

**EFFECTS OF NON-PAYMENT OF SCHOOL LEVIES BY PARENTS ON SERVICE
DELIVERY IN PUBLIC SECONDARY SCHOOLS IN AINABKOI SUB-COUNTY,
UASIN-GISHU COUNTY**

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**A Thesis Submitted to the School of Post Graduate Studies in Partial Fulfillment
of the Requirement for the Award of Master of Education (Management option) of Kisii
University**

October, 2020

DECLARATION

Declaration by the Candidate

I, the undersigned, declare that this thesis is my original work and that it has not been presented in any other university or institution for academic credit.

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DEDICATION

I dedicate this work to my parents, brothers and sisters, my children Faith, Victor, Shadrack and Ruth and my husband for their moral support and encouragement throughout my study.

ACKNOWLEDGMENT

I thank the Almighty God for giving me the strength and health throughout my studies, my supervisors, Dr. David Kiprop and Dr. Felistas Too, for their guidance throughout this vigorous exercise.

My profound gratitude goes to my lecturers who guided me through academic journey, Kisii University for offering me a chance to study. I also thank my fellow classmates for their moral support.

I am also, indebtedness to my family and friends for their assistance in typing, correcting and proofreading this work in ensuring that it is credible as a research paper ready to be presented.

ABSTRACT

Service delivery in educational institutions is entirely dependent on financing. In Kenya, public secondary school education services are financially supported by both government subsidy and parents' payment of minimal levies. The study sought to establish effects of non-payment of school levies by parents on service delivery in some public secondary schools in Ainabkoi Sub County Uasin Gishu County. The following were the objectives of the study: to analyse the effects of non-payment of school levies by parents on staff performance; to determine the effects of non-payments of school levies by parents on school programmes; to assess the effects of non-payment of school levies by parents on school management, and to establish effects of non-payment of school levies by parents on school projects. The study adopted the following theories: Human Capital theory and Epsteins conceptual model. The study used descriptive survey research design. It targeted 31 public secondary schools in Ainabkoi Sub-County of Uasin Gishu County. A total of 18 public secondary schools were sampled using stratified random sampling. All of the school's principals (18) and bursars (18) were sampled purposively. The research was then conducted using open-ended interview schedule and document analysis methods. The instruments' face validity; content validity, construct validity and criterion validity were ascertained. Moreover, the instruments' reliability was examined using split-half technique. The data obtained from the interviews were analysed thematically. On the other hand, quantitative data was analysed using descriptive statistics (tables, frequencies, percentages and graphs) with the help of SPSS (Statistical package for the social Sciences version 20 for Windows) program. It was found that non-payment of school levies by parents negatively affected staff performance, educational programmes, school management and school projects. Document analysis also indicated that all the schools had arrears of unpaid levies by parents across the three years from 2012-2014. It was therefore concluded that non-payment of school levies was a critical threat to staff performance, school programmes, school management and school projects. In accordance with these research results, the schools, Ministry of Education and other sponsors of education in secondary schools should engage in proper planning and formulation of effective management policies and practices. Other conclusions made included: enforcement of regulations, parents being informed of the importance of paying school levies on time, and stakeholders being consulted on matters of school levies. The study recommended that a similar study be carried out in other public and private secondary schools in different localities to ascertain the applicability of the findings. Similarly, future researchers should consider modalities of levy payment, for better service delivery.

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ACRONYMS AND ABBREVIATIONS

BOM:	Board of Management
CAF:	Central Affiliation Fund
CPD:	Continuing Professional Development
DEB:	District Education Board
EFA:	Education for All
EWC:	Electricity, Water Conservancy
FDSE:	Free Day Secondary Education
GOK:	Government of Kenya
KCSE:	Kenya Certificate of Secondary Education
KCPE:	Kenya Certificate of Primary Education
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations International Children's Education Fund
USE	Uganda Secondary Education Policy
SSA	Sub-Saharan Africa
KIPPRA	Kenya Institute for Public Policy Research and Analysis
MOEST	Ministry of Education, Science and Technology
OECD	Organisation for Economic Co-operation and Development
IPAR	Institute of Policy Analysis and Research

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Comprehensively non-installment of school duties keeps on indicating impacts on administrations offered influencing motivations and production of budgetary limitations. Similarly as with the instance of the United States of America, budgetary limitations can restrain the probability of finishing an examination program (Eamon, 2005). This is on the grounds that duties are required for training administrations to be rendered. An investigation led by Farooq, Chaudhry, Shafiq and Berhanu (2011) keep up that, nature of school execution is a priority to instructors in India. The creator shows that factors have to be investigated both from within and out of school, a factor of non-installment of demands of the school, the result of the financial status of understudies. Without expense instalment, consequently, schools' capacity to offer good administrations for better execution is prevented.

On the side of these perspectives, the US Department of Education (2003) attests that financial status of students brings natural lacks which result in low confidence of the understudies. Parents/guardians with low capacity to pay school charges can't give all the vital materials to their youngsters prompting terrible showing. An examination carried out in Australia led by Stephen and Lamb (2011) in puts accentuation on financial status as being impacting capacity to pay school requires that decide the nature of administrations offered there. It, in this manner, pursues that non-installment of school tolls influence administrations rendered hence blocking accomplishment in such schools.

In East Asia, all sort of expenses are common, similar to the additional expense of private coaching. Fess existed in 97% of the 79 nations reviewed by the World Bank (2005) of these, around 1/3 of all expenses charged are informal. Most nations charge more than one sort of expenses and even nations which had as of late nullified expenses actually had a few expenses.

PTA commitments were most regular sort of charge 71% of nations reviewed): trailed by educational expenses (38%), messages books charges (47%), garbs (49%) and other action expenses (43%) (Kattan and Burnett, 2004). In Kenya, arrangement of free educational cost in auxiliary schools was to draw in poor people and weak gatherings in the optional educational system.

Perceptions made by Organization for Economic Co-activity and Development (OECD) (2009) demonstrate that school projects and tasks show incredible variety in dispersion of understudies' accomplishment. In Chile, for instance, instruction framework is described by heterogeneity in execution; this can be ascribed to financial degree of the understudies concerning instalment of school demands. Schools expect assets to help projects and activities since they are legitimately relative to nature of administrations rendered.

Numerous African nations have looked to extend access to instruction through the formation of progressively private and open foundations and financing alternatives for these establishments. The mainland has subsequently observed an ascent in the quantity of optional alumni's entering tertiary foundations. This is legitimately ascribed to high enrolment in secondary schools (Otieno and Ngolovoi, 2009). Be that as it may, in spite of this enrolment statistic climb, demand instalment in auxiliary schools is enormously deteriorating in poor paid African nations, for example, Somalia and South Sudan (World Bank, 2008). Understudies in mentioned countries summerises school drop out or complete yet with exceptionally less than stellar scores because of poor administrations offered to them.

In South Africa, a general organ accountable for state funded schools is accused of setting up measures to supplement the accessible assets from the administration (Fiske and Ladd, 2003). Kids ought not be denied affirmation for inability to pay charges, yet schools can sue

parents/guardians for no-instalment. In any case, a few parents/guardians with outrageous low pay are excluded from paying such expenses this is the motivation behind why there is non-instalment of school demands which lay a job in affecting on administrations rendered in these schools.

According to as study done in South Africa by Johnstone (2004) , the commencement of cost partaking in auxiliary places of study made a move of expenses from the government to the citizens in government funded schools. As as result, it influenced educational cost demands, paying client charges for convenience or decreasing endowments for expenses of living. All things considered, school execution could be improved if individuals pay demands (Johnstone, 2003). Execution can't be accomplished if the individuals bearing the weight of duties neglect to pay. This is on the grounds that the administrations required for execution totally relies upon auspicious instalment of school demands.

In Guinea and Ethiopia, parents/guardians' inability to dispatch direct expenses for training was seen as one of critical reasons for non-participation in Ethiopia and Guinea (Colclough et al.,, as refered to in Hunt, 2008). The capacity to purchase exercise books, pens and the important dress for schools additionally impact whether youngsters take on schools or not (Rose and Al Samarai, 2001).

Shepherd (2006) observes that physical conditions affect teachers' morale, sense of personal safety, feelings of effectiveness in classroom and on the general learning environment. On the side of this view, Johnstone (2004) shows that the decrease in assets moves simultaneously with expanded expenses of training per understudy. Governments are constrained to channel more assets to auxiliary instruction in an offer to upgrade powerful administrations in school therefore

boosting execution by sponsoring school demands. Albeit some school duties are inescapable in auxiliary training, others are considered superfluous.

The Institute of Policy Analysis and Research (IPAR) (2007) classifies things in optional schools' expenses structure into: basic needs and unnecessary (extravagance). Basic needs incorporate school gear's and stores, fix and support, individual payments, action expenses, power and water and protection. Instances of unnecessary needs incorporate nearby transport/travel, clothing, Kenya Certificate of Secondary Education (KCSE) assessments, Parents/parents/guardians Teachers Association (PTA) assets, possibilities, and undertaking and alert cash. The MOEST Task Force on Student Unrest in Secondary Schools IPAR(2001) likewise noticed that a few schools overburden parents/guardians by charging instructor inspirational duty. It recommended that such commitments should be deliberate. IPAR (2007) prescribes that, however much as could be expected, all open optional schools ought to be precluded from looking for charges instalments for the unimportant needs. This will guarantee that these schools are moderate to more parents/guardians and kids.

Guaranteeing that everybody can get to training chances has been the enduring focal point of Kenya. Throughout the years, a few significant training commissions were named to give proposals to progress of instruction in Kenya. The Kamunge Commission (GOK, 1988) made proposals on progress of training financing, quality and importance. The Gachathi Commission (GOK, 1976) proposed that Free Secondary Education ought to be achieved by 1980. The Koech Commission (GOK, 1999) accentuated on cost sharing through common social duty among others. In this way, the Kenya government has over the previous year's tried to figure demand instalment structures and arrangements to guarantee that auxiliary school training is moderate to all.

A chronicled investigation of the examples and pattern of instruction financing in Kenya demonstrates the presence of associations between the state, family units, networks, NGOs, strict associations, advancement accomplices and private segment (Government of Kenya, 2018). Studies have demonstrated that expected and unintended expenses of training are basic determiners of whether youngsters take on and proceed with learning (Hunt, 2008).

