient human capital for national development. Session Paper No: 10 of 1965 on African Socialism and its application to Planning in Kenya formally adopted the Ominde Report as a basis for post-independence educational development (Republic of Kenya, 1964).

The Report of the National Committee on Educational Objectives and Policies (Republic of Kenya, 1976), focused on redefining Kenya's educational policies and objectives, giving consideration to national unity, and economic, social and cultural aspirations of the people of Kenya. It resulted in Government support for 'Harambee' schools and led to establishment of the National Centre for Early Childhood Education (NACECE) at the Kenya Institute of Education (KIE) (Republic of Kenya, 1976).

The Report of the Presidential Working Party on the Second University in Kenya (Republic of Kenya, 1981) led to the removal of the advanced (A) level of secondary education, and the expansion of other post-secondary training institutions. In addition

to the establishment of Moi University, it also recommended the establishment of the 8:4:4 System of education and the Commission for University Education (CUE). The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and beyond (Republic of Kenya, 1988) focused on improving education financing, quality and relevance. This was at a time when the Government scheme for the provision of instructional materials through the National Textbook Scheme was inefficient and therefore adversely affected the quality of teaching and learning (Rotich, 2004). From the recommendations of the Working Party in 1988, the Government produced Session Paper No 6 on Education and Training for the Next Decade and beyond. This led to the policy of cost sharing between government, parents and communities (Republic of Kenya, 1988).

The Commission of Inquiry into the Education System of Kenya was mandated to recommend ways and means of enabling the education system to facilitate national unity, mutual social responsibility, accelerated industrial and technological development, life-long learning, and adaptation in response to changing circumstances (Republic of Kenya, 1999). The subsequent report, popularly known as the Koech Report recommended Totally Integrated Quality Education and Training (TIQET). While the Government did not adopt the Report due to the cost implications some recommendations, such as curriculum rationalization have been adopted and implemented (Abagi, 2000).

Recent policy initiatives have focused on the attainment of Education for All (EFA) and, in particular, Universal Secondary Education (USE). The key concerns for the government were access, retention, equity, quality and relevance, and internal and external efficiencies within the education system (Achoka, Odebero, Maiyo &

Mualuko, 2007). The effectiveness of the current 8-4-4 structure and system of education had also come under increasing scrutiny in light of the decline in enrolment and retention particularly at the secondary and secondary school levels. The Government had shown her commitment to the provision of quality education and training as a human right for all Kenyans through the introduction of free primary education in 2003 and tuition free Secondary education in 2008 whose challenges in the implementation the study sought.

Initially, secondary education was made free in 1974 and later free primary education was scrapped because of the structural adjustment programme (Sifuna, 1990). A political transition took place in Kenya after the December 2002 elections when the political party (KANU) that had ruled since independence lost to the opposition party. Just before the elections, the major opposition parties formed a coalition (NARC) that eventually won. During its campaigns, NARC promised to offer free primary school education. Moreover, true to its promise, after taking over in December 2002, through Ministry of Science and Technology, the NARC government introduced FPE in January 2003. In addition, as was expected in a country where a substantial proportion of children were out of school, the response was overwhelming (Asyago, 2005).

In Nandi East Sub-County, parents' literacy levels have tended to hinder their participation in academic related areas for the good of students. Moreover, the major factor that has been holding back the academic performance in Nandi east has been the low socio-economic status among the community who are mostly farmers and are illiterate. Low socio-economic status is linked to poor students' academic achievement. Poverty contributes towards educational failure, simply because poor parents will not be able to contribute in financing students academic. Programmes, like any other part

of the Nandi east Sub-County has been experiencing such phenomenon therefore the study will seek to find out parental financial contribution in enhancing student's academic performance among secondary schools in Nandi East Sub-County Kenya.

1.3 Statement of the Problem

Parent financial contribution in schools is very important since it motivates the teachers to put more effort in order for the students to excel. Majority of parents in Nandi Sub-County put more effort in order for their children to succeed by paying fees and donating especially in the urban areas making high enrolment of students in urban areas than rural areas. In addition, parents in Sub-County secondary schools tend to involve themselves in contribution of financial support hence motivating their children to put efforts in academics than the Sub-County secondary schools where student performance is low (Republic of Kenya, 2005).

In some boarding and day secondary school administrators in Nandi Sub-County are already complaining that their efforts to improve the quality of education are being frustrated by lack of infrastructure, scholastic materials, poor staff remuneration and they feel that the burden of improving students' academic performance due to poor parent financial contribution. However, boarding and day secondary schools charge differently (MOE, 2005). Nandi Sub-County, boarding secondary schools tend to excel than day secondary schools since parents are concerned on the amount they contribute to the schools in order to improve the quality of education, (Nandi east Sub-County education office report, 2012). Therefore the researcher was motivated to investigate parental financial contribution and academic performance among secondary schools in Nandi East Sub-County; Nandi County, Kenya.

1.4 Objectives of the Study

The main objective of the study was to investigate parental financial contribution in enhancing students' academic performance among secondary schools in Nandi East Sub-County, Kenya. The study was guided by the following main research objectives.

1. To establish how parents' contributions in fee payment influence student academic performance in secondary schools in Nandi East Sub County
2. To determine how parents contribution in purchase of instructional materials influence students academic performance in secondary schools in Nandi East Sub County
3. To find out the influence of parental contribution in infrastructural facilities development in schools on academic performance of secondary schools in Nandi East Sub County
4. To investigate factors influencing parental financial contribution on students academic performance in Nandi East Sub-county secondary schools.

1.5 Research Questions

The study sought to answer the following research questions generated from the objectives above.

- i) To what extent do parent's fee payment influence student academic performance in secondary schools Nandi East Sub-County?
- ii) How does parental contribution in purchase of instructional materials influence academic performance of students in secondary schools in Nandi East Sub-County?
- iii) What is the influence of parental contribution of infrastructural facilities development on student academic performance in secondary schools in Nandi East Sub -County?

- iv) What are the factors influencing parental financial contribution on students academic performance in Nandi East Sub-county secondary schools.

1.6 Significance of the Study

The findings of this study provide valuable insights to the government, head teachers of secondary schools, county government and future researchers. At first, the government through the Ministry of Education may benefit from the study findings in review of school funding policy to match the trends in socio-economic situation of households. Secondly, the findings of the study may help head teachers when developing school budgets and plans like fee structures. This may help them consider several factors before issuing new fees structures, as the needs of parents will be highlighted. The county government and constituency bursary fund may use the study findings in determining the criteria in bursary allocation. The study will also add to the body of knowledge of secondary education management and education change management besides filling gaps in research that could prompt other researchers to do similar studies in other regions or levels of education.

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1.7 Scope of the study

The study was confined to secondary schools in Nandi East Sub-County which is located in Nandi County. The research was carried out from the month of September 2013 to 2014. The study targeted secondary schools where the head teachers and the teachers were the targeted respondents. The study independent variables included parental involvement in financing, parents' social economic background, and the amounts charged and cost sharing policy whereas pupil's performance is the dependent variable.

1.8 Limitations of the Study

The following were the Limitation of the study;

1. The research instruments may not have been returned by all the respondents:
2. The researcher visited the schools in person to ensure that all the research instruments are collected
3. Proper documentation results may have been missing in schools
4. The researcher visited the Sub-County office to get all the results for the schools

1.9 Assumption of the Study

1. The study assumed that the responses given by the informants were accurate and reliable to support the objectives,
2. The study also assumed that the data collection and analysis instruments were valid to produce the expected results.
3. The research was carried out on assumptions that the policy makers were going to incorporate the findings into the education sector.

1.10 Operational Definition of Key Terms

Administration: Refers to the process of acquiring and allocating resources for the achievement of the organizational goals.

Administrative task areas: Refers to the administration carried out within specified areas of operation in a school setting. These operational areas define the tasks that an educational administrator performs.

Effective Implementation: Refers to the carrying out or execution of a given plan, in this case the tuition free secondary education policy in a successful manner. In implementing the tuition free secondary education policy, the head teacher

coordinates various activities and manages the material and human resources in the school in such a way that the policy is effectively implemented.

Tuition Free Secondary Education: Refers to the waiver of tuition fees by the government for secondary school level. The parents are expected to meet other requirements like lunch, transport and boarding fees for those in boarding schools, besides development projects.

Head teacher: Refers to the administrator of a school appointed by the Teachers 'Service Commission in accordance with Education Act Cap 211.

Management: Refers to the act of a head teacher engaging in planning, organizing, staffing, directing, controlling, coordinating, and budgeting in a secondary school. It refers to a system of working with and through individual personnel and groups for achieving the establishment of goals in organization.



Mount Kenya

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The main purpose of studying literature review is to assess what has been done in the past studies by other different scholars concerning parental financial contribution in secondary schools. This was done by accessing information in books, magazines, downloaded information in the internet and journals.

2.2 Status of Secondary Education in Developed Countries

One of the main challenges countries around the world face is to equip their young people to become active citizens, to find employment in constantly changing workplace environments, and to cope with and respond to change throughout their lives. Countries need to respond to this challenge with approaches that are appropriate to their capacities and long-term development objectives. In this context, secondary education takes on special significance. According to the World Bank (2005), historically, in the developed countries secondary education was subsidiary to higher education, and this relationship has influenced policy, choice of providers, curriculum decisions, teacher recruitment and training, evaluation, accreditation, and certification.

In the 20th century both U.S. and Soviet, education policies led to secondary education models aimed at the creation of massive systems that emphasized open access and universal coverage. After 1945, what were later called comprehensive secondary schools began to spread from Northern to Southern Europe. In comprehensive schools, all students received secondary education in a single institution, based on a common curriculum, and may be streamed through elective subjects. This is in contrast to students being tracked and grouped either by academic ability or by choice on entering

secondary education. Meanwhile, the vocational approach to secondary schooling developed rapidly in Eastern Europe. By the 1960s and 1970s, secondary education was de facto linked more to secondary than to tertiary education. The extension of compulsory education had entirely changed the concept, as well as the duration, of basic education, to the point that basic education usually included lower secondary schooling. Arising average level of schooling was seen as an important objective and as a measure of the success of education reforms. Many other countries have embraced the goal of extending and expanding the notion of basic education to encompass much of what used to be restricted-access, elitist secondary schooling. In Kenya the introduction of both the free primary education and tuition free secondary education are government initiatives toward creating open access to education for all citizens.

Goldin (2001) argues that the spectacular expansion of secondary education in the United States, which took place 40-50 years (two full generations) before the corresponding expansion in European countries, had to do with a template that entailed a sharp departure from the European tradition of secondary schooling. This U.S. template encompassed a number of virtues: public funding and provision; an open and forgiving system (non-selective, with no early specialization or academic segregation); an academic yet practical curriculum; numerous small, fiscally independent schools Sub-County's; and secular control of schools and school funds.

In sharp contrast with the United States, in European countries nearly half a century elapsed between when secondary education was generalized and made free and compulsory and when access to secondary education was opened to all. In 1945 countries such as France, Ireland, and Spain enrolled a fairly low proportion of the relevant age group in secondary education.

In developed countries, education beyond the compulsory level was usually financed in part and sometimes wholly by the state. In Britain, education up to secondary school level was fully financed by the government (Moon & Mayes, 1994). Parents are only required to ensure that children attend school. In Britain, Education Authority and Central Government are required by Section 7 of the 1944 Act to make education facilities available. This enables parents to carry out their legal duty. Parents are seen as the school's prime legal clients until the child is 16 years of age. Section 36 of the Act states that it shall be the duty of the parent of every child of compulsory school going age to cause him to receive full-time education suitable to his age, ability, and aptitude, either by regular attendance at school or otherwise (Moon & Mayes, 1994).

In Japan, the government fiscal policies provide free education up to secondary school level. Those of school going age have no option other than attend school to acquire education that is fully funded by the government (Nyaga, 2005). In the United States of America (USA), the Federal Government supports public education. The government is empowered by the Constitution Welfare Clause, Article 1 Section 8, to levy taxes and collect revenues for the support of education.

In Canada, school fees are an integral part of the education system. Parents are asked to contribute to their children's education through payment of fees (Nyaga, 2005). However, the government recognizes that some parents are sincerely not in a position to pay so the government makes provisions to ensure that a child is not denied access to education because of an honest inability to pay fees. The department of education in Canada works with school boards, parents, teachers, and other partners to ensure that policies governing school fees are implemented consistently in all the provinces (Nyaga, 2005). In Kenya, poverty has been a major barrier to education access for many

children, and this led to the government introducing tuition free secondary education. However, it is not clear whether the funds allocated by the government for FSE was adequate to meet the needs of the schools, which the study sought to establish.

