



*Full Length Research Paper*

# Effect of school fees and levies on enrollment of girls in Boarding Public Secondary Schools in Transmara Sub County, Kenya: an analytical study

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## ABSTRACT

In 2008 the government of Kenya started offering free tuition secondary education in all public secondary schools to ease parental burden and improve on quality of education. In boarding schools the situation did not become any better as parents were still to provide the boarding facilities and other necessities. The beneficiaries of education in boarding schools who could not meet the socio-economic demands did drop out of schools leading to decline in enrolments. The average cost of educating a girl in a boarding school in forms one to three was Kshs. 39,056 while the cost of educating a girl in boarding school in form four was Kshs. 55,140. The subsidy of Kshs 10,265 only caters for 19 percent of the total cost of educating a girl in boarding school. Lack of boarding fees and other school levies contributed to decline in enrolment of girls in boarding schools. Other socio-economic factors which influenced decline in enrolment of girls in boarding schools were: traditional cultural practices like female genital mutilation, early marriages, teenage pregnancies and preference to educate boys to the exclusion of girls. Poor school cultures like forced repetition, unattractive school diets and poor school Kenya Certificate of Secondary Examinations results affected enrolment in schools. Failure to implement government policies such as re-admission of teenage mothers to school, providing the needy girls with enough bursaries, stopping early marriages and discrimination of girls in the provision of education influenced decline of girls' enrolment in boarding schools. The study recommended that the government should increase the amount of money for each girl in boarding secondary schools. The government should consider paying mock and Kenya Certificate of Secondary examination fee for girls in form four. The government and its agencies, the Non-governmental organizations, politicians, parents, community leaders, schools and tertiary institutions should encourage the pastoral communities to shun their cultural practices which reduce the enrollment of girls in boarding secondary schools.

**Keywords:** Effect, school fees, levies, factors, Enrollment, Boarding schools, Transmara, Sub-county, Kenya

## INTRODUCTION

Education comprises of organized communication designed to bring about learning. Education helps one to learn and apply knowledge and skills, previously unavailable for development (UNESCO, 2006). Further, education empowers individuals with specific skills required by a firm, project or field of demand. That is why, it is believed that the principal mechanism for developing

human skills and knowledge is education (World Bank, 2008). Apparently, a community which wants to develop must provide education to its youth. The education given to learners does not only benefit the individuals who receive it but also the society in general, because it is the key to the development of any nation (UNESCO, 2005). Education provided to both males and females in the

society provides the key not only to development but also to poverty alleviation and peace. A society with bias against education of females cannot be developed without the participation of women. In both developed and developing countries, the education of women is closely linked to human security, political involvement and a society built upon mutual respect, social justice, equality and desire for peace. Therefore the education of girls is essential for the development of all and for escaping from the vicious cycle of illiteracy and poverty (UNESCO, 2006). Education aims at supporting girls to become confident, self-reliant, personally and emotionally secure, positive, socially competent, committed, and independent but cooperative, imaginative, reality oriented individuals with visions and goals to become productive members of society (World Bank, 2007).

Although, it is no longer a matter of debate whether girls and women should be educated, some reference to the gains to be made is required. Educated mothers are more likely to adopt desirable health and nutritional practices than the uneducated ones (UNESCO, 2007). The same UNESCO report states that girls who have gone up to secondary school level probably marry late, get fewer children and are more willing to use contraceptives. That educated mothers are also more likely to send their own daughters to school to ensure that they benefit socially and economically from the education they receive. The studies further reveal that each additional year of schooling of girls, results in a 5 to 10 percent reduction in infant mortality of their children. More gains resulting from education of girls show that there is a relationship between a woman's education and economic gains. It has been revealed by research that each additional year that a girl remains at school can result in a 10 to 20 percent increase in post school earnings (UNICEF, 2005). By educating girls who become educated women and mothers, their usefulness is increased in many aspects including raising income productivity, improving health, providing better nutrition, enhancing life longevity of the family, reducing family size and indeed ushering in a more just and democratic society (World Bank, 2008). However in spite of the lucrative benefits by the society from the education of girls, females are most disadvantaged in the provision of education. This in turn has an adverse effect on their overall performance in the society (UNESCO, 2005).