In the recent years there has been a growing recognition that primary education is an insufficient condition for national economic growth and poverty reduction. For instance, when launching FDSE, president Kibaki noted, Primary education is had no capacity to offer the quality skilled labor necessary to drive the sustainable development of our country. In addition, primary school pupils take 8 years of schooling when they are not of age to take part in productive activities and offer meaningfully production in nation building. Moreover, children who come from poor background especially who fail to join secondary schools as a result of lack of fees often return to illiteracy, thus reversing the gains made in their 8 years of their primary school education. It is for this reason that my government undertook to implement the free secondary education programme this year (Kibaki, 2008,).

Accordingly, in 2008 the legislature of Kenya began offering free educational cost instruction in all open optional schools by giving Ksh. 10,265 for every understudy for each year and it restricted installment of tolls in day government funded schools. This is the point at which the administration began to pay for education costs (Daily Nation, 2008). Notwithstanding, still these duties were insufficient for administrations rendered regardless of whether these cash are given. Schools still charged expenses for inspiration, school clothing, dinners and ventures. The circumstance is more terrible in all inclusive schools. These schools still duty parents/guardians for offices like framework, furniture, boarding and clothing and different offices (Republic of

Kenya, 2008). The fundamental training Act No. 14 of 2013 was finally being put into the law which under area 29 sub-areas (I) sees that, no government funded institution will make a parent or a watchman pay education costs or in the interest of any understudy in the school.

The table below shows how Government subsidy is to be distributed in schools.

Table 1.1: GOK Subsidy per Student

Vote Heads	GOK Subsidy Per Student in Ksh
Tuition	3600
Boarding equipment and stores (BES)	400
Repairs, maintenance and improvement (RMI)	400
Local travel and transport (LTT)	400
Administration cost	500
Electricity, water and conservancy (EWC)	500
Activity fees	600
Personal	3965
Medical	300
Total	10,265

The Ministry of Education Science and Technology (MoEST) (2008) issued a press statement under article 35(3) which provides state guidelines on allocation of funds to various vote heads for public schools in Kenya as shown below.

Table 1.2: Allocation of Funds for Different Vote Heads for Variety of Schools

Vote heads	Sub-County/Day schools (Ksh)	National, Extra County & County Boarding (Ksh)	Special needs
Teaching Learning Materials	4,479	4,792	9,067
BES and Meals / L	0	32,385	32,385
Repairs, Maintenance & improvement	1,886	3,192	2,422
Local Travel and Transport	1,833	2,421	2,144
Administration Costs	1,572	3,316	1,900
EWC	3,151	7,802	4,047
Medical	689	786	1,614
Activity Fees	1,256	1,398	1,462
Personal Emolument	5,755	8,672	13,155
Approved PTA Development Projects	0	0	0
Insurance (Medical & Property)	1,310	1,660	1,614
Total Fees Less	22,244	66,424	69,810
Less GOK Subsidy	12,870	12,870	32,600
Total Fees Less Government Funding	9,374	9,374	37,210

The press statement also explained that schools shall spread these fees into three school terms at the ration of 50:30:20. It also appreciated schools that were levying fees below these. In spite of all the input by the Kenya government in ensuring that secondary education is free for all the students, a lot still needs to be done to take education to the desired levels because many parents still have troubles in paying their share of school levies hence affecting service delivery in those schools (Daily Nation, 2008). Many public secondary schools, including those in Ainabkoi Sub-County of Uasin Gishu County, suffer from poor services in their schools due to non-payment of school levies.

1.2 Statement of the Problem

On twentieth February 2008, the Kenya government implemented the free day secondary education programme with the aim of providing more opportunities to the disadvantaged school age children (Otach, 2008).

It eliminated educational expenses and different installments on the premise that such costs kept kids from getting to instruction in schools. This was upheld by the passing into law of Basic Education Act Number 14 of 2013 in Kenya which subverted parental and network inclusion in schools, remembering for kind commitments and the functions of parent instructor affiliations (PTAs) and Board of Management (BOM), this added to shortages in financing, employing of extra educators, paying care staff just as specialist organizations and framework. This monetary imperative has influenced administrations offered principally in open auxiliary schools. This was improved by passing into law of Basic Education Act Number 14 of 2013 in Kenya which sabotaged parental and network association in financing schools. It incorporated the in-kind commitment and affirmation expenses. All things being equal, the law communicates that any parent who fails to take their youths to class submits an offense. Once more, the press explanation given by the ministry under article 35(3) limits schools from requesting past what they have communicated for them. At the point when the part of guardians/watchmen was underscored the guardians loose in paying a lot of duties, notwithstanding government giving Free Secondary Education charge waiver, consequently causing gigantic expense adjusts influencing administration conveyance. This issue isn't just knowledgeable about optional schools in Ainabkoi Sub County yet additionally in different Counties. It in this way raises an issue that needs a reasonable and target examination on impacts of non-installment of school

demands by guardians on administration conveyance in those public auxiliary schools in Uasin Gishu County, Ainabkoi Sub County which framed the premise of the current investigation.

1.3 Purpose of the study

This survey study aimed at exploring the effects of non-payment of school levies by parents /guardians on service delivery in selected public secondary schools in Anabkoi Sub-County in Uasin Gishu County.

1.4 Objectives of the study

The study was guided by the following research objectives:

- i. To analyse the effects of non-payment of school levies by parents on staff performance
- ii. To determine the effects of non-payment of school levies by parents on school programmes
- iii. To assess the influence of non-payment of school levies by parents on school management
- iv. To establish the effects of non-payment of school levies by parents on school projects

1.5 Research Questions

The study sought to answer the following research questions:

- i. How does the non-payment of school levies by parents affect staff performance?
- ii. What are the effects of non-payment of school levies by parents on school programmes?
- iii. How does non-payment of school levies by parents influence school management?

- iv. What are the effects of non-payment of school levies by parents on school projects?

1.6 Assumptions of the Study

The examination was completed with the presumption that all the schools under investigation worked under comparative settings, particularly as far as the executives and money related structures. It was additionally accepted that the respondents had full information on the ideal examination study factors (in particular non-installment of school requires and administration conveyance in open optional schools). The examination additionally held different factors steady. The analyst additionally expected that schools were directed by comparable instructive administrations conveyance strategy.

1.7 Significance of the Study

The findings of the study would enable the policy makers and other educational stakeholders in coming up with policy options for relief of cost-burden to poor households. This is because even with introduction of subsidized secondary education, school levies continue to influence service delivery in secondary schools negatively.

Data from the discoveries of this examination gave proposals to the talked educational institutions in coming up with ways of mobilizing more funds to meet the high costs of secondary education. The findings are also important for the policy makers in exploring cost saving measures instead of always reverting to school levies. These measures would help in improving the service delivery in secondary education.

Data from the discoveries of this exploration gave far reaching proposals to the school the executives sheets and different supporters of training in auxiliary schools on the significance and advantages of legitimate arranging and definition of viable and brilliant administration approaches and practices.

The study findings of this research created awareness to teachers on the relationship between school levies and services offered. Class teachers can join hands with the school administration in ensuring that all students have paid school levies.

The study gave an indepth insight to the learners on the role of school levies for the success of the school programs and general service provision that make them attain their goals. Students used the results at their personal level to enhance their personal academic performance.

This study will provide necessary information that will offer constructive debate in workshops, seminars and forums. It will also offer further discussions on the implementation processes in schools between the BOM and Parents Associations (PA). The findings of the study will offer recommendation set to correct the negative perception of the communities towards the payment of school levy.

The factors that are responsible for non-payment of school levies were documented and used as a point of reference to carry out more research.

1.8 Scope of the Study

The research was carried out in eighteen public secondary schools in Ainabkoi Sub-County in Uasin Gishu County. The investigation restricted itself to day public optional schools in the locale. Subordinate variable of the examination was administration conveyance while the autonomous variable was non-installment of school demands. The examination covered roughly six forever and a day that is 2015 to 2020.

1.9 Limitations of the Study

Data collected on non-payment of school levies was not an easy task. This is because some respondents were not willing to reveal financial status of their schools. The researcher controlled the restriction by guaranteeing them of secretly of the data assembled and that the data was intended for scholastic reason as it were. The study had a challenge of maintaining proper

records in some schools. In addition, the information provided based on poorly kept records may not show a true picture of the state of affairs in schools.

1.10 Theoretical Review

This section undertakes a review of theories that are relevant to school levies, school fees and education services. These theories help in the conceptualization of various aspects of education access and parental inclusion.

1.10.1 Human Capital Theory

The study was guided by Human Capital Theory, which is a modern extension of Adam Smith's explanation of wage differentials by the so called net (dis)advantages between different employments (Mankiw, 2011). This theory also suggests that education or training teaches valuable skills and knowledge to the learners hence raising their future earnings. It proposes that training and education is costly, and should be regarded as an investment since it is undertaken with a view to increasing personal skills and income. This announcement is important to this investigation on the grounds that the capacity of parents/guardians to manage the cost of education affects service delivery in the schools.

Human Resources Theory lays on the presumption that proper schooling is very instrumental and essential to improve the gainful limit of a populace (Mankiw, 2011). So, Human Capital Theorists contend that an informed populace is a profitable populace. It underlines how schooling builds the profitability and proficiency of laborers by expanding the degree of psychological supply of financially beneficial human capacity, which is a result of inborn capacities and interest in people. The arrangement of formal training is viewed as an interest in human resources, which advocates of the hypothesis have considered as similarly or much more advantageous than that of actual capital. Human Resources Theory was appropriate to this

examination since it applies to instructive frameworks. In any case, there are suggestions included, particularly comparable to the distinctions in strategies and uses in instruction (Olaniyan and Okemakinde, 2014).

The Human Capital Theory underscores the requirement for strategy producers to allot huge assets to the development of instructive frameworks. While a few governments might be hesitant to put resources into training, the positive gets back from this speculation will essentially exceed the expenses. A large number of the non-industrial countries have subsequently understood that the important component for creating human information is the training framework. In this way, they put away enormous amounts of cash on schooling particularly through Free Day Secondary Education not just as an endeavor to affect skills and information to individuals, yet additionally to grant thoughts, mentalities, appreciations and goals which might be best formative premium in the country. Notwithstanding, since the public authority doesn't take care of the apparent multitude of expenses of training, some financially hindered family units possibly incapable to profit by schooling. Their kids would be compelled to be sent home whenever because of non-installment of school demands while others would be compelled to embrace kid work or exit school for good. This as indicated by Human Capital Theory would imply that they neglect to investigate their beneficial limit throughout everyday life.