Consequently, governments around the world have invested huge amounts of their expenditure on education. Before independence, education for most of the African countries including Kenya was geared towards perpetuating and producing aims and content inherited from the pre-independent past (Fraser education report, 1909). The current re-thinking, however, ensures that the African is rooted in the culture of her environment and prepared for participation in nation building through educational reforms (Republic of Kenya, 1964). In 1963, when Kenya attained independence, the then ruling party Kenya African National Union (KANU) came up with the KANU manifesto in which the government committed itself to the provision of universal free primary education in tandem with the Addis Ababa conference of African ministers held in 1960 (Sifuna, 1990). The conference had promised to offer universal secondary education within twenty years. In 1963, the government declared a fight against three enemies of development; ignorance, disease and poverty. In light of this, the government adopted a policy of universal secondary education (Republic of Kenya, 1964).

According to UNESCO's assessment report of FPE in Kenya after the introduction of FPE in Kenya in 2003, an additional 1.5 million children were able to attend schools for the first time (UNESCO, 2005). The tuition free secondary initiative had been key in enhancing access, retention and quality at the secondary level as propagated by the Ominde Education Report (Republic of Kenya, 1964). The challenge that emerged for the government was to ensure that pupils graduating from secondary school access

secondary education. To address this challenge, the government introduced Free primary Education (FPE) in 2008 as earlier promised in 2007 election campaigns. The launch of Tuition Free Secondary Education (TFSE) in 2008 was meant to address illiteracy, low quality education and low completion rates at the secondary level, high cost of education and poor community participation (Republic of Kenya, 2005).

Unlike the FPE initiative, which had reference to enormous conventions, resolutions and literature, tuition free secondary education initiative could have been triggered by the politically charged climate that engulfed the country during the 2007 general election that implied that the country might not have been very prepared for its implementation. However, there was government commitment to increase transition from primary to secondary by seventy percent in all Sub-Counties (Ohba, 2009).

According to the TFSE policy, the government was expected to meet the tuition fees of Ksh 10,265 per student, while the parents were required to meet other requirements like lunch, transport and boarding fees for those in boarding schools, besides development projects. This was in line with the government commitment to ensure that regional special needs and gender disparities were readdressed (Ohba, 2009). These efforts were a positive move towards the realization of the Millennium Development Goals (MDGs) and Education for All.

2.3 Status of Secondary Education in Kenya

In Kenya, as in other developing countries, the provision of quality education and relevant training to all is the key determinant for achieving the national development agenda. The government of Kenya has therefore focused its main attention on formulating appropriate education policies to ensure maximum development of the human resources who are essential for all aspects of development and wealth creation

through industrialization. All education stakeholders recognize that quality education at all levels will enable Kenyans to utilize their natural resources efficiently and effectively in order to attain and maintain desirable lifestyles for all Kenyans (Munavu, Ogutu, & Wasanga, 2008). In order, therefore to attain the desired millennium development goals (MDGs) and education for all, the introduction of tuition free secondary education was intended to reduce the cost burden on parents, enable more children access, and attain the minimum basic secondary education.

There are, however, many challenges that threaten the sustainability of a robust educational regime in Kenya. The key challenges include low enrolment and retention rates, constricted access and equity at higher levels, establishment and maintenance of quality and relevance, and myriad inefficiencies in managing the limited resources allocated to the education sector (Republic of Kenya, 2005).

Implementation of the free primary education (FPE) has been responsible for the recent upsurge in the secondary school enrolments since 2003. Enrolment trends in secondary schools show a steady growth from 30,000 in 1963 to 860,000 students in 2003, and to over 1 million in 2006 (Munavu *et al*, 2008). Similarly the number of public secondary schools increased from 151 in 1963 to 3660 in 2005 (Republic of Kenya, 2005). One of the factors limiting growth in Gross Enrolment Ratios (GERs) at the secondary level is the limited number of primary schools compared to the number of primary schools. The current gapping mismatch between the capacities at these levels is approximated by comparing the number of secondary and secondary schools. The number of public primary schools was 18,081 in 2003 compared to 3,660 public secondary schools and 641 private secondary schools in the same year (Republic of Kenya, 2005). This

mismatch will pose a major challenge in implementing the declared government policy of tuition free secondary education with effect from 2008.

Previous studies have shown that secondary education in Kenya is faced with a number of challenges. These challenges fall under the various school management task areas, which, according to Okumbe (2001), include management of staff personnel, pupils, school finance, physical and material resources, and the curriculum. A study carried out by Mbaabu (1983) revealed that lack of physical facilities, materials, equipment and tools were among the major problems that secondary school head teachers are faced with in Kenya. The study found out that in most schools classes had over 50 children. This study revealed that free education at the secondary level brought about problems related to over-enrolment, lack of physical facilities, and inadequate teachers.

Olembo and Cameroon (1986) indicate that school principals face increasing administrative difficulties. These include inadequate and badly constructed buildings; shortage of books and equipment; lack of proper school furniture particularly desks; poor or sometimes non-existent maintenance and repairs; untrained and half trained teachers who seldom stay long; over-crowded classrooms; poor communications and few supporting services especially health services. As a result the administration of schools has become one of the most taxing jobs in the whole education system.

2.3.1 Effect of Parents Contribution on Academic Performance

According to Gordon (2007), families and schools have worked together in striving to give learners quality education since the beginning of formal schooling. Families were responsible for preparing their children with the necessary skills in the early years and schools took over from there with little input from families. However, today in the context of greater accountability and demands for children to achieve peak academic

performance, schools and parents have formed partnerships and share responsibilities for children's education in more structured ways. Jeynes (2002) show that parental school involvement consists of activities like volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home and attending school events.

According to Epstein (2007), recognition has been given to the crucial role-play of parents and on the rights and responsibilities of parents in the management of schools. In Uganda, the Education Act 1969 shows that parents' responsibilities among others include participation in the promotion of discipline, provision of learning materials, teachers welfare, structural development and caring for children. Although the Government white paper (1992) does not legalize parent participation in school management, it does not contradict it either but simply recommends parents' role-play. This suggests that parental participation in school management is desirable and could lead to improved academic performance among other benefits. It is against this background that the researcher was interested in finding out whether parents in Kenya actually participate in their managerial roles and responsibilities and the contribution this participation could be having on students' academic performance, (Reynolds, 2002).

In a study carried out by McAfee (2007) among Latino students in Chicago, it was discovered that parental school involvement increases parent skills and information which equip them to assist their children in school related activities when they come back home. To this end, Reynolds (2002) adds that when parents are involved in their children's schooling, they meet other parents who provide them with information on

school policies, and practices. Besides that, when parents and teachers interact, teachers learn about the parents' expectations for their children and their children's teachers.

However, both McAfee and Reynolds do not explain what may happen to students' academic performance if parents' are done away with in school related activities. While agreeing with the two authors, the study intended to discuss what might happen to students' academic performance if parents are not considered as partner in academic related activities in schools. This is because the study addressed the case of Kenya where there is a coincidence of poor parental participation in school management and poor academic performance, meaning that the relationship between parental involvement in school management had to be probed, to empirically establish as to whether parental involvement has been related to the poor academic performance hence the justification for the study.

Edwards (2007) discuss parents' diverse ways of participating in school management to also include communicating with teachers, participating in academic-related activities at home, and communicating the positive value of education to the learners, adding that these are each related to school performance. While the propositions advanced by Edwards (2007) might be accepted without controversy, in the context of the study, critical consideration of these propositions indicated the need for investigation. First, the authors indicate what parental participation in school management could influence but they do not indicate why and how it could do so. Second, it is to be noted that, methodologically, White (1998) conducted the study in an industrialized setting and where parental levels of education are relatively high, especially when compared to those of the parents in Africa. It was, therefore, concluded

that their findings were incomplete and that the possibility of their inference to the context of a rural context unknown.

In rural areas, parents' literacy levels have tended to hinder their participation in academic related areas for the good of students. In most Ugandan schools, occasions when school administrators may interact with parents on official days include the BOM and the PTA meeting days. Other schools also have what they call Academic day, visiting day, parents conference and other days as may be arranged by school administrators. The researcher aimed at finding out whether parents in Africa attend those occasions and what contributions they make during those occasions in relation to their children's academic excellence and the entire management of schools. This was especially on the understanding that many of the parents in this area may not have undergone a similar educational programme (formal education) and that they have varied occupational commitments, which could influence their capacity to participate in the management of the schools in many ways (Rosenzweig, 2000).

Being stakeholders in education, parents qualify to be participants in policy making and implementation in schools. This is because the parents have direct responsibility over the learners that might be affected by the implementation of policies and the parents could themselves be affected by those policies, meaning that they form part of the relevant policy publics (Drake, 2000). It was believed that when some stakeholders do not participate in policy implementation in a given system or institution, those policies might fail (Fan, 2001). In Uganda, policies directly concerned with students' academics have been formed, for example the policy on the vocation orientation of education (MOEST No 6 (1963); and policy on science subjects being compulsory (2004). In rural schools like those in Africa where facilities are still poor (Duff, 2001) it takes a lot for

school administrators, parents and other stakeholders to provide laboratories, textbooks, equipment and motivate both the students and teachers and, hence, to ensure good academic performance.

The statutory instrument supplement (1991) gives a provision for Boards of school Management (BOM) to govern schools in accordance with government policy. However, it is the Government through the MoES that is responsible for provision of Education Services. The government through the National Curriculum Development Centre (NCDC) gives the curriculum to be followed while Uganda National Examinations Board does the evaluation of students among other duties. School administration and parents are expected to prepare students who are evaluated according to national standards at the end of different school cycles. Different schools prepare students using various ways. For instance, whereas some schools teach according to the national timetable, others illegally teach during holidays under the cover of coaching. Others set several aptitude tests in a given term and others employ different resource people to prepare examination classes, all of which have resources implications (Sylva, 2009).

2.4 Empirical Review

2.4.1 Parents' Contributions in Fee Payment

Ahmad and Khan (2012) and Ahmar and Anwar (2013) found a significant relationship between parental socioeconomic conditions and academic achievements of the children in secondary examination and it was concluded that the majority of children whose parents have better socioeconomic conditions performed better in secondary examination as compared to those children whose parents had low socioeconomic conditions. Students from high income families have enough time to stay at school as

their parents are able to pay school fees and other contributions (Best & Kahn, 2006). Therefore, it seems that children whose families have income below the poverty line are far less successful educationally than children who live in families with income above the poverty line.

There is substantial evidence in literature that consumers are sensitive to the cost of education (Holla & Kremer, 2008) and that fees remain a major problem to many families. Boarding fees in addition to ancillary expenditures such as uniforms, mattresses and bedding can impede many households from sending their children to secondary school. Reducing cost of education by distributing vouchers for school uniforms is an effective and reasonably cost effective way to increase access. Distribution of school uniforms has been shown to reduce dropout rates (Evans *et al.*, 2008). However, given that uniforms vary from school to school, it may be prohibitively expensive for the government to distribute uniforms. A potential solution is to provide vouchers for school uniforms.

Kenya has attempted towards achievement of universal education. The most notable (Elimu Yetu Coalition, 2003) was the cost sharing framework, by which the government was to meet salaries of teachers and education administration costs while parents provided tuition fees and textbooks; communities on the other hand were to be responsible for putting up physical facilities and ensuring their maintenance. However, given the differential economic endowment of regions and even social groups, disparities in access to education emerged. The disparities were cost related since not all groups could marshal resources on equal footing. Under the cost sharing arrangement, parents felt exploited by school committees that were considered unsympathetic to parents due of the burdens they imposed on them. Abagi and Olweya

(1999) seemed to lend credence to this view when he observed that school fees typically contributed 91% to 100% of all financial resources that were available in schools; government subsidies on the other hand hardly ever exceeded 8% of the schools' total budget.

2.4.2 Parents' Contribution in Purchase of Instructional Materials

Tasmania (2012), maintained that levy items are mostly consumables that student uses during school year such as stationery, photocopying and printing paper; or the costs of services such as bus hire and entry fees that are essential to delivery of the education program. They suggested further that levies cannot be used to charge for teacher salaries, or for the cost of relief teachers, either directly or indirectly, and are not a source of general revenue or be raised to supplement areas of school funding such as building maintenance, purchase of equipment or energy costs. These are the obligations left to school administrators and principals.

According to Otula (2007), effective provision of secondary education is hampered by socioeconomic status of parents. Parents from low socioeconomic status fail to provide their children with basic requirements for schools including books, pens or pencils, proper nutrition and supportive environment for learning. For example, children whose parents are of high educational scales have a far better statistical chance of participating in secondary education (Halsey, Health & Ridge, 1980).