Historically, when the Kenyan government's estimates of 1987/88 fiscal year on education took over 40 percent of the government's total expenditure, the government had to reassess her budgetary reallocation. That heavy fiscal commitment to education contributed significantly to the government's deficit and became a major constraint on the government's effort to stabilize the economy. To address itself to the problem, the government decided through Sessional Paper No.6 of 1988 on Education and Manpower Development that, among other issues in order to have the increasing claim of the education sector

on national resources reduced, the government would introduce a cost-sharing system through which both Public and Private sectors' expenditures on education would be rationalized (Republic of Kenya, 1988). However, it is important to note that the issue of cost sharing in education in the Kenyan secondary schools had been there even the years before and after independence. But the expenditure on education from the budget had not been burdensome because the secondary schools' enrolment was not that great as it was in the last two decades of the 20<sup>th</sup> century (Ministry of Education, 1988). It was the governments' hope that through the cost-sharing policy, it would reduce its financial expenditure on education. In that arrangement of cost sharing, the government was to provide teachers to all public schools, while parents and beneficiaries were to pay for the tuition and activity fees besides other numerous levies (Republic of Kenya, 1988).

In 2008, the government started offering free tuition education in all public secondary schools. That is, in all public secondary schools, the government started to pay for tuition fees. However still, not everything was provided. Parents and beneficiaries still paid for motivation, uniforms, lunch and development fees as levied by the Boards of Governors. In boarding schools the situation did not become any better as parents and beneficiaries were still to provide boarding facilities like construction of dining halls, providing furniture, pay boarding and uniform fees and other equipment needed (Republic of Kenya, 2008). It was the government's policy that a number of boarding schools were to be maintained throughout the country so as to provide conducive environment for learners from disadvantaged backgrounds besides providing ground for the young people from various parts of the country to mix for national cohesion (Republic of Kenya, 2009). In Kenya, poverty has affected the education of girls in boarding schools especially in families where resources are limited. In such families, girls are discriminated against when it comes to education with boys given preference while girls albeit bright are left at home (World Bank, 2009). In the Maasai community where parents are anchored in their own cultural standards they may not influence their daughters to go for an education programme whose values they do not fully embrace (Mackenzie, 2007). The Maasai find it difficult to send their girls to boarding schools, preferring their tradition lifestyles. However, it is important to observe that even if the secondary education for girls would be free, many parents and the girl child must first directly conceptualize the benefits to be received upon completion. Unless this is brought in to the focus of the learners, the element of earnings foregone in the costs to the families may make the girls to discontinue schooling or not attend school at all (Bregman, 2009).

However, with the cost sharing policy in form of variable costs still in force in boarding schools the

education of girls from the Maasai community where the roles of active participation of girls in “out-of house” activities are quite slashed, the values of education and aims are greatly demeaned. Boarding fees and other levies could therefore be another source of discouragement not only to the parents but also to the Maasai girls, whose vision is blurred by cultural practices thus discarding their academic ambitions. Besides, due to the prohibitive fees and other levies some parents may act in favour of their cultural beliefs in the absence of strong government policies and opt to withdraw their girls from schools. Some parents could offer their daughters for earlier marriage and use the bride price in the education of their boys, resulting to declining enrollment of girls in secondary schools (Mackenzie, 2007). Both enrolments and dropouts have been on the increase

### Statement of the problem

Because of the increasing budgetary claim by the education sector, the Kenya government sought to introduce cost-sharing policy as advised by World Bank so as reduce considerably the expenditure on secondary education. However, the influence of socio-economic factors in boarding secondary schools has led to low accessibility to secondary school education for girls in some communities where income is not only merger but also educational practices are affected by traditional beliefs. The exorbitant cost of the 8.4.4 system due to the cost sharing policy in boarding schools made access to the secondary school more difficult. The situation has been made worse among the Maasai girls who other than fees and other levies are also disadvantaged due to the cultural stigma which discriminate against their education. Although education of girls is a vital tool of development, girls among the Maasai are highly disadvantaged when it comes to educational matters. Many families view girls as “economic objects” who are supposed to be married to fetch riches. In some cases, girls among the Maasai community are married off early, even at the age of 12 and their bride price used to pay for the education of their brothers. Such early forced marriages are practiced in Kajiado, Narok and Transmara Districts. In Transmara District, according to the Ministry of Education 2010 Retention Report (Ministry of Education 2013), 15 Maasai schoolgirls were forced into early marriages per month since 2007.

According to the Kenyan Population Census of 2009, forty point five percent of Maasai girls enrolled in form one in Transmara Sub counties drop out of school by the time the same cohort reaches form four (Republic of Kenya, 2010). Transmara Sub counties was chosen for the study because it had one of the highest secondary schools dropout rates among the pastoralist communities. According to the Ministry of Education Report 2010, Transmara ranks the seconds Sub counties

after Turkana in Rift Valley with the highest girl dropout rate in secondary schools. The report attributes the high dropout rate due to exorbitant fees in boarding schools and the prohibitive Maasai cultural practices which discriminates against the education of the girl child. The schooling of Maasai girls in boarding schools could be affected by among others, prohibitive school fees, cultural practices and poor government policies. This study therefore sought to find out the influence of the socio-economic factors on the enrolment of girls in boarding secondary schools among the Maasai in Transmara Sub counties in Narok County, Kenya.