The Kenya government acquainted imparted cost to help the oppressed to accomplish higher access to optional preparing. Be that as it may, a few parents/guardians may even now not manage the cost of their part of this mutual expense (Kago, 2012). This hypothesis was discovered pertinent for this examination since school duties segregates poor families who may not stand to pay. This effect adversely on instruction administrations rendered by schools (Kago,

2012). The Kenya government has given financing to training to improve access by dominant part of natives (Wambugu and Mokoena, 2013).

1.10.2 Epstein's Conceptual Model

Epstein's reasonable model attempts to clarify parental association dependent on how parent-youngster connections influence understudies' tutoring and inspiration (Epstein, 2006). Parental inclusion in this model is clarified in two spaces, to be specific conduct contribution and psychological/scholarly association. Social contribution incorporated the unmistakable exercises of parents/guardians` which demonstrate their job in their youngsters' learning. These exercises incorporate volunteering within the school or going to an open place. Parental inclusion, as pointed out by this hypothesis, has an influence on the understudy achievement on the basis that these collaborations influence understudies' inspiration, their feeling of fitness, and the conviction that they have power over their achievement in school (Grolnick, Slowiaczek and Sanchez, 2014).

Parental association by and large involves helping their kids with schoolwork, discussing school programs, benefiting themselves during school occasions. It is a piece of their feelings about parental jobs and obligations. These incorporate brief settlement of school charges. A parent can make their children to be successful in school and the open opportunities for interaction ought to be given by the school or the instructor. School, family, and network are significant authoritative reaches on children's improvement and a kid's instructive advancement is upgraded when these three situations work together towards achieving the same objectives (Okeke, 2014).

Epstein's model of contribution doesn't give an immediate connection the issue of parental job of installment of school expenses. It is normal learning that the obligation of school expenses installment is a duty that a parent must endeavor to meet. In Epstein's hypothesis, there is a

rejection of the compulsory obligation of school charges installment. All things considered, this hypothesis was seen as less applicable to the examination contrasted with the Human Capital Theory.

1.11 Conceptual Framework

The conceptual model demonstrates the relationship between the variables, namely non-payment of school levies and service delivery in public secondary schools.

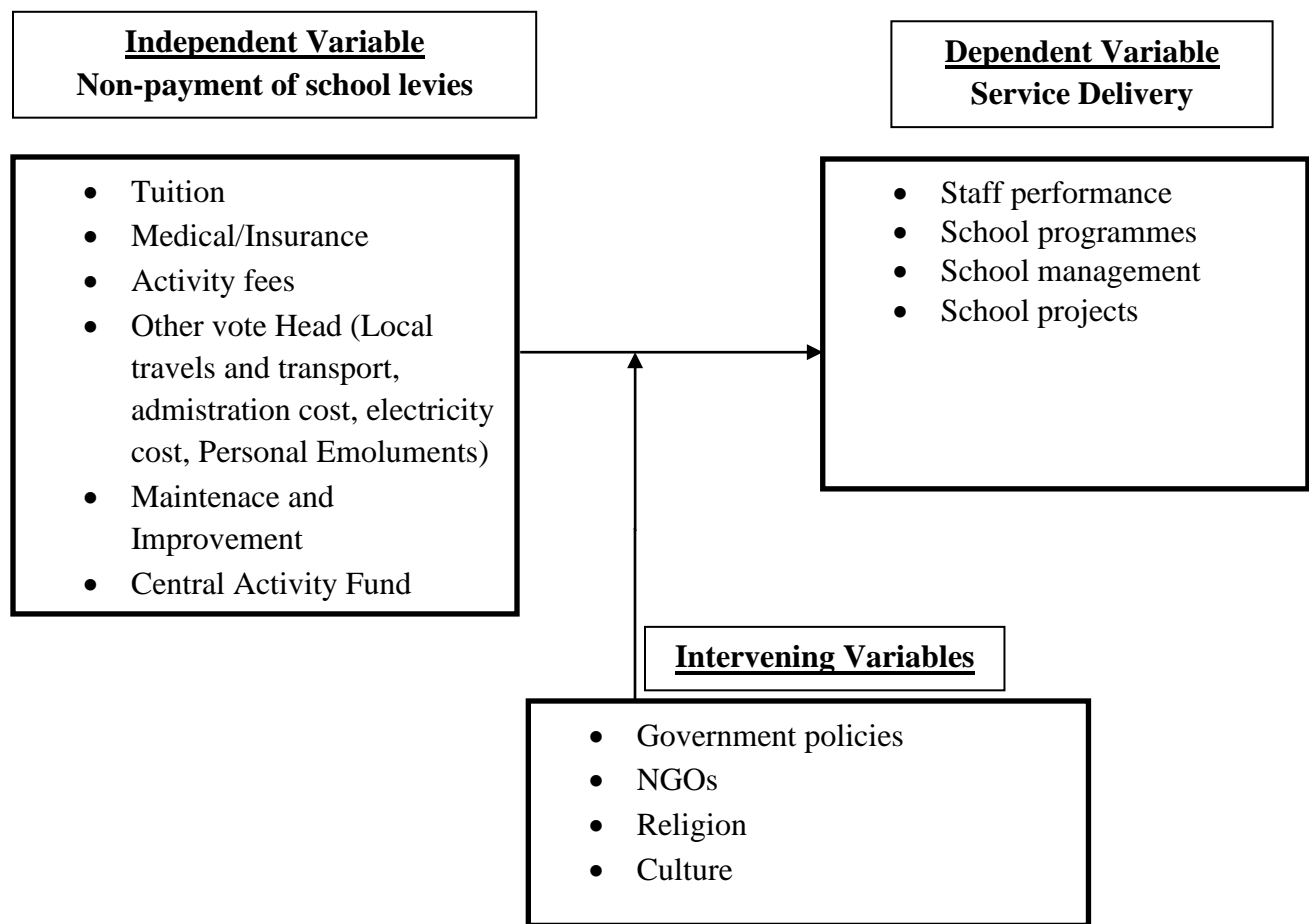


Figure 1.1: Conceptual framework

Source: Author (2016)

Figure 1.1 shows the independent variable in the model referred to the Non payment of school levies. These levies are charged under different vote heads such as repairs and maintenance, local

travels and transport, administrative cost, electricity water and conservation, personal emolument, tuition, medical/insurance, activity fees and Maintenance and improvement. In this framework, it was assumed that when these levies are not paid in time, it leads to staff not attending workshops and seminars, insufficient materials and equipment, delayed payment of contractors and service providers and delays in completion of school projects. The process above can be influenced by other intervening variables such as government policies, for example, secondary tuition fee waiver and also bursary funds for the needy and bright students. There are also non-governmental organizations and religious organizations that sponsor some students.

1.12 Operational Definition of Key Terms

Academic programmes: These are programmed activities of a school so as to improve academic performance.

Cost sharing: A term used to describe the sharing of educational expenses between the stakeholders in an education setup (Ministry of Education and Parents).

School Levies: It implies to finances paid by parents/guardians to fund programs and services that the government does not fully fund as part of basic education.

Management: refers to administration of education system in which the principal and board of management combine human and material resources to Plan, design, recruit, implement and control resources in public secondary schools.

Non-payment of levies: This is a state of parents/guardians being unable to pay charges streamlined to them in the fee structure for example administrative costs, parents/guardians association fund, electricity, water and conservancy costs, repairs and maintenance, local travels and transport, personal emoluments and central activity fund yet the government has waived for them as free secondary education.

Programme: This is a planned purposed service to be offered or executed in secondary schools for example games, drama, music, guidance and counselling to provide or address a problem.

Service delivery: Providing essential needs to students and other members of school community in order to satisfy their desires, improve staff performance, streamline school programmes, improve school management and school projects.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section introduces a hypothetical audit and methodical recognizable proof of effects of non-installment of school imposes by parents/guardians on administrations conveyance in chose open auxiliary schools. The study looked at the effects of non-installment of school demands on staff execution, on school programs, on the school board and on usage of school ventures. All these were examined utilizing the past studies identified with the issue under scrutiny. Writing audit assisted the analyst in getting a careful comprehension and knowledge into previous works, records and patterns regarding the suggested examination. The writing survey empowered the specialist to distinguish the degree of existing information and the gaps that this investigation would endeavor to fill.

2.2 Education and Funding: Role of Parents/ guardians and Government

Training is refarded as a basic factor being advanced, mainly with in regard to the development of human resource for collective monetary advancement. In such manner, government everywhere throughout the world has dedicated a huge portion of open funds to the training segment. As per Briseid and Caillods (2004), OECD nations spend a lot of assets on their optional training with the end goal that at auxiliary schools, understudies cost a sum generally proportionate to 23% of GDP per capita.

OECD (2009) note that OECD nations in general spend US \$8,857 per understudy annually for essential, auxiliary and tertiary instruction. Nonetheless, expenditure shifts broadly among single nations from US \$4,000 for each understudy or less Poland, Mexico, Turkey and the Slovak Republic to more than US\$ 10,000 in Norway, Switzerland Denmark, the USA and Austria. By

raising instructor load, the power as far as the understudies educator proportion consolidating schools with low enrolment and utilization of PCs in encouraging a few nations have had the option to cut expenses (OECD, 2009). These are cost sparing measures intended to diminish intermittent consumptions which can arrive at disturbing rates.

Briseid and Francoise (2014) note that in most OECD nations, families must cater for the compensation for school supplies, dinners, extra-curricular exercises and school attires. households that could not manage the cost of most part get a funding or advantages from a reduction in costs. Be that as it may, suppers in most of the schools are free (Finland) or sponsored based on the families' assets (France and a some states in the US). Quickly developing countries, for example, India Korea, Indonesia and Brazil burn through 39-half of their instruction spending plan on auxiliary training while at the same time creating economies spend moderately low rates (KIPPRA, 2009).

Youngsters can't be denied affirmation for inability to pay the charges, yet schools can sue parents/guardians for non-instalment. In any case, a few parents/guardians with outrageous low pay are absolved from paying such charges. Rwanda abrogated lower optional training charges in 2006 followed by Uganda in 2007. Both countries were worried about low transition rates from lower grade schools to upper grade schools because of constrained spots and high charges bringing about many qualified students renouncing preparing after elementary school (Ohba, 2009). The Uganda government presented free auxiliary training with a point of multiplying the quantity of youngsters proceeding in school (Reuters, nineteenth Feb 2007). This program was estimated to cost thirty billion Uganda shillings (US\$17.15 million). A study done in 2011 by Asankha and Yamano showed that a free optional strategy has expanded the understudy enrolments of open high schools in Uganda and girls appear to have profited more from this new

USE approach. In spite of the above activities by governments in the sub-Saharan nations, training frameworks are confronting expanding issues of monetary nature. Because of extreme spending imperatives, where the administration expands free training, they frequently enable the government funded schools to exact charges building, sports, school suppers, regalia among others (Ohba, 2009).