Socioeconomic status hampers effective provision of secondary education. Parents from low economic status fail to provide their children with basic school requirements including books, maps, charts, pens or pencils, proper nutrition and supportive environment for learning. Healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy

life and a successful formal school experience (Best & Kahn, 2006). Adequate nutrition is critical for normal brain development in the early years. Prevention of infections, diseases and injury prior to school enrolment are also critical to the early development of a quality learner. In one study, children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least secondary schooling (Booth, 1996).

A study of a program that provided textbooks in Tanzania found that, while the average child did not benefit from textbooks, students who were already proficient did benefit. A possible explanation for this, the authors conclude, could be that many students had fallen behind the level of the textbook (and possibly the curriculum). Support for children who have fallen behind, including remedial education, could provide children who have fallen behind the basic skills that they need to learn effectively (Glewwe *et al.*, 2008).

Karemesi (2010) observed that costs such as examination fees, salary top ups, textbooks, teaching materials, school uniforms, feeding, transportation and sports are major constraints to achieving universal basic education especially for the poor. School levies are the biggest hindrance to students' regular school attendance. In much of Sub-Saharan Africa, having been deprived of their right to free state education, some of the world's poorest people have to pay for the privilege of sending their children to schools that lack qualified teachers, books and the basic infrastructure that can support learning. Such children endure shockingly poor quality education.

2.4.3 Parental Contribution in Infrastructural Facilities Development

Provision of quality education and training has been generally due to the increasing demand for more educational opportunities by the growing population (Abagi, 1997).

This calls for great investment in Education, especially its physical infrastructure. The United Nations Educational, Scientific and Cultural Organization monitoring report on attainment of Millennium Development Goals (MDGs), described infrastructure as a non negligible cost of achieving Education for All and MDGs (UNESCO, 2003).

The importance of infrastructure cannot be gainsaid. If infrastructure is not sufficient or not maintained, there will be obstacles in education access and participation especially to the vulnerable groups in society. Of more than 115 million school age children out of school in developing countries, the vast majority come from one or more of the traditionally disadvantaged groups in society; rural, female and poor. The three major obstacles to their participation are too few places in schools, too little parental demand for education and too much discriminating treatment in society (Wadi, 1980). Infrastructure funding will positively affect the condition of school infrastructure either by making them sufficient or improving their quality (Mabula, 2011).

It is from the foregoing, perhaps, that diverse modalities for financing education in developing countries has taken different forms such that one does not only concern himself with monetary inputs. According to Bray (1996), communities and governments contribute materials, labour, expertise and land to support education. Since these inputs would have to be purchased if they were not provided, they are considered substitutes for cash. However, this is not applied across the board. Approaches to financing depend on how schools are operated and the purpose of the financial aid.

For instance, parents through Parents and Teachers' Associations have been responsible for raising funds and providing facilities in Cameroon; "launching ceremonies" to raise funds to support school programmes are done with sanctions to ensure compulsory

attendance in sections of Nigeria; households and individuals are levied towards school development at rates determined by local school community elders in Botswana, while co-operative unions in parts of Tanzania generate funds for approved schools by levying each kilogram of coffee sold through the co-operatives. Bray (1996) argued that the scale of community financing was often viewed as an indicator of effective demand for education in the specific locations where these models were applicable.

Accordingly, a school infrastructure that is developed does not only provide a learning environment that is conducive, but also boasts the morale of teachers and pupils which result into excellent performance from them (Kyambalesa, 2010). Lack of adequate funding could result in inadequate school facilities and this may result into conditions that compromise students' safety. Students who attend school may be exposed to health threats. Funding for school infrastructure needs to be emphasized due to its relevance on academic success (Crampton *et al.*, 2008). An improved level of coordination of the scarce resources must therefore be allowed.

In many parts of the world especially the developing world, funding school education infrastructure has been largely dependent on local community. For instance in Burma, the Parents' Teachers Association (PTA) has a major input in financing education (Black & Scendlen, 1980). In Malaysia, it is the parents associations (PAs) that does most funding in schools. The role of the parents associations is primarily that of material support; for example, contributing to building of school halls, canteens and adding classes. The PAs have come to play a central role in construction and maintenance of building and facilities in association with the local education councils. PAs persuade and encourage local production and trading establishments in building educational facilities. In Vietnam, most secondary schools have been funded by people through the

PAs and the local educational councils. The association is also involved in the provision of desks, benches and in teaching aids etc (Thin, 1991).

2.4.4 Factors Influencing Parental Financial Contribution in Schools

Otula (2007) stated that effective learning involves partnership of students, teachers and parents. Parents' level of education has a multifaceted impact on children's ability to learn in school. In one study, children whose parents had primary school education or less were more than three times likely to have low test scores or grade repetition than children whose parents had at least secondary schooling (Goodwin & Goodwin, 1995). In the same study, it was also found that parents' level of education not only influenced parent-child interaction related to learning but also the need for help at home that often comes at the expense of keeping children in school.

Bandura (1977) argues that students of all ethnic groups, from middle and high socioeconomic status show average achievement on test scores and stay in school longer than low socioeconomic status students. Halsey *et al.* (1980) pointed out that parents and communities have been contributing to the education expenses of their children in the form of school fees, uniforms, physical infrastructures, school supplies and managerial service. However, children from low socioeconomic families have problems in meeting financial obligations and lack of school fees is one of the factors contributing to the problem of dropouts among secondary school students. Therefore, students from low socioeconomic families lack consistent attendance to school.

According to Rwezahura (2005), low socioeconomic environment children may have socialization experiences that promote competitiveness and reliance on external support. This makes these students less attentive and do not concentrate on what is being taught, and in the end, they come to believe that they are not very good at

schoolwork. This situation makes them perform poorly in the subjects and sometimes drop out from school because they are affected psychologically. According to Halsey *et al.* (1980), low socioeconomic parents tend to have lower aspirations, allowing their children to drift into classes and relying on the decisions of others.

Likewise, more research is needed on the social capital embedded in different contexts in Kenyan society. This is concerning how the social capital of the home could be strengthened particularly in the light of challenges such as illiterate or semi-literate rural populations, poverty and the impact of HIV/AIDS (MOEST, 2001:29). This is essential especially because the success of pupils is reliant on the social capital of the school, home and community. The community requires becoming more involved in education in order to share its social capital with the school especially in determining a relevant curriculum suitable for the society (MOEST, 2001:29). Likewise, the social capital of many schools should be improved. Therefore, research is required in order to determine how society could strengthen the social capital of the home, the school and the community to support pupils.

The role of a parent to a child at any given time cannot be over emphasized. The home is very germane and crucial to a child's wellbeing and development in later life. Family is the secondary cell of society where the child's upbringing must begin since his birth, still in cradle. According to Buttery, the person's principles established since childhood are like letters engraved in the bark of a young tree, which grow, enlarge with it making its integral part. Therefore, right beginning makes the most important part of upbringing/education. Nobody ever said that children were easy to raise. They do not come with guidelines or instructions, and they certainly do not come with a pause button. What they do come with is a crucial set of physical and emotional needs that

must be met. Failure of the parents to meet these specific needs can have wide-ranging and long-lasting negative effects (Sanders, 1999). This is because parent in the home are children first teacher. As a child move from infant to toddler and then to a preschooler, he learns how to speak, listen, write and read which latter develop the child to achieve academically.

Parents have for long been noted for their key role in financing schools right from the colonial era especially after the first world war had affected donations for missionaries to run schools in Uganda (Drake, 2000). In their study however, Schoon (2002) found out that impoverished families are less likely to be involved in schooling than wealthier families, and schools in impoverished communities are less likely to promote parental participation in school management. This conforms to Sui-Chu (2006) argument that there are families who have the right intentions but are powerless especially those from rural backgrounds or those with little in the way of education.

2.5 Theoretical framework

The study was based on capital theory of school effectiveness and improvement. Hargreaves (2001) developed a theory of school effectiveness and improvement based on: outcomes, both cognitive and moral; leverage, which is the relation between teacher input and education output; intellectual capital, which is the sum of the school's knowledge and experience; and social capital, that is, networks of trust and collaboration.

Hargreaves (2001) argues that the conventional model of measuring school effectiveness (and improvement) is an inadequate tool for the analysis of school success and failure. The concept of 'school ethos' helped to make sense of the correlation between a number of school processes, but it did not allow one to test the model in

detail, or to predict the performance of a school from any close analysis of identifiable factors. He proposes a new theoretical model of schools, which provides a working model both of effectiveness and improvement. The theory has four master concepts:

Outcomes (both intended and unintended) of two kinds: cognitive and moral. Leverage: the relation between teacher input and educational output, or changes in students' intellectual and moral state resulting from the teacher's effort. Hargreaves argues that instead of teachers employing too much effort and yielding little fruit, effective schools concentrate on effective strategies allowing a large impact to result from relatively low effort (that is, working smarter not harder). Outstanding schools use combinations of high leverage strategies. Understanding school effectiveness involves exploring how high leverage works (Hargreaves, 2001).

Intellectual capital: this is the sum of the knowledge and experience of the school's stakeholders. This capital grows through creation of new knowledge and through the capacity to transfer knowledge between situations and people. Social capital: the level of trust and collaboration between people, and the existence of strong networks. High levels of social capital in a school strengthen its intellectual capital (through sharing). Unlike financial capital, social and intellectual capital are increased rather than depleted by passing on to others (Hargreaves, 2001).

Hargreaves (2001) uses this model to present definitions of effective and improving schools, stating that an effective school mobilizes its intellectual capital (especially its capacity to create and transfer knowledge) and its social capital (especially its capacity to generate trust and sustained networks) to achieve the desired educational outcomes of intellectual and moral excellences, through the successful use of high leverage strategies grounded in evidence-informed and innovative professional practice. An

improving school increases its intellectual capital (especially its capacity to create and transfer knowledge) to achieve the educational outcomes of intellectual and moral excellences, by learning...to use higher leverage strategies based on evidence of ‘what works’ and/or innovative professional practice.

This study employed the Capital Theory of School Effectiveness and Improvement to find out parental financial contribution and academic performance among secondary schools in Nandi East, Nandi Sub-County, Kenya. The applicability of the theory in the study can be seen in the fact that all the theoretical concepts – Outcomes, Leverage, Intellectual capital, and Social capital – have a bearing on the quality of education. The desired outcomes of tuition free secondary education policy are provision of quality secondary education to every Kenyan child graduating from secondary schools, regardless of gender, ethnic background, or socioeconomic status.

2.6 Conceptual Framework

The framework conceptualizes parental financial contribution as independent variable while dependent variable as students academic performance.

Independent variables variable

Parental Financial Contributions

Fee payment
- Mode of fee payment
- Seeking financial support e.g. bursaries

Instructional materials
- Purchase of resources
- Payment for remedial work

Infrastructural facilities
- Raise funds
- Volunteer to provide labour

Factors influencing financial contribution by parents
- Socio-economic status

Dependent

Academic Performance of students
- School attendance
- Finishing school work
- Examination performance
- Participation in co-curricular activities

Intervening variables

Figure 1.1: Parental Financial Contribution and Academic Performance

Source: researcher (2014)

Parents play an important role in school and to their children since it improves the teacher and performance where they participate in the planning for the allocation of these resources, donating, paying school fees in time and fundraising for schools and monitoring their children performance. In addition, being closely related with the teacher in school in order to know the progress of their children in school that in this study are considered as the independent variable. The dependent variable as per the study was academic performance i.e. operation analysed to include performance in taste, performance in examination, performance in assignments and then student discipline. When all this aspects of the dependent variable are adhered to, the high academic performance will be achieved. The independent variables included parental involvement in fee payment, purchase of instructional materials and support in construction and improvement of infrastructural facilities. The intervening variables were government policies, student teacher ratio, nurture and environmental factors. It was assumed that if the intervening variables are kept constant and the independent variables are strictly adhered to, then there might be high academic performance.

2.7 Research Summary and Knowledge Gap

Academic achievement improves when parents play the following role in their children's learning at early stage. Act as teachers: Parents should create a home environment that promotes learning, reinforces what is being taught at school and develops the life skills. Children need to become responsible adults. As supporters: Parents should contribute their knowledge and skills to the school, enriching the curriculum, and providing extra services and support to students. As advocates: Parents should help children negotiate the system and receive fair treatment and work to make the system more responsive to all families. As decision maker: Parents serve as an advisory councils, curriculum committees and management teams, participating in joint problem solving at every level (Christenson, 2001).