From Table 2 it can be observed that there was a general increase in enrolment and a decrease in dropout since the inception of Free Secondary Education policy. For the dropout, it was only significant in the year 2009, but for the years 2010 to 2012, it was more or less constant. The dropout was generally high, which meant that there was a need to establish the effect of Free Secondary Education policy, whose objective among other objectives was to reduce dropout of students to single digit

## RESEARCH METHODOLOGY

Descriptive survey and correlational research designs were adopted in this study. The study population consisted of 7 principals, 255 girl students, and one Sub County Ministry of Education Science and Technology Education Officer. Saturated sampling technique was used to select 6 principals and one Sub County Education Officer. Simple random sampling technique was used to select 153 girl students based on Fishers’ formula (Mugenda and Mugenda, 2003). Questionnaire and in-depth interview schedules were used in data collection. Descriptive statistics and inferential statistics were used to analyze data. The research instruments were validated and their reliability determined before use.

## RESULTS

### Research Question

#### **What is the Effect of School Fees and Levy Factors on Enrolment of Girl –Students in Boarding Public Secondary Schools in Transmara Sub county?**

To address this research question, data on school fees and levies were first established (Tables 3 to 11).

#### **Classification of Mean rating**

<b>1.0</b>	<b>-1.9 Very low</b>
<b>2.0</b>	<b>-2.9 Low</b>
<b>3.0</b>	<b>- 3.9 Moderate</b>
<b>4.0</b>	<b>-4.9 High</b>
<b>5.0</b>	<b>Very high</b>

**Table 1.** Secondary schools' Girls Enrolments and Trends in Dropouts in Kenya.

FORM	YEAR		
	2010	2011	2012
<b>One</b>	232226	244636	251435
<b>Two</b>	211799	175098	168189
<b>Three</b>	181823	152579	140781
<b>Four</b>	141999	140546	133848
<b>Dropout</b>	<b>90227</b>	<b>104090</b>	<b>117587</b>
<b>Percentage</b>	<b>38.8</b>	<b>42.5</b>	<b>46.7</b>

Source; Ministry of Education Science and Technology (2013)

**Table 2.** Enrolment and Dropout Trends annually for Girls in Transmara Sub counties from 2009 – 2012

FORM	YEAR			
	2009	2010	2011	2012
<b>Form One</b>	280	350	375	405
<b>Form Two</b>	242	296	311	354
<b>Form Three</b>	181	244	289	285
<b>Form Four</b>	154	217	242	255
<b>Dropout</b>	<b>126</b>	<b>133</b>	<b>143</b>	<b>155</b>
<b>Percentage :</b>	<b>45</b>	<b>38</b>	<b>38</b>	<b>37</b>

Source: Transmara Sub County Education Office, 2014.

**Table 3.** Average School fees required in Kenya shillings in Boarding Secondary schools per year (2010-2013)

School fees and Levies	Amount in shillings	%
Government subsidy	10, 265	27.21
Boarding fees	23,000	58.89
Development fees	2,000	5.12
Caution money	1,429	3.66
Prize-giving fees	2,000	5.12
<b>Total</b>	<b>38,694</b>	<b>100.00</b>

**Table 4.** Analysis of Government subsidy for Free Secondary Education per year in Kenya shillings.

Vote Heads	Amount	%
Tuition	4, 400	37. 64
Repairs and maintenances	400	3. 76
Local Travel and Transport	400	3. 76
Administrative costs	500	4. 70
Electricity, water and conservation	400	4. 70
Activity	600	5. 67
Personal Emolument	5, 665	37. 33
Medical	300	2. 82
<b>Total</b>	<b>10, 265</b>	<b>100. 00</b>

**Table 5.** Total cost in Kenya shillings required to maintain a girl student in Boarding school per year including Kenya Certificate of Secondary Examinations (2010-2013)