A chronicled examination of the examples and training financing in Kenya demonstrates the presence of association between the states, family unit's networks, Non-Governmental associations, strict associations, advancement accomplices and private part (Government of Kenya, 2018). Because of neediness of family units, the Harambee schools had insufficient offices, for example, less libraries, unequipped research facilities less course books and gear (Likoko, Mutsotso and Nasongo, 2013). Mwiria (2010) has likewise noticed that most Harambee schools couldn't meet their intermittent expenses and in this way were limited to less expensive absolutely scholastic educational program. With those inadequacies, the nature of instruction offered was faulty.

Presentation of expense of key non-pay sources of info like educational cost, course readings and outfits. The legislature on the hand met the expense of specific hardware, organization and the executives, bursary and grants for the poor understudies, educator compensation in state funded schools and in-administration preparing (KIPPRA, 2006). Orodho and Njeru (2003) gauge current use in training at average of 30% to 44% of family annual livelihoods (around Ksh 24,370 for every kid in high school education); with 37% of this expense going to recurrent costs, e.g. books/stationary, uniforms, transport and pocket money. All things considered household units subsidizing of auxiliary instruction was 60% while the administration financing comprised 40%.

The Economic Survey (ROK, 2009) states that educational cost sponsorship, the expense of optional school training remains restrictively high because of boarding costs and different tolls which are not provided for by the administration awards. Ohba (2009) has discovered that open optional schools keep on exacting expenses for lunch, school structures, and boarding charges, medicinal and persuasive expenses among others. Parents/guardians are additionally expected to purchase school outfits, sports packs and books such as books of scriptures, word references and chart books. Gitau (2008) remarks that it isn't unexpected to discover numerous day understudies at home because of parities from lunch demands. Gitau (2008) additionally takes note of the possible issue of instructors getting remiss over typical training hours fully expecting medicinal and private educational cost which is paid for by the parents/guardians.

In Burundi, instruction strategies additionally expect parents/guardians to make budgetary and in-kind effects for school constructing, keep up and bolster staff pay rates. The state additionally energizes parents/guardians' gatherings and orders characterize school needs and interface schools to parents/guardians. In Malawi, parents/guardians have no task to carry out in running of schools. Greater part of parents/guardians show that it isn't their obligation to help instructors in running school (ActionAid Malawi, 2009).

Enormously worried by this marvel of non-installment and frantically trying to discover an answer for invert the way of life of non-installment, the administration propelled the Masakhane crusade in 2015. As indicated by Johnson (2009), the methodology of the Masakhane crusade had all the earmarks of being founded on the suspicion (or conviction) that non-installment is essentially a social issue. Therefore, it was contended that the quality of this battle lay in its endeavours to handle these social marvels head on and to introduce a solid feeling of network awareness in its place.

Concentrates in different nations give exceptionally helpful bits of knowledge on the degree of non-instalment in optional schools. Whinny (2007) reports that a study directed in Hong Kong in 1996 found that 25.6 percent of lower auxiliary understudies, 34.4 percent of center optional understudies and 45 percent upper auxiliary understudies were beneficiaries of non-instalment of school demands. This rose to 28.0%, 33.6% and 48.1% separately in a 2004/2005 study of 13,600 family units (Bray, 2007). A similar report reports that in Malta, a study led in 1997/98 on 1,482 students in lower and upper auxiliary found that 50.5 percent had gotten non-instalment eventually. A 2007 overview in Japan discovered that, schools known as juku served 15.9% of essential one youngster, and that this extent climbed consistently in later evaluations and arrived at 65.2% in junior auxiliary three. Furthermore, 6.8% of junior auxiliary three get coaching at home and 15.0% pursued correspondence 17 courses.

Parental contribution is certainly not another marvel in Kenya. All the more as of late, the Sessional Paper No. 1 of 2005, on strategy system on instruction, preparing and look into, was embraced as the Government's blue print planned for advancing organization between instructors, parents/guardians and networks as a noteworthy factor in school improvement (GOK, 2005). The administration has additionally set up measures to prepare elementary school head educators on the most proficient method to improve parent-instructor relationship in grade school through school strengthening program.

Parks (2004) points out that an obligation in any association introduces an expense to the capital of the association. For example, the nonstop handling of update records costs cash to the association. Expenses are additionally brought about when defaulter are followed up by visiting their homes physically or use of mobile phones to call them.

Dekker and Schalkwyk (2007) narrative the infrastructural improvement issues, for example, across the board deficiency of study hall settlement and the falling apart existing structures schools in Africa looked since the mid nineties due to the non-instalment of expenses. Smith (2013) unveils that in Ethiopia understudies now and then bring their own furniture from home or get the hang of sitting on filthy floors, in dreary, unventilated and roofless homerooms. The report further notes that the proportions of can offices in these schools are wealthy the prescribed proportions. Every one of these issues adversely sway on the learning procedure.

Dekker & Schalkwyk (2007) portray the predicament of educators schools where expenses are not being paid when they see that instructors' homes are consistently hard to come by and most instructors share the accessible little rooms. Such conditions are sufficient to drive off prepared instructors from such schools (Levine, 2006).

Gamoran, Secada & Marret (2000) feature a decrease in the pass rate at the Ordinary level from seventy-two percent in the mid-nineties to eleven percent in 2010s which they ascribe to the deficiency and inaccessibility of vital educating/learning assets. These conditions disappoint the two instructors and students. Anderson and Lam (2001) set that such conditions cause the two understudies and their instructors to create disappointed dispositions and surrender. Of specific criticalness is the way that school drop-outs are a financial spillage, a waste, since cash and other asset put resources into them end up not profiting the person.

2.3 Effects of Non-payment of School Levies by parents on Staff Performance

Researchers have since quite a while ago understood that with the end goal for managers to get wanted results from their workers, they should give fitting affectations. Fulfilled and balanced representative's work energetically towards hierarchical objectives' achievement (Ostroff, 2009). This infers individuals' school the executives ought to have cash for inspiring its laborers

(educators and care staff). Charges possess to be paid on energy for this capacity to be figured it out. Be that as it may, the vast majority of the investigations depended on remuneration framework stanzas worker execution. This study sought to identify the non-payment of school levies and its influence on staff performance.

A school must concentrate on giving specialists assets, devices and physical condition they have to perform adequately and offer quality help. These schools have made sense of that general implementation of a school rises to the total of the presentation of all its individual specialists. Amplifying workers' presentation necessitates that association offer fitting encounters for its representatives preparing, work jobs, apparatuses and bits of knowledge for choice make (Lustig and Strauser, 2004). Henceforth, schools ought to have enough cash for preparing its educators and care staff for better execution. This study research was chiefly centered around performance implementation in this manner there is requirement for research to find out effects of non-installment of fees on staff performance.

In the quick pace changing world business and natural vulnerability, associations understand its confinements with new changes. In any case, the exploration further expresses that organizations ought to put resources into preparing projects to make their workers skillful enough to confront vulnerabilities and take powerful choice in time so as to stay focused in the market. The school funding depended on preparing implementation on institution importance there ought to be enough cash for preparing its staff instructors and subordinates to empower them offer quality administrations subsequently contend positively with performing establishments (Tai, 2006).

How school management offer his/her administration is a significant structure square which establishes the framework and must be investigated by the associations. Each school head ought

to guarantee that representatives work all the more productively and adequately by guaranteeing administration characteristics among people inside the institution. The connection among authority and administration conveyance is roundabout just as immediate (Vigoda-Gadot, 2007). The authority quality is acquired through preparing and giving a favorable workplace. School executives have the obligation of gathering school exacts on time so as to prepare its staff just as giving favorable workplace.

The accomplishment of the school revolts of the past have had negative effect on current educational systems as their frameworks, where regardless they exist, were severely harmed. The managerial frameworks in school activities are not sufficiently able to manage the issues which they are presently looked with. They are insufficiently staffed with individuals who have not gotten adequate preparing (Christianson, 2004). This is aggravated by non-installment of school demands.

Most recent examinations have demonstrated that institutions spend vigorously in human asset improvement mediations to refresh the abilities of their workers so as to achieve work accomplishment, work fulfillments and employment contribution. As indicated by Rock, Gregg, Gable and Sigmond (2006), these abilities can be affected by giving important specialized preparing and training. For performance to be achieved, school directors ought to guarantee that its representatives get customary workshops and trainings to prepare and spur them. This must be conceivable when school tolls are gathered on schedule.

In the improvement of institutions', preparing assumes an essential job improving execution just as expanding efficiency and in the long run placing organizations in the best position to confront rivalry and remain at the top. Along these lines, there is a huge distinction between association

that train their representatives and associations that don't (Beardwell, Holden and Clayton, 2004). These investigations depended on preparing refrains on staff performance.

These discoveries were bolstered via Carrel, Kuzmits and Elbert (2009) who saw that the connection between the working environment and instruments of work turns into an essential piece of work itself. Likewise, it is the executives that direct how precisely to amplify representative efficiency, by concentrating on close to home inspiration and foundation of the workplace. School administrators subsequently ought to guarantee that expenditures are paid on the right time to finance the administrations of inspiration and framework.

In this examination, Eshiwani (2003) affirms that delicate resources immensely contribute to the nature of administration affecting performance in government funded schools. The study attempts to discover effects of non-installment of school levies by parents/guardians on employee execution.

In Malawi, budgetary assets important for raising more study halls, train more instructors and obtainment of more course readings were extended quickly. UNESCO (2000) noticed that accessibility of instructing and related hardware supplies like furnishing and different types of printed media for educators and students is basic in encouraging procedure of educating and learning around the world. The report noticed that an entrance to a scope of assets and administrations empowers the institutions to improve the instructing condition. The report noticed that the creating nations bring about significant expense in educators' compensations which limits the assets accessible to improve study hall and instructors' assets by the legislature. Schools accordingly charge expenses for work, sports or water bills. Regularly, at that point cost just as the expense of attire to go to class are restrictive and understudies drop out. Others look

for kid work with an end goal to pay and return to class. This infers instructing and learning procedure must be fruitful when school levies are paid.