It can be said that the impact of parental involvement arises from parental values and educational aspirations and that these are exhibited continuously through parental enthusiasm and positive parenting style. These in turn are perceived by the student and, at best, internalized by them. This has its impact on the student's self-perception as a learner and on their motivation, self-esteem and educational aspirations. By this route parental involvement frames how students perceive education and school work and bolsters their motivation to succeed. For younger children, this motivational and values mechanism is supplemented by parental promotion of skills acquisition. Parental behaviours that manifest parental involvement change across the age range. With younger children, direct help with school relevant skills is appropriate and foundational. With older students, activities, which promote independence and autonomy more generally, become more relevant (Gordon, 2007).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines and describe research designs and methodology that the study adopted. The chapter also covers the study area, target population, sample size determination, sampling procedure and data collection instruments. It also entails data collection procedure, data analysis and ethical considerations for the research.

3.2 Area of Study

The study was carried out in Nandi East Sub-County located in Nandi County. Nandi Sub-County is located in the Rift Valley, it borders the following counties; Uasin Gishu to the North and East, Kericho to the South East, Kisumu to the South, Vihiga to the South West, and Kakamega to the West. Area (Km 2): 2,884.2.2 Km² Climate/Weather: Temperatures range from a mean annual minimum of 12°C to a mean maximum of 23°C, with rainfall amounts of between 1,200mm and 2,000mm per annum. Kaptumo Lies south of the Nandi Hills, the local elevation varies from about 2100 metres above sea level at the airport to more than 2700 metres in nearby areas (7000–9000 feet). The population was 8,200 (census, 2009). The Poverty Level is 47.4%, main resources is arable Land and the main Economic Activities is Agriculture

3.3 Research Design

The study used case study design as a research design. This study attempted to determine the cause or reason for pre-existing differences in groups of individuals (Mugenda & Mugenda, 2003). It is treated as a type of descriptive research since it describes conditions that already exist. The study design was used to finalize the outcome from the selected subjects used in the study. The study intended to find out the

effect of parental financial contribution in enhancing secondary schools students' academic performance in Nandi East Sub-County.

3.4 Target Population

The target population of this study comprised of principals, teachers, Parents Teacher Association (PTA) representatives and Form Four students from public secondary schools in Nandi East Sub County. The study targeted twenty schools that were accessible with the study. A population refers to a group of people or study subject who are similar in one or similar ways and which form the subject of study in a particular study. The target population of this study comprised of respondents from secondary schools in Nandi East Sub-County. Respondents from these schools formed the target population and consisted of head teachers and teachers in the schools. The study will target, 826 Form Four students, 273 teachers, 111 PTA members and 21 principals.

Table 3.1 Target Population

Respondents	Population
Head teachers	21
Teachers	273
PTA members	111
Form Four student	826
Total	1231

Source: Sub-County education office, (2014)

3.5 Sampling Design

3.5.1 Sample Size

A sample in research study refers to any group on which information will be obtained. According to Mugenda and Mugenda (2003), a minimum of 30% of the target population should be included in the sample when dealing with heterogeneous sample. The study used stratified sampling to categorize the population into head teachers,

teachers and parents that are homogenous groups. The study therefore also used purposive sampling to select the 9 head teachers. This method was used in order to ensure equal representation of schools in the area. They were purposely selected because they are the key decision makers and implementers of school programmes.

The parents were randomly selected according to the convenience method with which the researcher selected 33 PTAs members out of 111. The study used simple random sampling method to select 30% of the 270 teachers and 20 head teachers to arrive at 81 teachers and 6 head teachers. This was done randomly by use of lottery method to arrive at 81 teachers from the 270 teachers and 6 head teachers from 20 head teachers. The same procedure was repeated for Form Four students. The sample was derived as shown in table 3.1.

Table 3.2 Sampling Frame

Respondents	Population	Procedure	Sample Size
Head teachers	20	20×0.3	6
Teachers	270	270×0.3	81
PTA	111	111×0.3	33
Form Four students	826	826×0.3	248
Total	1227		368

Source: Author, (2013)

3.5.2 Sampling Techniques

The study used stratified sampling technique, in this entails the population into categories based on their job designation. These categories included the head teachers and teachers. Categorization was done to separate the population into homogenous subjects that share similar characteristic to ensure equitable representation of the population in the sample. It also used purposive and sampling method in selecting the respondents. The simple random sampling was used to select head teachers and teachers

using lottery method. This was done after 30% of the target population is obtained (Table 3.2). The PTA were selected using a convenient method where those parents who were present during the study were sampled. This ensured that each member of the target population had an equal and independent chance of being included in the sample. This sampling technique was used to collect focused information.

3.6 Research Instruments

The study used questionnaires and interview schedules as the main tools for collecting data. The selection of these tools has been guided by the nature of data to be collected, the time available as well the objectives of the study. The study was mainly concerned with views, opinions, perception feeling and attitudes. Such information could be best collected by questionnaire an interview technique (Kombo & Tromp, 2007).

3.6.1 Questionnaires

This instrument was used to transmit a set of questions to which the subject required to respond to fill in their answers depending on their understanding of the perception of respondents on the study. In the study, the researcher used the questionnaire of opinion, which sought to ascertain the attitude, or opinion of the respondent. The questionnaires were both closed and open in order to give the respondent a chance to respond to that had not been captured in the questionnaire. The reasons of choosing questionnaire are: were cheap and easy to administer; data that was obtained by use of questionnaires was easy to arrange and analyze; the researcher did need to be physically present when the respondents were filling the questionnaires hence providing the respondents with free conducive atmosphere to fill the questionnaires and the questionnaire can elicit information from respondents. The questionnaire were used to collect data from teachers and parents.

3.6.2 Interviews Schedule

Interview schedules were designed for the head teachers. The schedules were designed to promote an opportunity for the study to establish a rapport with the respondents, explain in person the nature and purpose of the study. The interview schedule contained both close and open-ended questions. The intention was to elicit short and brief responses to the former questions and provide room for the responses in the respondents' words to the latter questions. The face-to-face interview provided a forum for the study to gather a lot of in depth information that could not have been captured by the questionnaires. It helped the study to collect supplementary information about the respondent personal characteristics and environment that are very vital in interpreting the data. The interview was done on the head teachers to seek their professional views from them.

3.7 Validity and Reliability of Research Instruments

3.7.1 Validity

According to Kothari (2008), validity is a quality attributed to proposition or measures of the degree to which they conform to establish knowledge or truth. An attitude scale is considered valid, for example, to the degree to which its results conform to other measures of possession of the attitude. In this case, the content validity of the instrument was determined in two ways. First, the researcher discussed the items in the instrument with the supervisors, lecturers from the department.

Advice given by these people helped the researcher to determine the validity of the research instruments. The advice included suggestions, clarifications and other inputs. These suggestions were used in making necessary changes. The experts provided estimates using their own methods and experience. The questionnaires were also vetted

by two supervisors who checked the instruments on whether they answered the research questions.

3.7.2 Reliability of the Research Instrument

Reliability is a measure of how consistent the results from a test are (Kombo & Tromp, 2006). Reliability is quantified if you administer a test to a subject twice and get the same score on the second administration as on the first (Kombo & Tromp 2006). According to Mugenda and Mugenda (2003), the reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials.

In order to test the reliability of the instrument used in the study, the test re-tests method was used. The questionnaires were administered twice within an interval of two weeks in 4 selected schools in Nandi Central Sub-County who were not included in the final study, 8 students and 8 teachers. This established the extent to which the questionnaire elicited the same responses every time it was administered. The reliability of the instruments was established using Cronbach's alpha. The researcher used the Cronbach Alpha coefficient in order to establish reliability. This was calculated using the formula

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum Sd^2 i}{\sum Sd^2 t} \right)$$

(where: α = alpha coefficient, k = number of items, Σ =

summation, $SD^2 i$ = squared standard deviation within each item and $SD^2 t$ = total standard deviation squared). Any value above 0.7 showed that the instruments were consistent. The study obtained reliability index for students as 0.712 and teachers 0.753 giving an average of 0.7325. Since the reliability values were more than 0.7, they were considered valid as suggested by Kombo and Tromp (2006). Minor modifications were made

3.8 Data collection Procedure

After ascertaining the reliability of the research instrument, the researcher sought research approval letter from School of Post Graduate studies to facilitate acquisition of research permit. The researcher sought research permit from the National Commission of Science, Technology and Innovation (NACOSTI). The permit obtained was used to obtain permission from the Sub-County Education Officer to carry out the study in the area. The head teachers, teachers and students who were involved in research were informed in advance. The questionnaires were administered to teachers and students while the interview schedules were conducted with selected head teachers and members of parents' teachers association. The data collection took a period of two months.

3.9 Data Analysis

The data obtained from the field was analysed using qualitative and quantitative methods. Quantitative data was analysed using descriptive and inferential analysis techniques. The descriptive statistics used were; mean, standard deviations, frequencies and percentages. The inferential statistics which were used were the chi square test. This was used to determine whether there existed significant relationship between parental contributions in fee payment, acquisition of instructional materials and support in school infrastructure on student academic performance. All data was be analyzed at a level of significance of 0.05. Data coding, entry and analysis was done using Statistical package for Social Science a computerized statistical package by encoding responses from questionnaires and interview schedules. Presentation of this information was done using tables and charts. Qualitative data from interviews and open-ended

questions was analysed using thematic content analysis. This was through arranging them into themes and sub-themes.

3.10 Ethical Considerations

According to Mugenda and Mugenda 2003, the researchers are people genuinely concerned with other people's quality of life. They must be people of integrity who will not undertake research for personal gain or research that will have a negative effect on others. The research therefore took into consideration ethical issues of life. Explaining to the respondents openly and keep facts about the research in order to take informed decisions about participating. The informed consent was based on information regarding the purpose of research benefit and compensation or lack of them. The researcher also handled the collected information with confidentiality so that the respondents did not feel threatened and free to respondent so that they are not physically or psychology harmed especially when promise has been guaranteed

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the results of the data collected on the influence parental financial contribution and student performance in Nandi East Sub County secondary schools. A total of 81 teachers and 270 students participated in the study together with head teachers and members of parents' teachers association. Data presentation is done through use of pie charts, table, graphs and narration. The results are presented based on the study research objectives that were;

1. To establish how parents' contributions in fee payment influence student academic performance in secondary schools in Nandi East Sub County
2. To determine how parents contribution of in purchase of instructional materials influence students academic performance in secondary schools in Nandi East Sub County
3. To find out the influence of parental contribution on infrastructural facilities development in schools on students academic performance of secondary schools in Nandi East Sub County
4. To investigate factors influencing parental financial contribution on student academic performance in Nandi East Sub County secondary schools

4.2 Demographic Data of Respondents

The demographic data of the teacher and student respondents was sought in the study.

4.2.1 Demographic Information of Students

The student respondents were asked to indicate their gender, the type of their school and their performance in the last term examinations. The study also asked the student respondents to indicate their opinion on the performance of their school in the previous year's KCSE examinations. The study findings were presented on the table 4.1.

Table 4.1 Students' Demographic Data

Gender	Frequency	Percentage (%)
Male	125	55.3
Female	101	44.7
Total	226	100.0
School Type		
Boys	38	16.8
Girls	40	17.7
Mixed	148	65.5
Total	226	100.0
School Performance		
Poor	6	2.7
Below Average	23	10.2
Average	179	79.2
High	18	8.0
Total	226	100.0

The study findings showed that 125 (55.3%) student respondents were male while 101 (44.7%) respondents were female. This implies that respondents of both gender participated in the study. It was also observed that majority of the students participating in the study were male respondents.

On the school type, the results show that 38 (16.8%) of the student respondents were in boys schools while 40 (17.7%) were in girls schools and 148 (65.5%) were in mixed

secondary schools. The study concluded that majority of the respondents were from mixed secondary schools.

On the school performance, the study found out that 6 (2.7%) respondents said that the performance of their school in the previous KCSE examination was poor, 23 (10.2%) indicated it was below average while 179 (79.2%) others indicated it was average and 18 (8.0%) student respondents indicated the performance was high. The findings indicated that majority of the student respondents in the study found the performance of their school to be average.

The study also sought the performance of the respondents in the previous term's examinations. The study findings are presented on the Table 4.2.

Table 4.2 Performance in the Previous Term Examinations

N	Mean	Std. Deviation	Minimum	Maximum
226	6.1255	1.83360	1.00	11.00

From the findings, it was found out that the mean performance was 6.13 points with a standard deviation of 1.83. The minimum performance was 1.00 and the maximum was 11.00 points.

4.2.2 Demographic Data of Teachers

The teacher respondents were asked to indicate their gender, age bracket, level of education, experience as a teacher and the type of their current school. This information was important in determining parental contribution and student academic performance in Nandi East Sub County. The findings were presented on the table 4.3.