Type of payment	Schools						Average	%
	K	L	N	O	P	Q		
Government subsidy	10265	10265	10265	10265	10265	10265	10265	<b>19.34</b>
Boarding fee	20500	23500	23500	22000	25000	24500	23083	<b>41.86</b>
Development Fund	2000	2000	2000	2000	2000	2000	2000	<b>3.63</b>
Caution money	1000	1500	1000	1000	2000	1500	1333	<b>2.42</b>
Motivation	1500	2000	1500	1500	1500	3000	2500	<b>4.53</b>
Uniforms	3500	4000	4000	3800	4500	4000	3967	<b>7.19</b>
Form four mock fee	1000	1000	1000	1000	1000	1000	1000	<b>1.81</b>
Student's shopping and fare	5000	5000	5000	5000	5000	5000	5000	<b>9.07</b>
KCSE fee	5900	5900	5900	5900	5900	5900	5900	<b>10.70</b>
<b>Total</b>	<b>53705</b>	<b>57705</b>	<b>56705</b>	<b>55505</b>	<b>59105</b>	<b>56205</b>	<b>54778</b>	<b>100.00</b>

**Table 6.** Total payments in Kenya shillings by parents required to maintain a Girl student in Boarding School besides students personal Expenditure, form four mock and Kenya Certificate of Secondary Examinations fee

Schools fees and levies	Schools						Average	%
	K	L	N	O	P	Q		
Boarding fees	20500	23500	23000	22000	25000	24500	23083	<b>59.99</b>
Development fee	2000	2000	2000	2000	2000	2000	2000	<b>5.22</b>
Caution money	1000	1500	1000	1000	2000	1500	1333	<b>3.52</b>
Motivation	1500	2000	1500	1500	3000	2500	1750	<b>4.58</b>
Pocket money	1000	1000	1000	1000	1000	1000	1000	<b>2.67</b>
Uniforms	3500	4000	4000	3800	4500	4000	3966	<b>10.24</b>
Student's shopping & fare	5000	5000	5000	5000	5000	5000	5000	<b>13.78</b>
<b>Total</b>	<b>28500</b>	<b>33000</b>	<b>31500</b>	<b>30300</b>	<b>34500</b>	<b>34500</b>	<b>32132</b>	<b>100.00</b>

**Table 7.** Average cost in Kenya shillings incurred by parents in directly in maintaining one Girl in Boarding school per year as indicated by boarding students. (n = 153)

Category of expenditure	Schools						Average	%
	K	L	N	O	P	Q		
Pocket money	1000	1000	1000	1000	1000	1000	1000	7.95
Transport	450	600	300	900	540	340	474	3.77
Uniform	3500	4000	4000	3800	4500	4000	3967	31.55
Revision books	2000	1800	3000	2500	1500	2000	2133	16.96
Personal shopping	5000	5000	5000	5000	5000	5000	5000	39.77
<b>Total private cost</b>	<b>11450</b>	<b>14200</b>	<b>12300</b>	<b>11200</b>	<b>12540</b>	<b>12240</b>	<b>12574</b>	<b>100.00</b>

**Table 8.** Direct Fees per year in Kenya shillings required to keep a girl in Boarding school

Category of payments	Schools						Average	%
	K	L	N	O	P	Q		
Government subsidy	10265	10265	10265	10265	10265	10265	10265	19.38
Fees paid directly to school	28500	33000	51500	30300	34500	34500	32050	58.23
Student's private cost	11450	14200	12300	11200	12540	12240	12322	22.39
<b>Total direct cost</b>	<b>50617</b>	<b>57867</b>	<b>54467</b>	<b>52167</b>	<b>55834</b>	<b>57407</b>	<b>100.00</b>	<b>55039</b>

**Table 9.** Trends in Enrolment of Girls in Boarding schools from 2011 to 2013 in Transmara Sub County

Form	Year/ Enrollment			Total
	2011	2012	2013	
form one	280	350	375	<b>1005</b>
form two	242	296	311	<b>849</b>
form three	181	244	289	<b>714</b>
form four	154	217	242	<b>613</b>
Number of dropouts	126	133	143	<b>402</b>
<b>Percentage</b>	<b>45</b>	<b>38</b>	<b>38</b>	<b>40</b>

**Table 10.** Enrolment Trends of the 2011 form one cohort in the Boarding schools in Transmara Sub County

Year	Enrolment per school						Total
	K	L	N	O	P	Q	
2011	70	45	80	44	81	80	400
2012	60	41	69	38	70	71	349
2013	51	30	60	31	60	59	291
2014	45	26	55	27	51	51	255
Number of dropouts	25	19	25	17	30	29	145
<b>%</b>	<b>35.71</b>	<b>42.22</b>	<b>31.25</b>	<b>38.64</b>	<b>37.03</b>	<b>36.25</b>	<b>36.25</b>