UNESCO (2000) noticed that accessibility of instructing and related gear supplies, furniture and different types of printed media for educators and students is basic in encouraging procedure of educating and learning around the world. The report takes note of the entrance to a scope of assets and administrations empower instructors to enhance the educating condition. The report takes note that creating nations acquire significant expenses in instructors' pay rates which confine the assets accessible to improve study hall and educator's assets by the legislature. Schools in this way start to charge expenses for work, sports or water bills. Regularly these expenses just as the expenses of garments to go to class are restrictive and understudies drop out. Others look for kid work with an end goal to pay and return to class.

Different school levies charged incorporate transport costs, upkeep and protection for schools that craves their own vehicle. In the line with ICT reconciliation in schools, charge PC demands. The schools that have PC offices appear to draw in more students that those without. Along these lines, schools demand this accuse to keep up of others that offer PC exercises (Thompson, 2003). Non-installment of school exacts in this way would do a great deal insult in these schools, Hence the need for the current study.

2.4 Effects of Non-payment of School Levies by Parents on School Programmes

Research thinks about, as per Stephen and Schaben (2002), demonstrate that viable extra-curricular exercises add to understudies' scholastic execution including the particular decisions the students select as a major aspect of their advantage or bought in by the school. Stephens and Schaben (2002) guarantee that reviews led by United States Department of training bolster the way that investment of understudies in co-educational program upgrade their scholastic

execution. Simon (2001) can't help contradicting his finding and said that the understudy foundation as well as earlier accomplishments that structure the significant supporter of student's exhibitions. Simon (2001) ascribes the understudies' degrees to be contrarily relative to information impacts of parents/guardians, volunteers and their home condition. It is obvious that various examinations have inspected variables affecting school's performance, yet extracurricular activities are said to have critical impact on the learning accomplishments.

Lunch is one of the school meals provided to a child or a young person during the school break. School feeding programs are premised on the expectation that serving food at school may increase enrolment and daily attendance of students. The school feeding program are hypothesized to alter the school decision for families that would otherwise never send their children to school (Aldelman, Behrman, Lary and Menon 2001). The school feeding program has been of great importance to more students remaining in school that were not able to afford school lunch program and rinally dropping out of school (UNICEF, 2010),

A study by Indian government planning commission in 2000 to compare the trend of enrolment and attendance in period before and after midday meal program was implemented in selected states showed that there was success of the program in raising enrolment and attendance rates. In his study on the effects of feeding programme on enrolment and attendance of school in Madhya Pradesh, Afridi (2007) , found out that out of the 74 schools surveyed the attendance was found to have increased by 10.5% in schools which employed the school feeding programme. Provision of school meal therefore increases participation. This also implies that in some instances where meals offered and parents are not in a position to pay for it children choose to remain at home decreasing rate of participation.

Stephens and Schaben (2002) discovered proof to propose a critical connection between scholastic accomplishment and investment in interscholastic games. Despite what might be expected, Brown, Cozby, Kee and Worden (2009) contend that extracurricular activities influence school's sporting however the fundamental issue is whether they are successfully financed. Hence, the motivation behind this investigation is to decide if non-installment of school duties influences such projects.

Lunch is one of the school dinners given to a kid or a youngster during the school break. School taking care of projects are commenced on the desire that serving food at school may expand enrolment and every day participation of understudies. The school taking care of program are guessed to change the school choice for families that would somehow or another never send their kids to class (Aldelman, Behrman, Lary and Menon 2001). According to UNICEF (2010), the school taking care of program has helped more understudies being held in school that couldn't bear to pay for school lunch program and wound up exiting school.

As per considers charged by Indian government arranging commission in 2000 to analyze the pattern of enrolment and participation in period when early afternoon supper program was executed in chosen expresses, the outcomes demonstrated accomplishment of the program in raising enrolment and participation rates. Afridi (2007) inspected the taking care of program consequences for enrolment and participation of school in Madhya Pradesh, India where out of the 74 schools studied the participation was found to have expanded by 10.5% in schools which actualized the taking care of program. Consequently arrangement of school supper builds interest. This likewise infers that where suppers are not given and guardians can't stand to pay for it kids pick to remain at home diminishing cooperation rate.

Stephens and Schaben (2002) found verification to propose a basic association between educational achievement and interest in interscholastic games. Notwithstanding what may be normal, Brown, Cozby, Kee and Worden (2009) battle that extracurricular exercises impact school's donning anyway the essential issue is whether they are effectively financed. Consequently, the inspiration driving this examination is to choose if non-portion of school obligations impacts such ventures.

Early educationist saw non-scholastic exercises as being fundamentally recreational and in this manner negative to class accomplishment subsequently debilitated (Marsh and Kleitman, 2002). Despite what might be expected, Marsh and Kleitman (2002) contend that the projects effectively affect fundamental abilities and furthermore advantage to school achievements. Clearly extracurricular exercises assume a significant job similarly as school programs is concerned. The inquiry is the manner by which non-installment of school duties influences the current extracurricular activities.

2.5 Effect of Non-payment of School Levies by Parents on School Management

Zahra, Newey and Shaver (2011) contended that instructive administration deliberately for students accomplishing target of scholarly gauges from expert legitimate educators at a moderate expense. All things considered instruction is profoundly respected national and open choice and influences huge number of schools, educators, students and subordinate staff. It enhance a magnificent framework requests in accordance with social-political desire of the individuals.

Physical condition impacts human wellbeing and prosperity therefore influencing conduct (Hinckand and Branddell, 2009). On the side of this case, Shepherd (2006) sees that physical conditions influence educators' assurance, feeling of individual wellbeing, sentiments of viability in homeroom and on the general learning condition. In concurrence with the discovering

Shepherd (2006) sees that, building remodels make instructors to have a reestablishment feeling of expectation and duty. Schools assembling in this way must be useful and affordable, yet ought to have a feeling of self-esteem with the goal that understudies, educators and care staff are roused to build execution. This must be made conceivable by school the executives intending to guarantee that school duties are paid on schedule.

Wanyama and Njeru (2004) fight that school, the board and projects in Kenya are one and something very similar. The investigation further settled that educational cost suppliers ordinarily heavy charges for the administration they give regardless of whether it is named private educational cost or healing classes. Non-installment of school duties obstructs administrative work in schools. A large number of the researchers who have investigated the connection between physical condition and nature of administrations concur with the discoveries of Whatley (2008) who contends that building conditions influence school execution. This implies school the executives has a job of guaranteeing that got assets are all around used so its individuals make the most of their work place condition for quality administrations.

The head teacher has the obligation of giving a strong workplace that advances teacher, students and subordinate employment adequacy, work fulfilment and maintenance (Cooper, 2013). Along these lines, since strengthening and self-sufficiency expands work duty and fulfilment, school administrators ought to assign accounts to each part of personnel with the goal that schools run undisrupted henceforth booting quality administrations. Then again, Guthrie and Rothstein (2000) recommended that, school administrators should wander into different wellsprings of pay to keep away from vote head complexities which structures premise of genuine administrative clashes. In this manner, if parents/guardians don't pay demands administrator's work will be influenced. Concentrates with comparable perceptions were directed by Marzano (2003) who

claims that, powerful school executives utilizes compelling money related administration procedures and study hall, educational plan. This demonstrates schools can't be kept running without cash.

As indicated by Johnson (2009), the marvel of non-instalment unmistakably undermines school the board, yet the whole limit of national government to convey change at the neighbourhood circle. All advancement programs at last depend on the help and co-appointment that lone neighbourhood government structures and authorities can give. School supervisors in this manner require cash for everyday learning and this must be made conceivable with brief instalment of school demands.

A study done by Bowen (2015) has discovered that, educators utilized by Teachers' Service Commission are insufficient in this manner constraining Board of Management (BOM) to utilize more instructors, to fill the hole. These educators are paid by parents/guardians. He further saw that principals are consistently in strain to perform both regarding scholastics and framework. For these to be acknowledge, cash is required and BOM favour such extra exacts.

Research on how approach sway on school income and training quality in Limpopo gave the accompanying data on school charges for three-year time frame 2005 to 2007 that it gathered from 1,326 school in Limpopo empowering correlation of school income over the period when the no-expense strategy was presented. Results demonstrated that self-announced school use things when no-charge status proposed huge increments in the quantity of school utilizing care staff just as on gear rental, support, phone and different administrations (Department of Education, 2006). Some schools opined that they currently had a financial limit for extra showing assets and extra-curricular activities, for example, music and sports that were already

unreasonably expensive. Albeit a little example these discoveries propose that no-charge schools are in an ideal situation than previously (Department of Education, 2006). In this manner, it infers that school duties ought to be paid for administration conveyance to be improved in schools.

Then again, schools in quintiles 3-5 got a lower for every student allotment in genuine terms in 2007 as compared to 2005. The exploration firmly proposed that the presentation of the no-expenses strategy reduced the circumstance in charge school payment and others are compelled to work on less than the stated amount. The essential purpose behind the declining circumstance in expense paying conduct is neediness. (Branch of Education, 2006). On the side of these perspectives, the US Department of Education (2003) declares that financial status of students brings ecological lacks which result in low confidence of the understudies. At the point when parents/guardians capacity to pay charge is low and they can't have all the fundamental materials contrasted with capable understudies' henceforth post lacklustre showing.

Studies directed by Stephen and Lamb (2011) in Australia places accentuation on financial status as being affecting capacity to pay school collects that decide the nature of administrations offered there. It hence, pursues that non-instalment of school duties influence administrations rendered in this way obstructing accomplishment in such schools. Perceptions made by OECD (2009) show that school projects and undertakings show incredible variety in circulation of understudies' accomplishment. In Chile, for instance, instruction framework is portrayed by heterogeneity in execution; this can be ascribed to financial degree of the understudies with respect to instalment of school demands. It is clear that assets are required in our schools to help projects and ventures since they are straightforwardly corresponding to quality administrations rendered.

Africa additionally has his offer on tutoring sway through the formation of private and open organizations. The advantage is addition of optional alumni's entrance to tertiary foundations. This can be ascribed to high enrolment in secondary schools (Otieno and Ngolovoi, 2009). Be that as it may, in spite of this enrolment statistic climb, demand installment in optional schools is declining enormously in low-pay African nations, for example, South Sudan and Somalia (World Bank, 2008). Understudies in such places wind up dropping out of school or complete yet with terrible scores because of poor administrations offered to them. On the side of this view, Johnstone (2004) demonstrates that, this extension and decrease in assets moves simultaneously with expanded expenses of instruction per understudy. Governments are constrained to channel more assets to optional instruction with an offer to improve compelling administrations in school in this manner boosting execution, by financing school demands.