Table 4.3 Demographic Information of Teacher Respondents

Gender	Frequency	Percentage (%)
Male	39	48.8
Female	41	51.3
Total	80	100.0
Age		
Less than 25 years	30	37.5
26 - 35 years	48	60.0
46 - 55 years	2	2.5
Total	80	100.0
Level of Education		
Diploma	9	11.3
Bachelor's Degree	64	80.0
Post - graduate	4	5.0
Masters degree	3	3.8
Total	80	100.0
Work Experience		
Less than 5 years	60	75.0
5-10 years	18	22.5
More than 15 years	2	2.5
Total	80	100.0
Nature of School		
Boys	20	25.0
Mixed	46	57.5
Girls	14	17.5
Total	80	100.0

The study found out that 39 (48.8%) of the teachers participating in the study were male and 41 (51.3%) were female respondents. It was observed that both genders were represented in the study. The study concluded that there was equal gender representation in this study.

Asked to indicate their age, the study found that 30 (37.5%) respondents said they were less than 25 years old and there were 48 (60.0%) respondents who were 26 – 35 years old while 2 (2.5%) respondents were 46 – 55 years old. It was observed that majority of the respondents were 35 years and below. On the level of education, 9 (11.3%) respondents had a diploma, 64 (80.0%) had a bachelor's degree while 4 (5.0%) respondents indicated that they had post graduate diploma and 3 (3.8%) had masters degree. The findings showed majority of the teacher respondents had a bachelor's degree as their highest level of education.

Asked their work experience as teachers, it was found out that 60 (75%) respondents had less than 5 years experience while 18 (22.5%) had 5 – 10 years experience and there were 2 (2.5%) respondents with more than 15 years experience. It was observed that most of the respondents had less than 5 years experience. This was in agreement with the findings on the respondents' age.

On the type of school they currently taught, the study observed that 20 (25%) respondents were in boys schools while 46 (57.5%) taught in mixed secondary schools and 14 (17.5%) were in girls school. It was observed that most of the respondents were teaching in mixed schools. The study sought from the teacher respondents the KCSE performance of their schools in 2012, 2013 and 2014. The means, standard deviations, minimum and maximum scores were presented on the Table 4.4.

Table 4.4 School Performance in Previous Years KCSE

	N	Mean	Std. Deviation	Minimum	Maximum
2012	80	4.9136	1.05636	3.60	6.80
2013	80	4.9037	1.48105	3.00	7.60
2014	80	5.0632	1.09054	3.30	6.60

The study observed that in 2012, the mean performance was 4.91 points with a standard deviation of 1.06 and a minimum of 3.60 points and the maximum recorded was 6.80 points. In 2013, the mean was 4.90 points and a standard deviation of 1.48 while the minimum was 3.00 and the maximum 7.6 points. According to the findings in 2014, the mean was 5.06 points and a standard deviation of 1.09 with a minimum of 3.3 points and a maximum of 6.60 points. It was observed that the mean performance was slightly below average. The study concluded that there was a slight decline in the mean performance in 2013 and a rise in 2014. It was also concluded that the schools' performance was varied. The findings indicated show that boarding and day secondary schools charge differently (MOE, 2005) and this explains the varying performance.

4.3 Influence of Parents' Contributions in Fee Payment on Student Academic Performance

The study investigated the influence of parents' contribution in fee payment on student academic performance in secondary schools in Nandi East Sub County. at first, the study sought the opinion of students on the degree to which they parents paid fees in schools. Their responses are illustrated in Table 4.5.

Table 4.5 Student Responses on Influence of Parents' Contributions in Fee Payment

	N	Min	Max	Mean	Std. Dev.
I don't go to school in order to help my parents acquire my fees	226	1.00	5.00	1.8938	1.09433
My parents/guardians pay my fees in instalments	226	1.00	5.00	3.1283	1.42248
My parents/guardians pay fees late	226	1.00	5.00	2.6681	1.32012
My parents/guardians pay my school fees per term	226	1.00	5.00	3.6504	1.34559
My parents/guardians pay my school fees once a year	226	1.00	5.00	2.1903	1.21987
I am usually sent away to collect fees at home	226	1.00	5.00	2.9602	1.29725
My parents/guardians look for bursaries to fund my education	226	1.00	5.00	2.5487	1.43908

The student respondents were asked if they did not go to school in order to help, their parents acquire their fees, the mean value was 1.89 and the standard deviation was 1.09, this shows that almost all students disagreed with the statement. This therefore shows that most students do not skip school to go to look for jobs to pay their fees. Asked if their parents/guardians paid their fees in instalments, the students were undecided (M=3.12 and SD=1.42). This shows that some parents paid fees in instalments while others paid in full depending on the mode of payment recommended by the school. This finding is consistent with Nyaga (2005) who established that there were delays in fee payment by parents in majority of schools in Mbeere Sub County. The delay in the payment of fees could affect teaching and learning despite the introduction of tuition free secondary education.

The respondents were also asked if their parents/guardians paid their fees late and the study findings showed a significant number of them were undecided with the statement (M=2.67 and SD=1.32). This showed that sometimes most of the students their parents paid school fees late and this affected their teaching and learning in schools.

Asked if their parents paid their school fees per term, they tended to agree with the statement (M=3.65 and SD=1.35). It was observed that most of the students indicated that it happened occasionally. Moreover, when asked as to whether their parents /guardians paid school fees once per year, students tended to disagree (M=2.19 and SD=1.21). This indicated that majority of parents were not able to pay fees in one academic year leading to fee balances. One head teacher interviewed who said that:

“We are owed a lot of money by our suppliers because majority of parents do not pay their students fees frequently.”

In addition, one parent-teacher association member clarified that:

“Majority of parents cannot be able to complete paying their students fees in one year due to poverty and other pressing issues encountered at the household level.”

This shows that fee payment is a problem faced by majority of secondary schools in Nandi East Sub County. The results are consistent with Rosenzweig (2000) who established that majority of parents in sub Saharan African countries are unable to pay their school fees on time. The study also asked the students if they were sent away to collect fees at home by their schools, they tended to agree while others disagree (M=2.96 and SD=1.30). This shows that some students are sent home to collect fees on regular basis in the study area. The PTA member said that sometimes as a board, they are forced to send students home to collect fees but some of them are unable to return with fees due to parents' inability to raise the required fees while some are abandoned.

This according to one head teacher has resulted to dropout cases in schools. This information is further explained by Elimu Yetu (2003) who established that cases of dropping of learners in schools has been necessitated by parents inability to raise required fees for secondary education. Lastly, when students were asked if their parents/guardians looked for bursaries to fund their education, they showed mixed response ($M= 2.55$ and $SD= 1.44$). This showed that some parents made efforts to look for bursaries while some did not. One parent teacher association member interviewed opined that:

“There exist discrimination in award of bursaries to needy students in this area and this makes majority of parents not to look for support from Constituency Bursary Fund offices.”

From these, the criteria of award of bursaries were found to be a major impediment hindering parental effort in seeking support.

4.3.1 Teacher Responses on the Frequency of Parental Payment of Fees

The study sought teacher opinion on the extent to which parental paid fees for their children in their schools. The statements were on a Likert scale of 1-5 from never to always. The results are presented in Table 4.6.

Table 4.6 Teachers Opinion on Influence of Parents' Contributions in Fee Payment

	N	Min	Max	Mean	Std. Dev.
Most students assist their parents/guardians in payment of school fees by working during the holidays	80	1.00	4.00	2.0500	0.91264
Parents/guardians of students pay fees by instalments	80	1.00	5.00	4.2250	0.72871
Parents/ guardians of majority students pay fees late	80	2.00	5.00	4.3625	0.67961
Parents/ guardians pay fees on termly basis	80	1.00	5.00	3.7000	1.21593
Parents/ guardians pay school fees once a year	80	1.00	4.00	1.9000	1.00127
Students are usually sent home regularly due to non-payment of fees in our school	80	1.00	5.00	3.7875	1.29940

When teachers were asked if most students assisted their parents/guardians in payment of fees by working during holidays, they tended to disagree (M=2.05 and SD=0.91). This showed that majority of students did not assist their parents in payment of fees. This study observed that most students were rarely involved in assisting their parents their parents in fees payment by working during holidays. However, one parent representative said that:

“I have witnessed some situation where some students who are unable to pay their school fees look for manual labour during weekends and during school holidays by working as tea pluckers in the plantations.”

One principal who said that some students look even for jobs inside the school during school holidays in order to pay their fees also confirmed this assertion. The findings are supported by Nyaga (2005) who found out that students in Mbeere Sub County did manual work to raise fees for their studies.

When asked as to whether parents/guardians paid fees in instalments, majority of them agreed ($M=4.23$ and $SD=0.73$). The low standard deviation scores show that teachers agree that majority of the parents occasionally paid fees in instalments. This is influenced by their socio-economic status as argued by Otula (2007) who said that effective secondary education in Kenya was hampered by low socio-economic status of parents.

Majority of teachers also tended to agree ($M=4.36$ and $SD=0.68$) with the statement that parents/guardians paid fees late. This indicated that majority of parents were occasionally late in payment of fees. The findings agree with Ahmad and Khan (2012) who found out that majority of parents in Pakistani secondary schools was unable to pay school fees on time due to poverty. In addition, Kyambalesa (2010) also established that parents were irregularly paying schools fees for their children in Zambia.

The results further revealed that the respondents agreed ($M=3.70$ and $SD= 1.22$) that parents/guardians paid fees on termly basis the mean. When asked as to whether parents/guardians paid school fees once a year, majority of teachers tended to disagree with the statement ($M=1.90$ and $SD=1.00$). This shows that majority of parents rarely finished paying their students fees in school. The teachers were also asked if students were sent home regularly due to non-payment of fees in their school and it was observed that the mean was 3.789 with a standard deviation of 1.30 indicating that majority of students were asked to go home to collect fees. Most of the parents paid their fees late.

4.3.2 Relationship between Fee Payment and Students Academic Performance

A cross tabulation analysis was computed to check on the relationship between parental frequency of fee payment and student performance in schools based on students

responses on their parent frequency of fee payment and academic performance. The results are given Table 4.7.

Table 4.7 Frequency of fee payment and academic performance Cross tabulation

			<u>Academic performance</u>				Total
			Poor	Below Average	Average	High	
Frequency of fee payment	Never	Count	1	0	1	0	2
		% within fee payment	50.0%	.0%	50.0%	.0%	100.0%
	Rarely	Count	0	9	68	3	80
		% within fee payment	.0%	11.3%	85.0%	3.8%	100.0%
	Sometimes	Count	4	10	100	12	126
		% within fee payment	3.2%	7.9%	79.4%	9.5%	100.0%
	Occasionally	Count	1	4	10	3	18
		% within fee payment	5.6%	22.2%	55.6%	16.7%	100.0%
	Total	Count	6	23	179	18	226
		% within fee payment	2.7%	10.2%	79.2%	8.0%	100.0%

The statistics shows that for the students whose parents never contributed in fee payment, 50.0% of them performed poorly in examinations as compared to 5.6% whose parents paid fees occasionally. Moreover, the table shows that as the frequency of parental fee payment increases, academic performance improves. This is statistically proven in Table 4.7.

Table 4.7 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.056 ^a	9	.001
Likelihood Ratio	18.060	9	.034
Linear-by-Linear Association	.169	1	.681
N of Valid Cases	226		

This study asked the teacher respondents to rate the general compliance in payment of fees for their children in their institution. The study responses were presented on the figure 4.1.

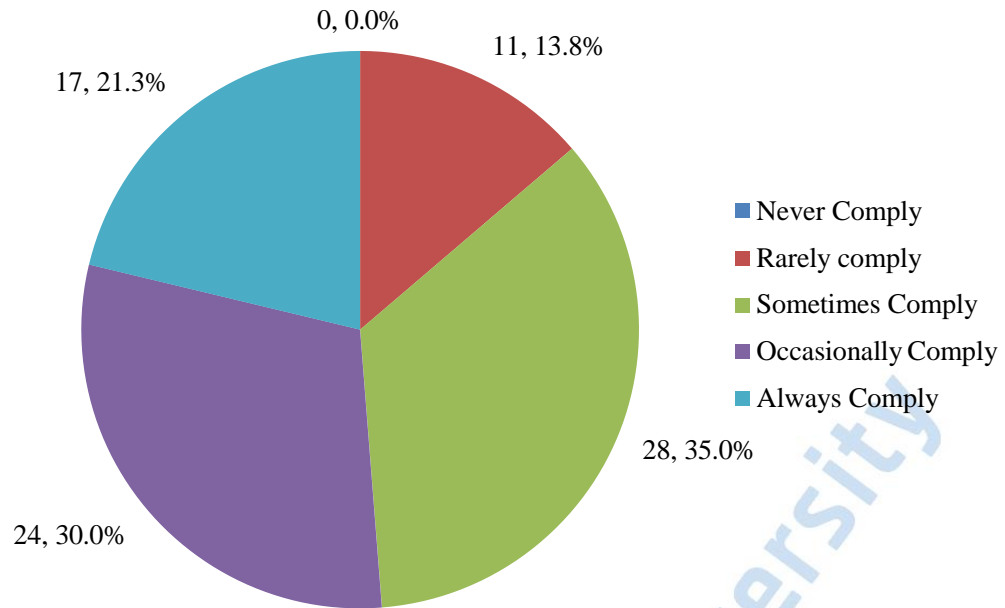


Figure 4.1 Parents contribution to fee payment

It was observed that 17(21.3%) of the respondents indicated that parents always complied while 24(30.0%) respondents said they occasionally complied with 28(35%) indicating that they sometimes complied and 11(13.8%) respondents indicating that they rarely complied and there were no respondents who said that parents/guardians never complied. It was concluded that majority of the parents complied sometimes.