**Table 11.** 2011 Form One Enrolment Against With the Number of Dropouts per School against Expected Fees Actual Fees Paid and Fees Arrears Between 2011 and July 2013)

School	2010 form one Enrolment	Total number of dropouts	Expected fees	Exact fees paid	Fee Arrears	% of fees arrears
K	70	25	7080000	4955500	3024500	37.9
L	45	19	5760000	3185000	2575000	44.7
N	80	25	10016000	6126500	3888500	38.8
O	44	17	5508800	2985000	2523800	45.8
P	81	30	10854000	6247550	4606450	42.4
Q	80	29	10240000	5840840	4399160	42.9
<b>Total</b>	<b>400</b>	<b>145</b>	<b>50358800</b>	<b>29341390</b>	<b>21017410</b>	<b>41.7</b>

**Table 12.** Mean Ratings on influence of school fees factors on Girls Enrolment in Boarding Schools in Transmara Sub counties (n = 153)

Category of Economic factor	Mean	SD
Caution money (X <sub>1</sub> )	2.10	1.25
Student's Expenditure fee (X <sub>2</sub> )	2.44	1.46
Development fee (X <sub>3</sub> )	2.42	1.51
Prize-giving/motivation (X <sub>4</sub> )	2.19	1.26
Boarding fees (X <sub>5</sub> )	3.10	2.21
Uniform fee (X <sub>6</sub> )	2.37	1.08
Mock and KCSE fees (X <sub>7</sub> )	2.53	1.54

From Table 13, it can be observed that increase in caution money would result in increase in enrollment as signified by a positive coefficient of 0.047. This means that caution money accounted for 0.2 % of variation in enrollment as was signified by a coefficient of

determination of 0.002. This relationship was not statistically significant. Student expenditure fee had a negative influence on enrolment as the Pearson r coefficient was -0.314. This means that an increase in student's expenditure reduced enrolment by 9.86% as

**Table 13.** Correlation Matrix on influence of School Fees and Levies on Enrolment of Girls

	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	X <sub>6</sub>	X <sub>7</sub>	X
X <sub>1</sub>	1							
X <sub>2</sub>	0.659**	1						
X <sub>3</sub>	0.636*	0.431	1					
X <sub>4</sub>	0.215	0.249	0.544**	1				
X <sub>5</sub>	0.763**	0.334*	0.727**	0.379*	1			
X <sub>6</sub>	0.493*	0.074	0.531**	0.245	0.435*	1		
X <sub>7</sub>	0.723**	0.843**	0.561*	0.678*	0.785**	0.413	1	
X	0.047	-0.314	-0.374	-0.035	-0.436	-0.031	-0.385	1

**Key:**

Enrolment	(x)
Caution money	(X <sub>1</sub> )
Student's Expenditure fee	(X <sub>2</sub> )
Development fee	(X <sub>3</sub> )
Prize-giving/motivation	(X <sub>4</sub> )
Boarding fees	(X <sub>5</sub> )
Uniform fee	(X <sub>6</sub> )
Mock and KCSE fees	(X <sub>7</sub> )

**Table 14.** Stepwise Regression Results for School Fees and Levies Factors Influencing Enrollment of Girls in Boarding Schools in Transmara Sub County (n = 255)

School fees and levy factors	Unstandardized Coefficients B	Standardized coefficient (std. Error) B	t	sig. t
Constant	19.346	4.3478		
Boarding fees (X <sub>1</sub> )	2.346	0.453	0.586	4.353
Student's Expenditure (X <sub>2</sub> )	1.378	1.108	0.104	4.739
Development fees (X <sub>3</sub> )	1.197	0.531	0.254	1.108
Mock and KCSE (X <sub>4</sub> )	2.147	1.001	0.213	2.987

signified a coefficient of determination of 0.0986. Development fee negatively influenced girls' enrolment as the Pearson r coefficient was -0.374, which means an increase in development fees accounted for 13.99% of variation in enrolment as was signified by a coefficient of determination of 0.1399. The relationship was however not statistically significant. Prize giving /motivation levy negatively influenced girls' enrolment such that an increase in the levy reduced enrolment by 0.12% as was signified by a coefficient of determination of 0.0012. The relationship was not statistically significant.