Fiske and Ladd (2003) found that in South Africa an overseeing collection of government funded schools must take every single sensible measure inside its way to enhance the assets provided by the state. The setting of expenses is discretionary as in a school can force such charges just when approved to do as such by dominant part of parents/guardians going to a spending meeting at the school. Kids can't be denied confirmation for inability to pay charges, however schools can sue parents/guardians for no-installment. Be as it may, a few parents/guardians with extraordinary low salary are excluded from paying such charges this is the motivation behind why there is non-installment of school demands which lay a job in affecting administrations rendered in these school.

As per Johnstone (2004), in South Africa, beginning of cost partaking in auxiliary schools made a move of expenses from the state to the citizens in government funded schools. These influences educational cost demands, paying client charges for convenience or diminishing appropriations

for expenses of living. It was seen by Johnstone (2003) that school performance would be improved if individuals pay levies demands. Execution can't be accomplished if the individuals bearing the weight of duties can't pay. This is on the grounds that the school management relies upon opportune instalment of school demands for total execution of charges.

Most school government bodies at Mpumalanga in South Africa are arranged in poor networks. They can't sufficiently enhance state assets in light of their financial conditions. This circumstance regularly prevents school advancement starts and the nature of instruction offered by schools (Department of Education, 2012/13). This implies deficiencies of cash bargains nature of administrations offered in schools.

As per Mandell (2009), poor regions could battle to fund 'no expense' schools on a premise of per student assignment as the national targets require. Results of the new strategy, on instruction, incorporate the plausibility of huge classes; absence of satisfactory study halls, gear and prepared quality instructors, deficiency of school furniture, course readings and other learning materials. Inability to gauge and get ready right spending projection can possibly undermine the way of life of learning and showing administration at "no charge" schools (Guthrie and Rothstein, 2000). Thusly, it is important for charges to be paid to guarantee that faculty hardware and foundation are set up for better administrations. The approach system on training which envelops the South African Act No. 86 of (2007) and the school financing standards, supports all parents/guardians, educators, students and networks to assume a functioning job in guaranteeing that the states conceded.

2.6 Effects of Non-payment of School Levies by Parents on School Projects

An examination led by Hanushek (2006) on strategic investigations in the United States of America and the remainder of the world found a relationship between's school tasks and

administrations offered, which he claims school duties structure the monetary reason for any school ventures. Greenwald, Hedges and Laine (2016), on the side of this discovering, attests that effective fulfilment of such undertakings: demonstrate a solid predictable association with accomplishment. Inside and out investigations still uncovered a relationship between expanded going through with noteworthy increment in accomplishment. Accordingly, achievement of school, extends completely rely upon opportune instalment of school demands.

Further investigations by Wenglinsky (2006) concurred said on information result sway on venture. Supports and Wenginsky's investigation found that 'per student' uses for guidance and the organization of school areas are related with accomplishment. Later examinations looking at the connection between financing ventures and school results, made steady enhancements to generation investigation and found a measurably positive huge connection between school accomplishment addition and financing ventures. Insignificant investigations have assessed this connection between school-level spending and understudy level results. It in this way, pursues school demands sufficient enough and paid on schedule for quality school tasks to be acknowledged school activities are basics for general execution of schools (Bogler, 2000). He recognizes instalments of tolls as the sole task financing value hotspot for foundations in Kenya state funded school. Prominent activities dependence to this subsidizing incorporates the school transports, development of new framework, preparing school libraries and research centres just as data correspondence innovation ventures. Maintainability he says guarantees that undertaking keeps on pursuing even the cut-off period is finished. Starting and creating school extends in this way upgrades powerful exhibition. Research is expected to learn effects of non-instalment of school exacts on such activities.

Research directed by Maicibi (2005) saw that all foundations are controlled by undertakings. He further saw that, Substantial powerful tasks merit merging to control different assets towards acknowledging institutional execution. a basic audit of these was focused on the connection between school execution. It pursues that cash is required for execution of these activities which this examination looks to edify by breaking down effects of non-instalment of school collects on school ventures.

Langlo and Norman (2007) attest that commonsense subjects face a few difficulties including cost suggestions, gear and administrative skill. It pursues that commonsense subjects require offices like land, hardware and research center subsequently requesting a great deal of assets which might be hard for some schools. This needs to deficient and hypothetical guidance in numerous schools. On the side of this discovering, Ssekamwa (2007) has discovered proof to propose that, in Uganda, significant expense of running commonsense instruction lessen adequacy of directing them. In understanding, Epeju (2009), discovered proof to recommend that functional instruction includes profoundly composed ability advancement and practice in labs through exhibitions and activities work. In this manner, non-instalment of school tolls would imperil those useful and professional subjects.

UNESCO (2009) accuses absence of money related assets for obstructing development of offices which lead to decrease in school accomplishments. This is because of non-installment of school tolls shaping the significant purpose behind the stagnated situation of execution in Kenyan instruction. In concurrence with this perception, Omaren (2002) stresses that absence of assets caused decrease in execution of state funded schools. In this manner, opportune installment of school duties is required for quality offices that upgrade better help conveyance.

Non-installment of school duties makes numerous schools to have lacking and fragmented undertakings (Schommer-Aikins, Duell and Hutter, 2005). This is the purpose for most schools having no labs or has sick prepared ones and prescribes that the service of instruction ought to dispense extraordinary awards to schools. In suggests with the perception is UNESCO (2003) contends that auxiliary school ventures need budgetary help constraining useful courses to be decreased to hypothetical homeroom introduction? Labs and lab materials require a ton of assets which school heads raise through school demands. At the point when this fall flat, it would not be conceivable to assemble sound demeanours. Prior, UNESCO (2003) and World Bank (2000) had uncovered that specialized/professional subjects are more costly per unit cost than hypothetical ones. Thus viable subjects to be offered parents/guardians ought to enough pay school exacts on schedule.

Research done by Ssekamwa (2007), point out that offering commonsense instruction disheartens school administrators' structure being energetic causing them to lean toward proficiency course. The researcher further discovered pioneers of tuition based schools whose unique points were to give down to earth training basically fizzled and started offering education educational program. This infers cash furnishes obtaining power with which training procures its human and physical sources of info. On the side of this perception, Kalyango (2008) declares that money related requirements have consequences for institutional execution since it decides material offices required. Non-installment of school collects subsequently burdens school directors to the extent offering of handy subjects is concerned. The present examination tries to unbiasedly investigations effects of non-installment of school exacts on school ventures.

PTA assets and different tolls are costs that exploration studies have appeared to influence training. Mthabela (2014) show that cost of training extraordinarily impacts the engaging quality

of putting and taking an interest in tutoring. This training cost incorporates demands for therapeutic classes, inspiration, building reserve, PTA educators and lunch costs for day auxiliary schools. Colcough, Rose and Tembon (2000), in their examination, place that non-installment of school imposes incredibly influences school programs. In the help of this view, Rose and Al Samaria (2001) found that capacity to purchase exercise books; pen and essential apparel for school likewise impact whether youngsters could enlist or unimportant pulled back from the primary evaluation. Extra costs like enlistment instalments, getting duplicates of birth authentication (for enrolment), reading material and uniform expense were backhanded cost that numerous parents/guardians in Guinea discovered hard to meet, as indicated by Colclough, Rose and Tembon (2000).

Ogot and Ochieng (2005) had likewise noticed that most schools couldn't meet their intermittent expense and in this way were limited to less expensive absolutely scholarly educational plan. With those inadequacies, the quality instruction offered was sketchy. A report by Action Aid Nigeria (2012) has featured that lacking foundation, offices and different concealed tolls have been distinguished as a portion of the significant issues influencing the smooth running of free training in Kogi State in Nigeria, and accordingly non-installment of school duties disheartens improvements of framework and different offices in schools.

Cumming et al., (2015) report that World Bank studies show China, El Salvador, Malaysia and Indonesia are serving networks that participate in school financing because of interest of elective types of instruction. In East Asia all sort of fess are pervasive. Charges are standard in south Asia too, yet the ongoing pattern has been for parents/guardians to move to the private framework where in spite of the fact that expense exist, the nature of the schools and accessibility of assets seem, by all accounts, to be higher. In East Asia, all sort of expenses are pervasive, just like the

additional expense of private coaching. Fess existed in 97% of the 79 nations studied by the World Bank (2015) of these, around 1/3 of all expenses charged are informal. Most nations charge more than one sort of expenses and even nations which had as of late abrogated charges still had a few expenses. PTA commitments were most basic sort of expense 71% of nations reviewed): trailed by education costs (38%), writings books charges (47%), garbs (49%) and other movement expenses (43%) (Kattan and Burnett, 2004). In Kenya, arrangement of free educational cost in optional schools was to pull in poor people and defenceless gatherings in the auxiliary educational system.

Martin (2000) states, "administration conveyance ought to be planned around the necessities of end clients, as opposed to departmental organizations, or the accommodation of conveyance foundations." Since the South African government is empowering resident cooperation in the entirety of its exercises, particularly in the nearby circle of government, this standard implies that when districts convey administrations to their electorates, such administrations ought to be fixated on the requirements of the neighborhood individuals, not as per the necessities of the city official (region). This implies administrations that are conveyed by regions ought to be administrations that mirror the nearby difficulties the region faces.

Enrolment is one proportion of access to training. Significant determinants of enrolment incorporate; salary, tutoring costs, nearness of schools, network association, transportation, instruction quality and importance (Raja and Burnett, 2004). Auxiliary school enrolment rates in the sub-Saharan Africa (SSA) keep on being the most minimal on the planet. UNESCO (2008) takes note of that solitary 25% of school age populace was taken a crack at auxiliary schools in 2006 in SSA, and that there were 83 young ladies just for each 100 young men contrasted with NER of 40% in optional schools in Caribbean with 107 young ladies for each 100 young men.

The measurements demonstrate that youngsters, especially young ladies, in SSA have the most reduced chance to take a crack at optional schools at their official age. UNESCO (2010) includes that larger part of youths in school are still taken on the essential level in SSA, an instance of 39%.