4.4. Influence of Parents' Contribution in Purchase of Instructional Materials on Academic Performance

The second objective of the study was to determine the influence of parental contribution in purchase of instructional materials and student academic performance in secondary schools in Nandi East Sub County. The study sought responses from parents' teachers' representatives, head teachers and students.

4.4.1 Student Responses on the Extent to which their Parents Purchased Instructional Materials

The students were asked to indicate the frequency to which their parents supported them to acquire various instructional materials to facilitate their learning in schools on a scale of 1 (never) – 5 (always). Their responses are summarised in Table 4.8.

Table 4.8 Students View on Parents' Purchase of Instructional Materials

	N	Min	Max	Mean	Std. Dev
Pay for your field trip	226	1.00	5.00	3.1239	1.37684
Purchase of set books (English & Kiswahili)	226	1.00	5.00	3.7699	1.50855
Purchase of examination revision booklets	226	1.00	5.00	2.8274	1.48813
Purchase reference textbooks	226	1.00	5.00	2.7345	1.49380
Purchase of stationery	226	1.00	5.00	3.5841	1.50097
Sponsor you to educational fares (careers/ agri-business shows)	226	1.00	5.00	3.0664	1.55207
Sponsor you to watch set books	226	1.00	5.00	4.2301	1.28242
Pay for your remedial learning	226	1.00	5.00	3.4027	1.64162

The findings of the study showed that the students had mixed opinion on the degree to which their parents paid for their field trips (M= 3.12 and SD=1.38). This shows that some students were supported to attend academic trips while others were not as per the standard deviation scores above. The head teachers also said that sometimes they are forced to defer academic trips due to parents' inability to sponsor their children. Parent-teacher representative who said that not all parents are in a position to finance their children to attend academic trips also corroborated this information. This will affect delivery of education as found by Tasmania (2012) who said that when students are not funded for academic trips, they tend not to perform well in their studies.

Secondly, the students agreed (M=3.77 and SD=1.51) that their parents purchased set books for English and Kiswahili. This shows that majority of parents are supportive in

this area. This is because the set-books for English and Kiswahili are compulsory and they are examinable in English and Kiswahili Paper III. When asked as to whether their parents purchased examination booklets, the students were undecided on the statement ($M=2.83$ and $SD=1.49$). The higher scores on the standard deviation suggest that some parents were making efforts to procure examination booklets for their children while others did not. This will affect learners' preparedness in handling examinations questions leading to their failure. The finding concur with Karemesi (2010) who established that costs association with examinations is one of the challenges facing quality secondary schools curriculum delivery in sub Saharan African countries.

Asked if their parents purchased reference books for them, some students agreed while others disagreed ($M=2.73$ and $SD=1.49$). This indicated that sometimes, parents purchased reference books for their children to boost learning in secondary schools in Nandi East Sub County. However, one head teacher interviewed said that:

“Not all parents purchase reference books for their children and this makes them to utilise the available resources in schools which are not adequate.”

Glewwe *et al.*, (2008) supported head teachers view that many students in secondary schools have fallen behind in academics due to inability to be provided with required textbooks for learning in Tanzania. The students were asked the extent to which their parents purchased stationery for them. Their mean response values were ($M=3.58$ and $SD 1.50$) which suggested that parents regularly supported their children in purchase of stationery items for learning. A significant number of parents purchased stationery items for their children occasionally.

When students were asked if their parents sponsored them to trade fares such as career talks and agricultural shows, they said that their parents supported them sometimes ($M=3.07$ and $SD=1.55$). The findings implied that parents sponsored educational events

on specific times. When asked as to whether their parents sponsored them to watch set books, they said that they occasionally ($M=4.23$ and $SD=1.28$) supported them. This shows that parents are committed to ensure that their children attend set-books shows. Lastly, when asked to indicate the frequency to which they parents paid for remedial learning (tuition) and it was observed that the mean response was 3.40 and a standard deviation of 1.64 indicating that majority of parents paid for their student remedial learning. It was concluded that while most students were sponsored to watch set books, few parents purchased textbooks and revisions booklets for their children. However, remedial learning was found not to be existing in all secondary schools in the sub county as revealed by one parent representative who remarked that:

“Payment of remedial learning fees (tuition) has been banned by the government. So it is not a practice in our school.”

Due to the enforcement of this policy, some parents are reluctant to provide adequate support to their children learning, even if teachers recommended them for remedial teaching, one head teacher noted during interview.

4.4.2 Teachers Perception on the Degree to Which Parents Purchased Instructional Materials for their Children

Moreover, the study sought teacher perceptions on the degree to which parents contributed towards purchase of instructional materials for their students in schools. This was through a Likert scale of five; 1-never to 5-always. The results are presented in Table 4.9. .

Table 4.9 Teachers’ Opinion on Parents’ Contribution of Instructional Materials

View	N	Min	Max	Mean	Std. Dev.
Pay for their students trips	80	1.00	5.00	3.3250	1.12255
Purchase set books	80	1.00	5.00	3.4375	1.19962

Purchase examination series	80	1.00	5.00	2.6125	1.18529
Purchase reference books	80	1.00	5.00	2.6375	1.07024
Purchase stationery	80	1.00	5.00	3.2625	1.41192
Sponsor their children to education fares (ASK shows, career fair)	80	1.00	5.00	3.5750	1.11122
Pay for remedial learning (tuition)	80	1.00	5.00	2.9750	1.58294
Sponsor their children to go and watch set books	80	2.00	5.00	4.2250	0.84156

On the statement ‘parents pay for their students’ field trips’ teachers said that they sometimes supported their children ($M=3.33$ and $SD=1.12$). This implied that that most of the parents sponsored their students’ school trips sometimes. The responses made by teachers agree with student responses made earlier. When teachers were asked to state the frequency to which parents purchased set books for their children, the following mean was obtained 3.44 with a standard deviation value 1.20 that showed that parents purchased set books sometimes for their children. The teachers were also asked to indicate the frequency to which parents purchased examination series for their children, they said that they sometimes bought ($M=2.61$ and 1.19). This shows that majority of parents are unable to purchase extra examination series for their children and this affects their preparation in examinations. The information is supported by head teachers who said that majority of parents rely on schools to procure and avail all examinations series. This has become impossible for schools due to shortage of finance.

The findings of the study also showed that majority of parents sometimes purchased reference books for their children ($M= 2.64$ and $SD=1.07$). This implied that a significant number of parents purchased reference books on occasional times. For stationery purchase, the study established that the parents sometimes bought for their children although the scores were higher ($M=3.26$ and $SD= 1.41$). This therefore

showed that teachers perceived that most parents purchased stationery sometimes for their children. One PTA member remarked that:

“Some parents believe it is the responsibility of the government and schools to provide stationeries, thereby they do not factor them in their plans and budget for their children.

This explains why not all parents purchases regularly stationery items for their children in school. moreover, when asked to indicate the frequency to which parents sponsored their children to attend education fares like ASK shows and career talks, they said that they occasionally supported them ($M=3.58$ and $SD=1.11$). This implied that parents occasionally sponsored their children to attend educational fares. This tend to boost their learning as remarked by one head teacher who said that it helps them to experience the real world out from classroom experience which in most cases is theoretical.

The study-sought teachers’ opinion on the frequency to which parents paid for remedial tuition, the obtained mean values were 2.98 with standard deviation score of 1.58 that suggested that parents sometimes provided funds for extra tuition for their children. This was however, not a practice in majority of secondary schools and it was left for the learner and his/her parent to make private arrangements on remedial learning payment.

When asked on the degree to which parents sponsored their children to watch set books, the response was occasional ($M=4.23$ and $SD=0.84$). The information corresponds to students responses which showed that majority of parents were willing to support their children to go and watch set books. This will improve their understanding in tackling English and Kiswahili examinations papers. Teachers said that majority of parents occasionally sponsor children to watch set books. In conclusion, most parents sponsored their children to watch set books and attend academic fares. Teacher opined

that few parent purchased reference books and examination series occasionally for their children.

4.4.3 Influence of Parental Instructional Materials Purchase and Student Academic Achievement

To check on the relationship between parental frequency of purchasing instructional materials and student academic performance, score obtained earlier (categorical) on student performance were cross tabulated with the students responses on the degree to which their parents supported them in purchasing instructional resources. The findings are presented in Table 4.10.

Table 4.10 Instructional materials purchase and academic performance Cross-tabulation

			Academic performance				Total
			Poor	Below Average	Average	High	
Instructional materials purchase	Rarely	Count	4	2	31	6	43
		% within Instructional materials purchase	9.3%	4.7%	72.1%	14.0%	100.0%
	Sometimes	Count	1	8	58	8	75
		% within Instructional materials purchase	1.3%	10.7%	77.3%	10.7%	100.0%
	Always	Count	1	13	90	4	108
		% within Instructional materials purchase	.9%	12.0%	83.3%	3.7%	100.0%
Total	Count	6	23	179	18	226	
	% within Instructional materials purchase	2.7%	10.2%	79.2%	8.0%	100.0%	

Cross-tabulation statistics shows that students whose parents rarely purchased instructional materials 9.3% scored poor performance as opposed to 0.9% whose parents always purchased instructional materials. Moreover, the finding shows that 83.3% of students whose parents paid for instructional resources performed better as

compared to 77.3% of those who occasionally purchased and 72.1%, who rarely purchased. The chi square statistics are given in Table 4.11.

Table 4.11 Chi-Square Tests on parental purchase of instructional materials and academic performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.167 ^a	6	.013
Likelihood Ratio	14.353	6	.026
Linear-by-Linear Association	.119	1	.730
N of Valid Cases	226		

At ($\chi^2=16.167$, $df= 6$, & $p=0.013$), there exist significant difference ($p<0.05$) between frequency to which parents purchased instructional materials for their children and academic performance. This shows that parent role in purchasing and support in acquisition of required instructional resources, their students' performance could increase in secondary schools in Nandi East Sub County.

4.5 Influence of Parental Contribution to Infrastructural Facilities Development and Student Academic Performance

This is the third objective of the research that sought to determine the degree to which parental contribution to infrastructural facility development influenced student academic performance in secondary schools in Nandi East Sub County. The study sought responses from students, teachers, PTA members and head teachers.

4.5.1 Students Responses on Degree of Parental Contribution to Infrastructural Facilities Development

Students were asked to indicate to what extent their parents supported their schools in construction, expansion and improvement of teaching and learning facilities. They were

supposed to indicate their responses on a Likert scale of five; 1-Never and 5-Always.

Their responses are presented in Table 4.12.



Table 4.12 Students’ Responses on of Parental Contribution to Infrastructural Facilities Development

	N	Min	Max	Mean	Std. Dev
Raising funds for school development	226	1.00	5.00	3.3142	1.40585
Raising funds for construction of classes	226	1.00	5.00	3.0044	1.46211
Raising funds for expansion of facilities (dormitory, dining)	226	1.00	5.00	2.9071	1.51884
Raising funds for construction/improvement of labs	226	1.00	5.00	3.0841	1.48982
Raising funds for construction/improvement of administration block and offices	226	1.00	5.00	2.7345	1.47584
Purchase of facilities like desks, chairs, buses among others	226	1.00	5.00	3.0398	1.61746

The students reported that their parents sometimes ($M=3.31$ and $SD=1.40$) raised funds for school development. It was concluded that majority of the parents contributed sometimes-in raising funds for development. Asked to indicate the degree to which parents were involved in construction of classes, the mean was 3.00 with a standard deviation of 1.46 that suggested that some parents sometimes raised funds for construction of classes while others did not.

When asked to indicate the degree to which their parents supported schools in expansion of facilities like the dormitory and dining halls, they said that they sometimes ($M=2.91$ and $SD=1.52$). This implied that parents raised funds for expansion of facilities sometimes. However, one head teacher said that this is not the case of their schools in that:

“Some parents are reluctant to participate in raising facilities for school expansion arguing that it is the responsibility of the government.”