Boarding fees negatively influenced enrolment as its Pearson r coefficient was -0.436 which means an increase in Boarding fees accounted for 19.01% of variation in girls' enrolment as was signified by a coefficient of determination of 0.1901. The relationship was moderate but not statistically significant. Uniform fees had a Pearson r coefficient of -0.031 which means it accounted for 0.096% variation in girls' enrolment as was signified by a coefficient of determination of 0.00096. The relationship was not statistically significant. Mock and Kenya certificate of secondary education examinations

fees had a negative influence on girls' enrolment as signified by Pearson r coefficient of -0.385. This means that it accounted for 14.82% of variation in girls' enrolment as signified by a coefficient of determination of 0.1482. The relationship was not statistically significant. Overall it can be observed that boarding school fees and levy factors do influence negatively girls' enrolment in boarding public secondary schools in Transmara Sub county.

From Table 14 it can be observed that Boarding fees and mock/ Kenya Certificate of Secondary Education fees were the main predictors of girls' enrolment in public boarding secondary schools as they had coefficients of -2.346 and -2.147 respectively. This denotes that they account for a reduction of 2.346 and 2.147 in girls' enrolment in boarding public secondary schools in Transmara Sub county. The other two predictors were students' expenditure and development fees, though weak. The other factors, that is, caution money, prize giving /motivation fees and uniform were not predictors of girls' enrolment in Boarding public secondary schools in Transmara Sub county.

## DISCUSSION

Government Secondary Education subsidy was introduced in 2008 so as to enable families previously unable to raise secondary school fees enroll their children in secondary schools. By providing FSE funds, fees to day schools, the government intended to cater for the expenses incurred in day secondary schools purposely to enhance transition from primary schools to secondary school. Table 3 shows the various vote heads and their respective amounts of money the government gives to each student as a subsidy to all students in public boarding schools. That was to reduce the total amount of fees payable by each student in boarding schools such that educating a student in a boarding school would be affordable. As shown in Table 4, the bulk part of the money provided by the government was to defray expenses on tuition and personal emoluments in day and boarding schools. However, parents and guardians were also expected to pay for form four Mock fees, Kenya Certificate fee among others. For learners in boarding schools their parents and guardian pay boarding fees, building or development fees, bus maintenance fee, caution money, trip fee and prize-giving or motivation fee.

Table 5 shows that boarding fees takes the largest percentage of the money required to keep a student in boarding school at 41.86 percent. The government subsidizes only 19.34 percent of the total money required to keep a girl in boarding school. Other payments required are Kenya Certificate of Secondary Examinations fee, student's personal shopping and fare; and uniforms which take 10.7, 9.07 and 7.19 percent of the total cost respectively. From Table 5 it was revealed that the government subsidy alone can not keep a girl in a boarding secondary school.

From Table 6 it was revealed that of the total Kshs. 32, 132 shillings paid by parents required to keep a girl student in boarding school, boarding fee takes the largest portion at 59.99 percent followed by student's shopping and fare, uniform fee and development fee at 13.78 percent, 10.24 percent and 5.22 percent respectively. The motivation fee and caution money take the lowest percentages at 4.58 and 3.52 percent respectively. It is therefore apparent to keep a girl in any boarding school the bulkiest amount required is the boarding fee. Boarding fee is not provided by the government but is the cost that each girl students' parent /guardian must pay in order to remain in boarding school. As shown in Table 7 parents have to incur more expenses besides the ones shown in Table 5 in order to keep a girl in a public boarding school. The indirect cost incurred by a parent to maintain a girl in boarding schools in Transmara sub county range from an average of Kshs. 11,200 in school "O" to the highest of Kshs. 14,200 in school "L". The highest amount of money required for a student's private use is for personal shopping followed by uniforms while the

least amount required is for fare to and from school depending on the distance a girl covers to reach school. From Table 8, total money required to sent and maintain a girl in boarding school in Transmara Sub County is an average of 55039 shillings. The government subsidy only accounts for 19.38 percent of the money required to keep a girl in a boarding secondary school. This means that the government subsidy alone cannot keep a girl in a boarding secondary school. The greatest burden is that of parents paying the school fees required by the school which accounts for 58.23 percent. Besides a girl cannot be maintained a girls' boarding secondary school without the parent meeting the student's private cost which accounts for 22.39 percent of the total money required by a student in boarding secondary school. The parents who may not sustain the payments of fees for boarding and other levies and the student's private cost may have opted to withdraw the girls from public boarding secondary school leading to decline enrolment in boarding schools. This findings concur with those of Jagero (2010) and Bucheche (2011) both in Kenya which found that the heaviest burden for parents to educate girls in boarding schools is to incur the boarding fees and other expenses required. Bucheche (2011) established that parents who cannot afford other payments other than the government subsidy cannot keep their children in schools. These studies revealed that failure to pay for boarding fees and other levies the parents withdrew their children from school leading to declining enrolments.