2.7 Knowledge Gaps

Lustig and Strauser (2004) have discovered that schools have sorted out that general execution of a school approaches the amount of the presentation of all its individual specialists. Amplifying workers' presentation necessitates that association offer proper encounters for its representatives preparing, position jobs, devices and bits of knowledge for choice make. Essentially, Tai (2006) has proposed that there is have to have enough cash for preparing its staff instructors and subordinates to empower them offer quality administrations consequently contend well with performing organizations.

Eshiwani (2003) sees that most optional schools are insufficiently set up with individuals who have not gotten adequate preparing. On their part, Beardwell, Holden and Clayton (2004) affirm that there is a huge contrast between association that train their workers and associations that don't. These examinations unmistakably delineate the need to help staff improvement to upgrade their exhibition. In any case, the investigations don't make a connection between staff preparing and execution, from one viewpoint, and accessibility of assets as school demands. All things being equal, the examinations were primarily centered around execution contracting. Consequently, there was have to investigate the effect of non-installment of tolls on staff execution.

UNESCO (2000) sees that, in Malawi, budgetary assets required for raising more study halls, preparing more instructors and securing more course readings are loosened up dainty. The

UNESCO (2000) report takes note of that non-industrial nations bring about significant expenses in educators' pay rates confines the assets accessible to improve study hall and instructors' assets by the public authority. Schools in this way start to charge guardians for expenses for work, sports or water bills. The UNESCO report, in any case, doesn't go further to investigate whether guardians do really pay these new school charges and the effect that installment or non-installment of school demands has on instructive administrations. Therefore, this investigation was intended to fill the hole and investigate the effect of guardians' non-installment of school demands on instructive administrations in auxiliary schools in Ainabkoi Sub-County.

An examination by Stephens and Schaben (2002) has discovered proof to recommend that projects, for example, interscholastic games are as significant in schools as there is a huge connection between understudies' scholastic accomplishment and cooperation in such projects. Essentially, Marsh and Kleitman (2002) contend that school programs have constructive outcome on fundamental abilities and furthermore advance school achievements. Also, Broh (2002) has discovered proof to recommend that Total Extracurricular Activity Participation (TEAP) is related with an improved scholarly presentation. What's more, an investigation directed by Ponter (2009) has discovered proof to propose a solid connection between music projects and scholarly execution; the examination accordingly presumed that music is essential to the educational plan as science and perusing. These examinations do show that school programs are significant in instructive administrations and in upgrading understudies' authority of fundamental abilities and scholastic execution. The examinations, then again, have not indicated how the non-installment of school demands influences the school chiefs' capacity to execute such projects.

Cumming (2015) show that the expense of instruction extraordinarily impacts the appeal of putting and taking an interest in tutoring. This instruction cost incorporates demands for therapeutic classes, inspiration, building store, PTA instructors and lunch costs for day optional schools. Colcough, Rose and Tembon (2000), in their exploration, contend that non-installment of school levels significantly influences school programs. Chimombo (2005), in an overview, has discovered that in Malawi 80% of school demands pay for learning materials, 70% for regalia, 60% for school improvement reserves, 33% for school dinners. These investigations confirm the significance of school demands in supporting instructive projects. Chimombo's (2005) study was led in Malawi and this investigation was led in Kenya, explicitly in auxiliary schools in Ainabkoi Sub-County in Uasin Gishu County.

Studies have likewise investigated the significance of funds in the executives activities of school. School administrators encourage the arrangement of the essential states of being and backing for instructive administrations to be successfully led. Shepherd (2006) sees that states of being influence instructors' resolve, feeling of individual security, sentiments of viability in homeroom and on the overall learning climate. In like manner, building redesigns make educators to have a reestablishment feeling of expectation and responsibility. Schools fabricating thusly must be utilitarian and prudent, yet ought to have a self-appreciation worth so understudies, instructors and care staff are roused to expand execution (Shepherd, 2006). In reality, Wanyama and Njeru (2004) fight that school the executives and projects in Kenya is indeed the very same thing. The investigation further settled that educational cost suppliers regularly demand charges for the administration they give independent of whether it is named private educational cost or

therapeutic classes. This implies that non-installment of school demands frustrates administrative work in schools. This examination was along these lines directed to investigate the effect of non-installment of school demands on instructive administration administrations.

This examination additionally evaluated concentrates on the connection between non-installment of school tolls and usage of school ventures. Hanushek (2006) has discovered a relationship between's school ventures in schools and administrations offered; he asserts that school demands structure the monetary reason for some, school ventures. Fiske and Ladd (2003) on the side of this finding, affirm that fruitful fulfillment of such activities has a solid reliable connection with accomplishment. Top to bottom investigations actually uncovered a relationship between expanded going through with critical expansion in venture accomplishment. The above investigations certify the significance of funds on school ventures. Nonetheless, they don't go further to investigate the condition of accessibility of subsidizing for these tasks. All things considered, this examination was intended to look at the connection between non-installment of school tolls and accomplishment of school ventures.

Maicibi (2005) has seen that all establishments, including schools, are controlled by ventures. Likewise, UNESCO (2009) accuses absence of budgetary assets for impeding development of offices which lead to decrease in school accomplishments. In concurrence with this perception, Omaren (2002) underscores that absence of assets caused decrease in execution of government funded schools. A World Bank (2005) study report has discovered that nations charge more than one kind of expenses and even nations which had as of late nullified charges charged a few tolls on guardians. As indicated by Kattan and Burnett (2004), PTA commitments were most regular

kind of charge for 71% of nations studied), trailed by educational expenses (38%), course books charges (47%), garbs (49%) and other movement charges (43%). Clearly, these investigations underscore the significance of guardians' money related commitment to instructive establishments. This investigation tried to give another measurement to the above examinations by looking at the effect of non-installment of school demands by guardians on instructive administrations in Eldoret East Sub-County.

It is obvious that researchers, for example, McMahon (2008) and Ngolovoi (2010) have put a lot of accentuation on connection among money related and scholastic execution. Their discoveries have been founded on cost sharing to network cooperation financing to encourage learning upgrade. Such examinations have neglected to suggest the modalities through which duties can be successfully acknowledged to improve Levy installments for better help conveyance. The writing audit demonstrate elective obliges administrators need to embrace to substitute government, non-legislative and strict awards to offer types of assistance to their customers. It has not likewise saved staff execution, school programs, school the executives and school extends that altogether rely upon installment of tolls.

In 2016, the Cabinet Secretary who was in charge of Education, Dr. Fred Matiang'i, gave an explanation which asked optional schools in Kenya to submit to the suggested school charges collects as gazetted in March 2015 (Mogoa, 2016). The March 2015 Gazette Notice (No. 1555) specified as follows: Boarding schools would charge Ksh 66,424 for every offspring (of which Ksh 53,554 would be paid by guardians and Ksh 12,870 would be paid by government; Day schools would charge Ksh 22,244 (Ksh 9,374 from guardians and Ksh 12,870 from guardians),

and Special Needs Secondary Schools would charge Ksh 69,810 (Ksh 37,210 from guardians and Ksh 32,600 from government) (Mogoa, 2016). The notification further specified that the school duties would be dispersed to the accompanying vote heads: acquisition of instructing and learning material and test, supplies, fixtures upkeep, neighborhood travel and transport, organization costs, clinical costs, action expenses, individual payment and protection (clinical and property) (Mogoa, 2016). Two inquiries emerge from these explanations that are vital to this examination: 1) To what degree do schools comply with the specified charge rates? 2) How helpful are guardians in paying a lot of the suggested school charges?. This investigation accordingly tried to respond to these inquiries by analyzing the impacts of non-installment of school demands by guardians on the administration conveyance in open optional schools in Ainabkoi Sub-County Uasin Gishu County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter outlines methodology and procedures during the data collection. It outlines research design, the location of the study, target population, sampling procedure and sample size, research instruments, validity and reliability of the study and method of collecting data.

3.2 Research Design

This study adopted the use of descriptive survey design where it endeavored to assemble information from a chosen populace to decide the present status of that populace concerning a bunch of factors. This is the best plan accessible for specialists who wish to assemble unique information for depicting a bigger populace that they can't notice legitimately. Studies are additionally brilliant vehicles for the estimation of qualities of enormous populaces (Kothari, 2009). This assessment wanted to gather data on impacts of non-installment of school demands on administration conveyance in open optional schools in Uasin Gishu County, Ainabkoi Sub County

3.3 Location of the Study

Ainabkoi Sub County is one of the administrative units in Uasin-Gishu County located in the South East of Eldoret town with its headquarters Waunifer 40 KM from Eldoret town. Ainabkoi Sub-County covers an area of 1138km². Its main town is Eldoret with its main economic activity being Agriculture. Most of the farmers grow wheat and maize they also practice livestock rearing. Most of the parents/Guardians in the region depend on farm produce to pay school levies which make most of them to have levy payment problems, since they have to wait for a whole year to sell their crops. The researcher chose the area because no other study had been

done to ascertain the effects of parents' non-payment of school levies on service delivery in selected public secondary schools in Anabkoi Sub-County. This was in accordance with the view by Borg and Gall (2009) that the perfect setting for any investigation is the one that is straightforwardly identified with researcher advantage.

3.4 Target Population

This study aimed at targeting public secondary schools in Anabkoi Sub-County of Uasin Gishu County. It then selected eighteen head teachers/principals and eighteen bursars. This study, therefore, targeted respondents' from eighteen schools.

3.5 Sampling Procedure and Sample size

Kothari (2009) contends that 10% to 30% at 95% certainty interim of the example populace empowered the scientist source enough information to warrant substantial and educated speculation and end. In accordance with that view 58.6% of all the 31 open auxiliary schools in Anabkoi Sub-County were inspected for this examination utilizing stratified arbitrary testing. This gave a sample size of 18 schools. Using purposive sampling, all the head teachers/principals of the 18 schools were sampled to respond to interview schedule. Eighteen principals were chosen using purposive sampling to respond to open-ended interview schedule. Eighteen bursars were also chosen purposively to provide documented information on levy payment.

The investigation embraced a stratified irregular inspecting procedure to recognize the schools that took an interest in the examination. This was on the grounds that the schools in the district are of various strata (boarding young men, boarding young ladies, blended day and life experience schools and day blended schools). These schools were of various classes in particular National school, Extra County schools, County schools and Sub-area school. This guaranteed equivalent possibility determination of respondents in light of the fact that these schools charge

various duties meaning the examples would be comprehensive in the exploration study. Since 31 schools were sensibly little, the specialist examined 18 of them. This included 58.6% of the all out number of schools in the investigation zone. Patton (2002) prescribes that a stratified example size of 30% is proper for a logical illustrative review structure. Consequently, out of the 31 schools in the investigation territory, 18 schools far surpassed Patton's recommendation, which was solid for the examination. This was relied upon to expand the legitimacy of the exploration discoveries since a huge segment of the objective populace is incorporated. This guaranteed the analyst got the privilege with wanted data on duty installment. Then again, purposive testing was utilized to choose educators/principals who decidedly partook in the investigation.