This could be the reason as to why not all parents supported their schools to increase their capacities. This affected quality education delivery in schools. The findings are supported by Mabula (2011) who found out that parent's inadequate support in infrastructure funding in schools influenced quality education delivery in Tanzania secondary schools. Therefore, parents should be sensitised on the need to support schools expansion projects rather than assuming it as the role of national government that only provides teachers and capitation grants.

When asked to indicate the frequency to which their parents raised funds for construction/ improvement of facilities, the obtained mean value was 3.08 with standard deviation scores of 1.49. This implied that parents sometimes assisted schools to raise funds for construction and improvement of new infrastructure. The results are in agreement with Kyambalesa (2010) who found out that parents rarely supported schools initiatives in development of school infrastructure and this affected learning environment

Similarly, findings of the study showed that parents sometimes ($M=2.73$ and $SD=1.48$) contributed in construction/improvement of administration block and offices. This statement was supported by parents' teachers association members interviewed who said that not all parents were in a position to support schools in construction of new facilities. In the purchase of classroom facilities like desks, chairs, the mean was 3.04 and the standard deviation was 1.62. These study findings showed that parents raised funds sometimes for these facilities. The study concluded that some parents contributed to infrastructural development sometimes. The students participating in this study were asked to rank level of parental involvement in financial contribution towards their studies and the findings were presented on Figure 4.1.

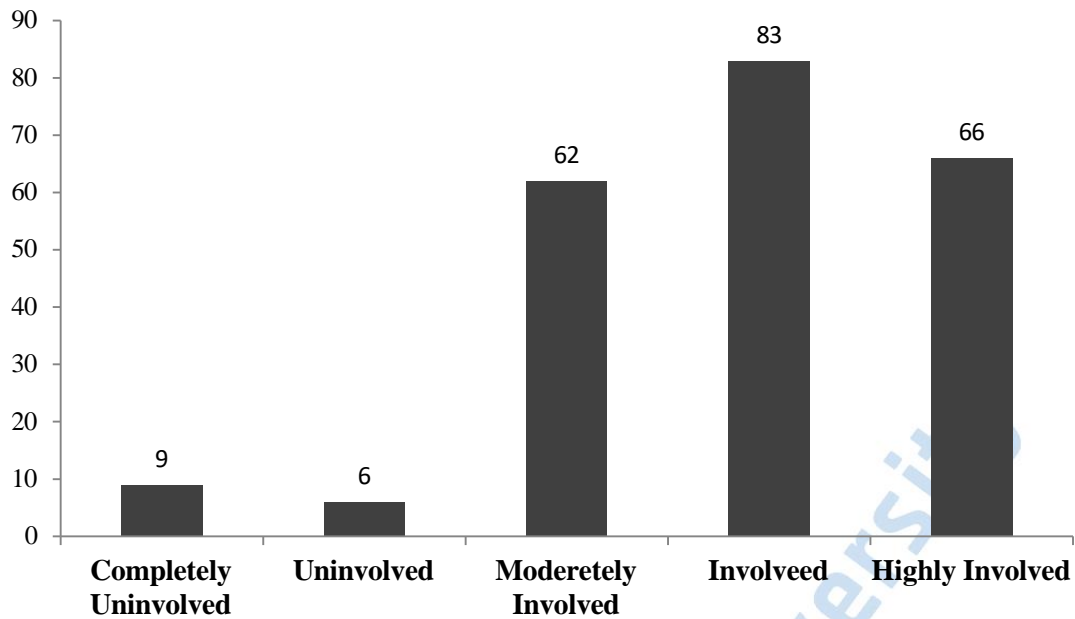


Figure 4.1 Parents' involvement in students' studies

The study findings showed that 9(4.0%) respondents indicated that their parents were completely uninvolved while 6(2.7%) respondents said their parents were uninvolved and there were 62(27.4%) were moderately involved. 83(36.7%) respondents said their parents were involved and 66(29.2%) respondents indicated that their parents were highly involved in their studies. It was concluded that majority of the student respondents said that their parents were involved in their studies.

4.5.2 Teachers Opinions on Parental Contribution to Infrastructural Facilities Development

Moreover, study sought the teacher opinion on the degree to which parents supported schools in infrastructural facilities development. Their responses are given in Table 4.13.

Table 4.13 Teachers' Opinions on Parental Contribution to Infrastructural Facilities Development

	N	Min	Max	Mean	Std. Dev.
Raising funds for development projects	80	1.00	5.00	2.9375	1.26635
Raising funds for construction of classes	80	1.00	5.00	2.6250	1.12930
Raising funds for the expansion of school dining hall/dormitory	80	1.00	5.00	2.3500	1.20232
Raising funds for the construction/improvement of labs	80	1.00	5.00	2.5625	1.16753

The respondents were asked to indicate how parents raised funds for development projects in their school and the study found out that the mean was 2.94 with a standard deviation of 1.27. It was concluded that majority of the respondents said parents' sometimes-raised funds for projects. Asked if parents in their school raised funds for construction of classes, the mean was observed to be 2.63 and the standard deviation was 1.13. This indicated that most parents raised funds for classroom construction sometimes. The study further sought if parents raised funds for the expansion of dining hall and dormitories and the mean was 2.35 with a standard deviation of 1.20.

The findings showed that parents rarely raised funds for dormitories and the dining hall construction. The respondents were further sought for their opinion on whether parents raised funds for construction/improvement of labs and the mean of their responses was 2.56 and the standard deviation was 1.17. It was concluded that sometimes parents raised funds for construction of labs. In conclusion, while most parents contributed by raising funds for development projects, majority of the parents rarely raised funds for the expansion of school dining hall/dormitory.

4.5.3 Influence of Parental Support in Infrastructure Development and Student Academic Achievement

To answer the third research question, a cross tabulation analysis was computed by taking the categorical variables of student responses on the extent to which parents contributed in purchase of infrastructural facilities and student academic performance. Results are given in Table 4.14.

Table 4.14 Infrastructure support and academic achievement cross-tabulation

			Academic achievement				Total
			Poor	Below Average	Average	High	
Infrastructure	Always	Count	0	1	10	5	16
		% within Infrastructure	.0%	6.3%	62.5%	31.3%	100.0%
	Occasionally	Count	2	10	42	5	59
		% within Infrastructure	3.4%	16.9%	71.2%	8.5%	100.0%
	Sometimes	Count	2	7	58	7	74
		% within Infrastructure	2.7%	9.5%	78.4%	9.5%	100.0%
	Rarely	Count	1	2	38	1	42
		% within Infrastructure	2.4%	4.8%	90.5%	2.4%	100.0%
	Never	Count	1	3	31	0	35
		% within Infrastructure	2.9%	8.6%	88.6%	.0%	100.0%
	Total	Count	6	23	179	18	226
		% within Infrastructure	2.7%	10.2%	79.2%	8.0%	100.0%

Results shows that for those students whose parents supported schools regularly on infrastructure development, 31.3% performed highly in academics as opposed to those who supported occasionally (8.5%), sometimes (9.5%) and rarely (2.4%). This therefore shows that students whose parents supported schools in infrastructure facilities development support, their performance was found to be better. The chi square results show the significance of the above assertions (Table 4.15).

Table 4.15 Chi-Square Tests on infrastructure support and academic achievement

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.462 ^a	12	.033
Likelihood Ratio	21.524	12	.043
Linear-by-Linear Association	1.265	1	.261
N of Valid Cases	226		

The chi square statistics are ($\chi^2=22.462$, $df= 12$, & $p=0.033$) which shows that there exist statistically significant relationship ($p<0.05$) between parental involvement in infrastructure support to schools and student academic achievement. This implied that students whose parents supported schools in infrastructural development, their students performed better in examinations.

4.6 Factors Influencing Parental Financial Contribution

This was the fourth objective of the study that sought to find out factors influencing parental financial contribution on student academic performance in secondary schools in Nandi East Sub County. Through open-ended questions, the students were asked to list the challenges faced by their parents/guardians in contribution to their studies. Their responses are summarized in Table 4.16.

Table 4.16 Students responses on factors influencing parental financial contribution

Challenge	Freq	%
They have no employment	69	30.5
Because of low wages/income	61	27.0
My parent/guardian has many children to support	54	23.9
My parents/guardian have a small piece of land	24	10.6
The level of school fees is very high	20	8.8
My parents/guardian has to do manual work	15	6.6
My parent is a single parent	15	6.6
My parent/guardian is disabled	3	1.3

Results show that 69 (30.5%) of students said that their parents/guardian had no employment, 61 (27.0%) said that the wages/salary of their parents/guardian was low and 54 (23.9%) of students indicated that their parents/guardians their family had many dependants and this influenced their fee payment pattern in school. Results further shows that 24 (10.6%) said that their parents/guardians had a small piece of land, 20 (8.8%) said the school fees was very high, 15 (6.6%) of students said that their parents/guardians were casual labourers, 15 (6.6%) said they came from single parent households while 3 (1.3%) said their parent (s) was disabled. From these, it seen that economic factors influence parental financial contribution to secondary schools in Nandi East Sub County.

The study also sought teachers' opinion on factors influencing parental financial contribution on student academic performance in their schools. Through statements constructed on a Likert scale of five, the teachers were asked to state their degree of agreement or disagreement. The findings are illustrated in Table 4.13.

Table 4.13 Teachers' Responses on Factors hindering Parental Financial Contribution

	N	Min	Max	Mean	Std. Dev.
Parental Income	80	1.00	5.00	4.2750	0.79516
Parental occupation	80	1.00	5.00	4.0625	1.02307
Parental social status	80	1.00	5.00	4.0500	0.97954
Poverty	80	1.00	5.00	4.0250	1.10207
Parental willingness to contribute	80	2.00	5.00	3.6625	1.10171
Education level of parents	80	1.00	5.00	3.4500	1.42225
Marital status of parent	80	1.00	5.00	3.3625	1.19327

From the findings, parental income had the greatest hindrance to parental financial contribution (M=4.27 and SD=0.79). Secondly, parental occupation (M=4.06 and SD=1.02) also had significant influence on parental pattern of fee payment. Thirdly

was the social status ($M=4.05$ and $SD=0.97$), followed by poverty ($M=4.02$ and $SD=1.10$) and lastly some parents unwillingness to contribute towards fee payment, purchase of instructional materials and infrastructure facilities ($M=3.66$ and $SD=1.10$). However, teachers tended to have divided opinion on the parental level of education ($M=3.45$ and $SD=1.42$) and marital status of parents ($M=3.36$ and $SD=1.19$) as significant factors influencing parental financial contribution in secondary schools in Nandi East Sub County. The findings concur with students responses where economic factors influencing parental financial contribution and this affect academic performance. Some teachers mentioned that school performance is affected negatively, and when students are sent home to collect fees, some of they fail to catch up with the remaining thereby leading to frequent repletion and even dropout. These findings are in agreement with Sanders (1999) that failure of the parents to meet these specific needs can have wide-ranging and long-lasting negative effects

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings made on chapter four, provides conclusions and suggests recommendations on the strategies on parental financial contribution and students' academic performance. Conclusions are made based on the objectives of the study. Recommendations on major findings of the study are made while suggestions for further research have also been stated.

5.2 Summary of Findings

5.2.1 Influence of Parents' Contributions in Fee Payment on Student Academic Performance

The study findings showed that some students rarely assisted their parents in payment of fees by working during the holidays. Most of the parents/guardians paid their fees per term and some paid in irregular instalments. More findings showed that many of the parents could not pay their children's fees once a year. This led to schools accumulating fees balances for even more than 5 years. Schools heads sent students home occasionally sent home due to non-payment of their school fees. This study established that parents were occasionally unable to pay their school fees in time. The study also observed that most parents complied with fee payment sometimes. Chi square statistics revealed that there existed a significant difference ($p < 0.05$) between parental frequency of fee payment and students academic performance. Students whose parents paid fees occasionally tended to perform better than those whose parents rarely paid fees.

5.1.3. Influence of Parents' Contribution in Purchase of Instructional Materials on Students Academic Performance

On average, results of the study showed that parental supported their children in purchase of instructional materials to an average degree in Nandi East Sub County. Students reported that their parents sometimes sponsored them to go and watch set films and shows. Some parents sponsored their children to attend education fares such as agricultural shows, career activities, academic trips and purchase of stationery items like books, maps, dictionaries among others. The study findings also showed that most parents rarely purchased reference books and examination series. In general, results of the study showed that there existed significant relationship ($p < 0.05$) between frequency to which parents supported their children in acquisition of instructional materials and academic achievement. This implied that students whose parents supported them to acquire basic instructional resources, performed better in academics than those students who received minimal support from their parents/guardians.