From Table 11 school "O" had the highest percent of fees unpaid at 45.8 percent, followed by "L" and "Q" whose unpaid fees arrears were at 44.7 and 42.9 percent respectively. Table 11 also show that out of the expected total fees of the 400 form one enrolled in 2011, 41.7 percent of that fees was not paid by the time of data collection in 2013 with 145 of the girls having dropped out of boarding schools in Transmara district. To determine how the different categories of payments, school fees and levy factors influence enrolment of girls in boarding secondary schools, the participants were also asked to rate each of the seven categories of payments and their influence on a five-point scale. From Table 12 the descriptive statistics indicate that lack of boarding fees was perceived as the main school fees and levy factors influencing enrolment of girls in boarding schools in Transmara Sub County with a mean of 3.10 and standard deviation of 2.21. It was followed by development fee with a mean of 2.42 and standard deviation of 1.51. The other two main school fees factors are student's personal expenditure and mock and Kenya Certificate of Secondary Examinations fee in that order whose means are 2.44 and 2.53 with standard deviations of 1.46 and 1.54 respectively. The economic factors or category of payments which had least influence on enrolment of girls in boarding secondary schools were motivation and caution money. These findings concurred with the studies of Cheroni (2011) and Mutai (2010) both done in Kenya



who established that lack of boarding fees and other several levies required led to a lot of school dropouts in Kenya leading to declining enrollment.

Table 14 show that boarding fees had a coefficient of -2.346. That meant that one percent increase in the boarding fees would lower enrolment by 2.346 percent in the Sub county. This finding concurred with those of Bucheche (2011) Kipsang (2008), Jagero (2010) and Ngeno, Simatwa and Ayodo (2012) all done in Kenya which established that enrolment in schools have been negatively affected by the parents' in ability to pay for fees in schools. Whereas the government intended that boarding schools should provide a "safe haven" for girls from disadvantaged backgrounds (Anthony 2013). The financial burden on parents appeared to make it difficult for most girls in pastoralist communities to enroll in boarding schools. In Transmara Sub County where the bulky part of the population is pastoralists, the literacy index is 21.7% compared to 47.2% nationally for girls (Republic of Kenya, 2010c). That has been attributed to the declining enrolments for girls in both primary and secondary schools in the sub county. Most parents could not afford to pay for the expensive boarding fees demanded for in boarding schools. That finding concurred with the findings of Korir (2010) who established that most inhabitants in pastoral communities in Kenya lived in abject poverty. He further found out that most households in pastoralist areas depended on cattle rearing both for their subsistence and commercial incomes. In his study, Korir (2010c) established that most parents could not afford to sell their livestock to keep the girls in boarding schools and as depreciation of their livestock numbers meant "invitation of poverty". Maasai parents in Transmara believe large herds of cattle are a sign of wealth. They regard girls as means by which their cattle would increase in number through marriages. Transmara County would rather have their girls drop out of boarding school rather than sell their cows to provide the school fees required (Gorham, 2009b).

When most boarding fee is not paid in full and in time most girls are sent away for fees. Sending away girls for boarding affects their academic performance. On this matter, one girl respondent asserted thus: "When the principal of the school announces in assembly that those who have not cleared fees are to go home, butterflies fill my stomach. My future dreams get threatened and fears of my getting married earlier move closer. Our parents are poor and can not raise the money whenever we are sent home for fees. While we are away for fees other students remain in school learning. When we get back to school there is pressure to cover and understand what other students have already learnt in readiness for examinations. Some topics are hard to understand by oneself and that means one can not prepare for examinations very well. Besides missing a lot in class while away for school fees, some parents in this sub county would be happy that their girls have been sent

home for lack of fees and wish that they rather remain at home to help with the household chores or be married. Therefore some of us really suffer whenever we are sent home for fees. If parents are not able to pay the same due to poverty then one has to come to school with fees to battle to with heavy work load due to missed lessons. Such tendencies lead to demoralization then poor academic performance which lead to withdraw from boarding school.

Due to lack of boarding fees, it could therefore be ironical that boarding schools are established in regions that can least afford it (Acholla, 1992). The regression coefficient for student's expenditure was -1.378. That means that lack of student's financial expenditure by one percent would lower the enrolment of girls in boarding secondary schools by 1.378. These findings concur with those of Mbani (2008) in Kenya who found that lack of money to purchase sanitary towels while in school influenced school dropouts from boarding secondary schools. Girls in boarding schools require money while in school for personal expenditure on clubs and societies, academic programs like buying and photocopying notes, paying to watch set-book plays whenever artists go to perform in their schools and to buy sanitary towels. This fact was expressed by one of the student respondents: "Whenever I'm not given enough pocket money, I feel like I'm orphaned. Whenever the teachers in school ask us to pay for various outings and I do not have the money, I feel very odd. I can not withstand the embarrassment, the loneliness and the oddness when I'm left out of certain school activities like club outings, watching literature set book performances in the hall and annual club parties. When I miss such activities sometimes I'm depressed that even my academic performance is affected and my stress rises". The stress may persist for even a month thereby affecting my concentration. Generally school life without money for expenditure is like sleeping in a house with a roof during a rainy season. Most girls observed that to them money for expenditure in school was as important as school fees paid to the school. Without money for expenditure the respondents noted, the girls get depressed, frustrated and finally get affected in their academic performance. If the stress due to lack of money for expenditure persists the affected girls' academic performance decline drastically that they are sometimes forced to repeat classes or they opt to withdraw from school.

From Table 14 the other economic factor which influenced enrolment of girls in boarding schools was payment of development fee. It has a regression coefficient of -1.197. That means that if the number of schools increased development fee by one percent that would lower enrolment in boarding schools by 1.197. This finding concur with that of Macharia (2010) in Kenya who established that fees and other levies contributed greatly to school wastage in Kenya. Through parents, Teachers Association most schools in Kenya charged development

levies which became an increased burden to parents already struggling to keep their girls in boarding schools (King and Hill, 2009). Parents not only pay boarding fees but were also expected to pay development fees. Most principals interviewed concurred that sometimes projects could not start in most schools in Transmara sub-county or remain stalled for a long time due to inadequate funding through development fees. However, the principals said they were forced to send students home to bring all fees required so that some projects could take off because they were pivotal in the schools' academic good performance. The study established that girls were often sent home to bring school bus fee, laboratory construction and stocking fee, water supply and plumbing fee and new dormitory construction fee. Such levies the study revealed became burdensome to the already overburdened parents. Those parents who could not afford to pay could opt to withdraw their girls from such labeled "expensive for nothing schools" leading to declining enrolments.

The fourth economic factor in Table 14 which influenced the enrolment of girls in boarding schools was the payment of mock and Kenya Certificate of Secondary Examinations fees. Its regression coefficient was -2.147. That means if schools and the Kenya National Examination Council increased the Kenya Certificate of Secondary Examinations fee by one percent that would lower the enrolment in secondary schools by 2.147 percent as the increased examination fees become a greater burden to already poor parents who are already over-burdened by different categories of payments in boarding schools. This finding concurs with that of Ngeno, Simatwa and Ayodo (2012) in Kenya who found that several categories of charged levies deter many students from poor families from enrolling in secondary schools. They established that among other notable levies which make many students drop from school are Kenya Certificate of Secondary Examinations mock and Kenya Certificate of Secondary Examinations fees. They established that parents who do not afford to pay all the boarding fees are mostly the ones who do not afford to pay mock and Kenya Certificate of Secondary Examinations fees. The study by Anthony (2013) established that due to many hurdles on the education of girls among the pastoralists' communities, any extra levies charged aid the withdrawing of girls from boarding schools leading to declining enrolments. Jagero (2010) established examinations that the end of a cycle is the culmination of a student's future dream. If a student for Kenya Certificate of Secondary Examinations examinations drops from school her dreams are shattered and vision is thrown into deep valleys of oblivion. UNICEF (2009) established that lack of class eight and form four examination fees in Kenya was one of the methods used by pastoralists' families to withdraw their girls from school and designate them for early marriages.

## CONCLUSION

The government subsidy of Ksh. 10,265 to every student in secondary school accounts for only 19.34 percent of the total fees required to maintain a girl student in a public boarding secondary school. The costs that parents have to incur in maintaining a girl in boarding school were boarding fee, development fee, caution money, motivation fee, uniform fee and student's fare and shopping. Lack of boarding fee and other levies led to withdrawal of girls from boarding secondary schools resulting to declining enrolments.

## RECOMMENDATIONS

The government should increase the amount of money for each girl in boarding secondary school from Ksh. 10,265 to Ksh. 39,056. This is because Ksh. 39,056 is the average fee required by each girl to learn in a public boarding secondary school.

The government should also consider paying the mock and Kenya Certificate of Secondary Examinations fees for girl students in public secondary schools from form four.

In effect, secondary education should be totally free as this would increase enrolment drastically. That is, students undertaking secondary education in public secondary schools should not be charged any fees, whether they are learning in boarding or day schools.

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