5.1.4 Influence of Parental Contribution to Infrastructural Facilities Development in Schools on Student Academic Performance

The study observed that most parents rarely raise funds for improvement of offices and the administration block, expansion of facilities such as dormitories and dining halls. However, study results revealed that majority of the parents sometimes purchased school of desks and chairs and raised funds for construction of laboratory. Cross tabulation findings revealed that there existed significant difference ($p < 0.05$) between parental level of support in infrastructural facilities development and student academic performance. The respondents indicated that students, whose parents supported schools in construction, purchase and improvement of facilities, they performed better as compared to students whose parents gave minimal support.

5.1.5 Factors Influencing Parental Financial Contribution on Student Academic Performance

The study found out several factors influenced parental financial contributions on academic performance in secondary schools in Nandi East Sub County. they included,; parental income, high school fees, poverty, lack of employment, social status and parent unwillingness to contribute to school development. The non-contribution of parents towards their children schooling derailed many academic projects and processes in schools. This affected academic performance of schools negatively.

5.2 Conclusion

The study established that majority of schools rely on parents financial support to provide quality secondary education in Nandi East Sub County secondary schools. the results of the study showed that schools needs varied from one type of school to another. However, study findings established that despite government capitation grant through provision of tuition free secondary education and through county and constituency bursaries, majority of parents in the study area were unable to pay their students fees on time. This affected the operations of majority of secondary schools and later affected performance.

Students whose parents rarely paid fees were always sent home and this affected their school progress that later affected their academic performance in secondary schools. Chi square statistics revealed that there existed significant relationship ($p < 0.05$) between parental frequency of fee payment and student academic performance.

Secondly, the study findings showed that parents to an average degree supported their children in purchase and acquisition of relevant materials for learning in Nandi East Sub County. They sponsored their children to go for academic trips, watch set books

and purchase of reference books. However, a significant number of parents purchased revision materials for their children. Chi square statistics results showed that there existed significant difference ($p < 0.05$) between parental level of purchase of instructional materials and student academic achievement in secondary schools. Students who received instructional materials from their parents performed fairly better as opposed to those who received minimal resources from their parents.

Thirdly, the study findings showed that there existed significant relationship ($p < 0.05$) between parental level of support to schools in construction and improvement of school infrastructural facilities. However, majority of parents were found to rarely support schools in resource mobilisation activities for construction of administration blocks and dormitories. However, responses showed that students whose parents regularly supported schools infrastructure development performed better than those whose parents irregularly supported schools.

With regard to the fourth objective of the study, it was evident that socio-economic status of parents/guardians influenced their financial support to schools. This is despite the introduction of capitation policy by the government and bursary funds through the devolved units. Poverty was also found to be a contributor to low parental financial contribution to students' secondary education.

5.3 Recommendations

The study findings have shown that secondary schools in Nandi East Sub County still face financial challenges in providing quality secondary education to students. To mitigate the above mentioned challenges, the study proposes the following recommendations for policy and action process:

1. Parents should regularly look for bursaries from county government and constituency to enable their children learn without interruptions. Moreover, schools should devise methods through which fee payment can be made convenient rather than adopting a single fee payment policy that is discriminatory to students whose parents belong to low cadre level of society.
2. Teachers in secondary schools need to devise methods of improvising the available resources to improve teaching and learning process. Moreover, the government needs to increase its support to schools to ensure adequate instructional materials are provided.
3. Secondary school board of management should regularly involve all stakeholders; county government, non-governmental organisations and past students in funds mobilisation towards expansion and improvement of existing facilities. This will lessen the burden carried by parents in constructing and improvement of existing infrastructural facilities.
4. There is need for schools to start income generating projects. Some schools have vast land to which they can start income generating projects; farming, dairy and this will lower the fees thus making secondary education affordable to all students.

5.4 Recommendations for Further Study

This study recommends the following areas for further study by future researchers in this field;

1. Parental financial contribution and student academic performance in urban schools in Kenya
2. Parental perception on cost sharing in secondary schools in Kenya



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Mount Kenya University

APPENDICES

APPENDIX I: RESEARCH INTRODUCTORY LETTER

Mount Kenya University
Eldoret Campus
P.O. Box
Eldoret

Dear Respondent,

My name is Joseph Kibiwott Letting, a Masters student at Mount Kenya University, Eldoret Campus. As part of my requirement in completing this course, I am undertaking a study Effect of Parental Financial Contribution on Academic Performance of Students in Secondary Schools in Nandi East Sub County. You are kindly requested to answer the questions to the best of your knowledge. The responses you will provide will be taken with utmost confidentiality and care. Be free to ask any questions regarding the instrument.

Your cooperation will be highly appreciated and will ensure successful completion of this work.

Thanks in advance

Regards

Joseph Letting

APPENDIX II: STUDENTS QUESTIONNAIRE

Instructions

Please do not write your name or that of your school anywhere on this questionnaire. Please tick [✓] where appropriate fill in the required information on the spaces provided.

Section A: Demographic Information

1. Gender:

Male [] Female []

2. School type

Boys [] Girls' [] Mixed []

3. Your performance in last term examinations (means score) _____

4. Your school performance in last year KCSE examinations

Very high [] High [] Average [] Below average [] Poor []

Section B: Parents' contributions in fee payment patterns

5. How frequent does your parent pay school fees for your studies?

Fee payment	Always	Occasionally	Sometimes	Rarely	Never
i. I don't go to school in order to help my parents acquire my school fees					
ii. My parents/ guardians pay my fees in instalments					
iii. My parents/ guardians pay my school fees late					
iv. My parents /guardians pay my school fees per term					
v. My parents / guardians pay my school fees once a year					
vii. I am usually sent away to collect fees at home					

viii. My parents/guardians look for bursaries to fund my education					
--	--	--	--	--	--

Section C: Parents' contribution of in purchase of instructional materials

6. To what extent does your parent support financially to purchase instructional materials to aid your learning?

Frequency to which your parent/guardians.....	Always	Occasionally	Sometimes	Rarely	Never
i. Pay for your field trip					
ii. Purchase of set books (for Kiswahili and English)					
iii. Purchase of examinations revision booklets					
iv. Purchase of reference textbooks					
v. Purchase of stationeries					
vii. Sponsor you to educational fares (careers/ agri-business shows)					
viii. Sponsor you to watch set books					
viii. Pay for remedial learning (tuition)					

Section D: Parental contribution on infrastructural facilities development in schools

7. To what extent does your parent support financially to support your institution in constructing new facilities in the school to aid your learning?

Frequency to which your parent/guardians.....	Always	Occasionally	Sometimes	Rarely	Never

i. Raising funds for school development					
ii. Raising funds for construction of classes					
iii. Raising funds for expansion of school facilities					



8. How would you rank the level parental involvement in financial contribution towards your studies?

- | | | | |
|-----------------------|-----|------------|-----|
| Highly involved | [] | Involved | [] |
| Moderately involved | [] | Uninvolved | [] |
| Completely uninvolved | [] | | |

Factors influencing parental financial contribution

9. What challenges does your parents/guardian face in financial contribution towards your studies? _____

10. Does your parents/guardian need financial assistance towards your studies?

The end
Thank you



Mount Kenya University

APPENDIX III: TEACHERS QUESTIONNAIRES

Please do not write your name or that of your school anywhere on this questionnaire. Please tick [✓] where appropriate or fill in the required information on the spaces provided.

Section A: Bio Data

1. Your gender

Male () Female ()

2. Your age (in years)

Less than 25 years () 26-35 years () 37 – 45 years ()
 46 – 55 years () 56 years and above ()

3. Your level of education

Diploma () Bachelor’s Degree () Post-graduate diploma ()
 Masters Degree () Other (Specify).....

4. Your work experience as a teacher

Less than 5 years () 5 – 10 years () 11 – 15 yrs
 More than 15 yrs ()

5. Nature of your current school?

Boys () Mixed () Girls ()

6. What has been the performance of your school in the last three years? Provide mean score

2012 _____ 2013 _____ 2014 _____

Section B: Parents’ contributions in fee payment

7. Indicate your perceptions through a Likert scale of five on the frequency to which parents in your school contribute in fee payment to facilitate learning of their children. Scale: SD-Strongly disagree, D-Disagree, UN-Undecided, A-Agree and SA-Strongly Agree.

Perceptions on parent commitment to fee payment	SD	D	UN	A	SA
i. Most students assist their parents in payment of school fees by working during school days					
ii. Parents of students pay fees in instalments					
iii. Parents/guardians of majority of students pay fees late					

iv. My parents /guardians pay school fees on termly basis					
v. My parents / guardians pay my school fees once a year					
vii. Students are usually sent home regularly due to non-payment of fees					
viii. Majority of parents are committed to look for extra financing sources for their children (like bursaries)					

8. What can you say on the general compliance of parents in payment of fees for their children in your institution?

Always comply [] Occasionally comply [] Sometimes comply []
 Rarely comply [] Never comply []

Section C: Parents' contribution in purchase of instructional materials

9. What is your opinion on the extent to which parent support their children financially in purchasing instructional materials to aid students learning in school on the following scale

Frequency to which most parent/guardians.....	Always	Occasionally	Sometimes	Rarely	Never
i. Pay for their students trips					
ii. purchase set books					
iii. Purchase extra examination booklets					
iv. Purchase reference books					
v. Purchase stationeries					
vii. Sponsor their children their children to attend educational fares (Shows)					

viii. Pay for remedial learning (tuition)					
viii. Sponsor their children to go and watch set-books					

Section D: Parental contribution on infrastructural facilities development in schools

10. To what extent do parents in provide financial support in construction of new and expansion (improvement) of facilities in your school?

Frequency to which your parent/guardians.....	Always	Occasionally	Sometimes	Rarely	Never
i. Raising funds for school development projects					
ii. Raising funds for construction of classes					
iii. Raising funds for expansion of school facilities					

Section E: Factors influencing parental financial contribution on student academic performance

11. Indicate the extent to which the following factors hinder parental financial contribution on student academic performance in your school. use scale: SD-Strongly disagree, D-Disagree, UN-Undecided, A-Agree and SA-Strongly Agree.

Factors influencing financial contribution	SD	D	UN	A	SA
i. Education level of parents					
ii. Parental income					
iii. Parental occupation					
iv. Parental social status					
v. Poverty					
vi. Parental willingness to contribute					
vii. Marital status of parent					

12. How do the above factors affect financial contribution of parents towards performance improvement?

The end

Thank you



APPENDIX IV: INTERVIEW SCHEDULE FOR PRINCIPALS

This interview seeks your opinion on the parental financial contribution in enhancing student academic performance in your school. The interview session will last for only 30 mins and please spare your time to provide information that I need.

1. Your school category _____
2. Your student population _____
3. Number of teaching staff: TSC _____ BOM _____
4. Your school KCSE performance in the following years:
2012 _____ 2013 _____ 2014 _____
5. Give your opinion on the frequency to which parents pay school fees for their children in your school _____

6. What is your view on the extent to which parents support their children financially in purchase of extra instructional resources e.g. set books, reference books, trips, stationeries e.t.c. _____

7. What is your position on the parental contribution and support towards improvement, expansion and construction of new infrastructure facilities (classrooms, dining halls among other) in your institution? _____

8. On your knowledge, what is the relationship between parental financial contribution and academic performance of learners in your school? _____

9. What are the critical factors (on the parent side) that affect their financial contribution for their students in schools? _____

10. As a principal, what do you think needs to be done to improve parental financial support for their students aimed at improving academic performance? _____

The end

Thank you for taking part in this interview



APPENDIX V: INTERVIEW FOR PTA MEMBERS

This interview seeks your opinion on the parental financial contribution in enhancing student academic performance in your school. The interview session will last for only 30 mins and please spare your time to provide information that I need.

1. How long have you been a PTA member _____?
2. What has been the general performance of your school in academics?

3. As a parent and stakeholder in the school, what is the general compliance of parents in payment of fees _____

4. What is your view on the extent to which parents support their children financially in purchase of extra instructional resources e.g. set books, reference books, trips, stationeries e.t.c. _____

5. What is your position on the parental contribution and support towards improvement, expansion and construction of new infrastructure facilities (classrooms, dining halls among other) in your institution? _____

6. On your knowledge, what is the relationship between parental financial contribution and academic performance of learners in your school? _____

7. What are the critical factors (on the parent side) that affect their financial contribution for their students in schools? _____

8. As parent, what do you think needs to be done to improve parental financial support for their students aimed at improving academic performance? _____

*Include the tool on student performance, for example: Present the exam results for the area of study for the last three years and discuss it in line with the financial contribution.
*To ensure that you have made all corrections, follow the verdict form line by line. Otherwise as it is, there are still many corrections you need to implement for the document to be without flaws.

The end

Thank you for taking part in this interview



APPENDIX VI: RESEARCH PERMITS