3.6 Research Instruments

This study adopted the used open-ended interview schedule and document analysis to collect the required data for the research.

3.6.1 Interview Schedules

McMillan (2003) depicts meet as an apparatus of get-together information that includes direct cooperation among people and which is adaptable and versatile. The magnificence of this device is that it could be utilized with various issues and kinds of people. Meeting calendars are progressively solid since they are efficient, objective and predictable (Joppe, 2000). The meeting calendar of gathering information includes introduction of verbal improvements and answer as far as oral reactions (Kothari, 2006). The questioner made a free and common climate that empowered the interviewees to give fair-minded reactions. Open-finished meetings were controlled to the principals of the examined schools in order to give their bits of knowledge into the impacts of non-instalment of school collects on administration conveyance in chose open

optional schools. The open-finished meeting strived to inspire more information that gave knowledge into the issue under scrutiny.

3.6.2 Document Analysis

The study used document analysis to gather data regarding enrolment of students, attendance and school levies charged. The documents analysed included cash book, school fees structures and cash receipt books used by the bursar in each of the sampled schools. Document analysis aided the researcher in supplementing the information obtained from the interview schedules.

3.7 Pilot Study

The researcher directed a pilot study in Moiben Sub-County which fringes Anabkoi Sub County. The scientist deliberately chose six schools in Moiben and oppressed the meeting timetables to for the most part head instructors. During the meetings, the scientist additionally examined the substance of archive investigation to guarantee that it would evoke the necessary records from the schools focused on. The reactions of the guided subjects were checked against the examination targets. The investigation of discoveries from the pilot study aided the analyst to guarantee that the substance of the instruments were applicable to the examination. For an examination instrument to be viewed as legitimate, the substance chose and incorporated into the instrument must be significant to the variable being researched. After the pilot practice a few things were overhauled to address the objectivity of the examination, the specialist re-outlined the things, which seem ambiguous and embed more things to improve the nature of the instruments and this decreased the chance of distortion

3.8 Validity of the Research Instruments.

Mugenda and Mugenda (2003) characterize legitimacy as how much results developed from the analysis of information tells the marvels under investigation. According to Kothari (2009),

legitimacy is how much recommendations or measures fit in with built up learning or truth. A frame of mind scale is viewed as substantial, for instance, to the degree that its outcomes comply with different proportions of ownership of the demeanor.

For this situation, content legitimacy of the examination instruments was resolved in two different ways. Initially, the specialist observed the elements in the instrument with the college administrators, partners and other speakers from the office. Their input helped the specialist to decide the legitimacy of the examination instruments. The criticism included recommendations, explanations and other applicable information. These proposals were utilized to roll out vital improvements to things in the meeting calendar and record examination apparatuses. This methodology is alluded to as master judgment technique; it includes counseling at least one specialists. The specialists give evaluations utilizing their very own techniques and research involvement. A scientist who uses master judgment must guarantee that it is powerful since the evaluations given by individuals who are not really taking the necessary steps are regularly less exact. Accordingly, to ensure that great evaluations are given, one needs to separate errands into littler ones and dole out their estimations to individuals who have explicit learning in explicit assignment zones. When making estimations engineers, analyzers and chiefs keep an eye on de-accentuate errands that they don't comprehend (Taherdoost, 2016). Also, content legitimacy of the examination instruments was resolved through directing.

3.9 Reliability of the Research Instruments

Mugenda and Mugenda (2003) poised that the unwavering quality of an instrument is the extent to how an instrument provides predictable outcomes after repeated trials. The research adopted Kelinger and Shohamys' (2009) suggestion to accomplish dependability of research instruments where the apparatuses were directed on an example of six schools in Moiben Sub-County which

represented 30% of the total number of schools examined for the investigation. The decisions of the schools were purposeful since the schools didn't shape some portion of the investigation populace. To decide the unwavering quality of the exploration instruments, the specialist applied a split half technique during the pilot study, where questions were separated into two sets utilizing odd numbers for one set and even numbers for the other set (Nachmias and Nachmias, 2007). Each set of interview schedules was dealt with independently and scored accordingly. The pilot results gave a figure of 0.75. Henceforth the instruments proved to be reliable. This guaranteed that the instruments were contextual and presented appropriate questions as dependent on the research questions which were applicable and enough to assemble information required for analysis.

3.10 Data Collection Procedure

The specialist acquired a letter of presentation from Kisii University that encouraged getting exploration grant from the service of Education and National Commission for Science and Innovation. The analyst at that point booked a meeting with the principals/head educators before overseeing the meeting plan. The analyst visited every one of the tested schools and directed the meeting plan for principals/head educators additionally gathered information on duty instalments from the treasurer's office. The respondents were guided on the best way to react to the inquiries and were guaranteed of secrecy of the data got.

3.11 Data Analysis

Data analysis involves categorizing, ordering, manipulating and summarizing of data to answer research questions. Data analysis is aimed at to reducing data to interpretable and intelligible form so that the relations of research problems can be tested and studied (Churchill, 2006). Qualitative data from open-ended interviews was analysed thematically. This began with the

categorisation of interview responses in relation to the objectives of the study. The investigator then re-read through the responses and identified themes under every category. This helped to break down the discussions to provide exhaustive interpretation and analysis of findings. The quantitative data obtained mainly in form of records from document analysis was analysed using descriptive statistics. This analysis entailed comparison of various records of paid and unpaid school levies. The findings were then broken down into frequencies and percentages to provide a narrative of the actual situation of the research in schools.

3.12 Ethical Considerations

Information gathering is a critical phenomenon since it requires attacking of an individuals' private lives, moral contemplations are in this way of fundamental importance in study (Mugenda and Mugenda, 2003). The specialist acquired leeway from the association before gathering information. Privacy was watched all through the investigation for respondents who gave genuine beliefs. The scientist in this manner got assent from all the significant specialists and the respondents before acquiring data from them. The specialist assured that the respondents were made aware of the expected use of the data and that the information acquired was private and would not be revealed or examined with any unapproved people.

There was an introductory letter from Kisii University, National Commission for Science Technology and Innovation (NACOSTI), Ethical Review Committee (ERC) proving the reason with respect to why the research is being directed to the investigation and how he plans to secure the data of the respondents so as to keep away from stresses and in this way making the respondents to unreservedly take an interest in filling polls

Informed assent in relation to the respondents was assured by requesting that they use where necessary coding as rather using their names or some other individual data in surveys. The

researcher provided adequate information concerning the study, adequate opportunity for the respondent to consider all options regarding the study. The participants were not coerced to sign the consent form. This exploration was secret and was kept by the researcher alone.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The chapter presents the results of the data analysis procedures on effects of non-payment of school levies by parents/parents/guardians on delivery of services in public secondary schools in Uasin Gishu County, Ainabkoi sub county. A total of 36 respondents participated in the study. Eighteen (18) school principals/head teachers took part in responding to open-ended interview schedule and 18 bursars were engaged to provide documented information on levy payment. Analysed below also are records of school levies payment of eighteen schools in three years (2012-2014).

4.2 Demographic Information of the Respondents

The study aimed at determining respondent's demographic information using school category, school and type of school because they play a role in determining amount of levies paid.

4.2.1 Distribution of Respondents according to Category of School

Data on the category of school was sought since it plays a critical role on levy payment. To a larger extend in national schools' parents/parents/guardians are expected to pay school levies at the expected time compared to schools at the county levels. This information was sought to determine various categories. The study established that most of the schools, 8(44.4%), comprised the sub-county level schools. There were 4(22.2%) county schools and 3(16.7%) extra county school and 3(16.7%) national school. The results were as presented in Table 4.1 below

Table 4.1: Category of School

Category of school	Frequency	Percentage
National	3	16.7
Extra County	3	16.7
County	4	22.2
Sub County	8	44.4
Total	18	100

Source: Field Research (2016)

4.2.2 Type of School

Data on type of school was sought because different types of school have different levy payment.

The findings on types of schools were as follows: 7(38.9%) were day schools, 7(38.90%) were boarding schools and 4(22.2%) were day and boarding schools. These results were as summarized in Table 4.2 below.

Table 4.2: Types of Schools

Category of school	Frequency	Percentage
Day	7	38.9
Boarding	7	38.9
Day and Boarding	4	22.2
Total	18	100

Sources: Field Data (2016)

From the findings above, it is evident that most of the schools were either day or day and boarding. These types of schools charge lesser levies compared to boarding schools. This information was relevant to the study since the researcher was interested in assessing non-payment of school levies by parents/parents/guardians in the different category of schools.

4.3 Effects of Non-payment of School Levies by Parents on Staff Performance

The first objective of the study was to evaluate the effect of parents/parents/guardians' non-payment of school levies on the performance of staff in the schools under study. To achieve this objective, the 18 principals/head teachers were interviewed to show relationship between non-payment of school levies and staff performance.

The school principals were interviewed to give their views on the effect of non-payment of school levies on staff performance. 83% of the principals interviewed agreed that non-payment of school levies had an impact on teacher motivation in their respective schools. 17% were not sure; they instead argued that teacher motivation was a product of many other factors. Those who believed payment of school levies motivates staff gave the following explanations for their responses:

- i. Teachers employed by the Board of Management get their salaries early enough
- ii. Staff are able to attend training programmes since funds are readily available
- iii. Activities that motivate staff such as sports, benchmarking and retreats are funded and this shows management support for its staff.
- iv. Performance is rewarded which motivates teachers and support staff.
- v. Resources and physical environment determines quality of services offered.
- vi. Conducive working environment is a product of sufficient funds that enables leadership abilities within the staff.

During the interviews, one of the teachers had this to say:

Schools do not offer in-service courses to its teachers due to non-payment of school levies by parents/parents/guardians. Further, teachers do not attend workshops due to lack of funds. Personally, I agree that payment of school levies will go a long way to motivate teachers (Personal Communication, Teacher School B, 2016).

Another respondent who disagreed that payment of school levies motivates teachers added as follows:

I only agree that non-payment of school levies by parents/parents/guardians hinders renovations to take place in school and that development of infrastructure depends on payment of school levies, things that do not directly concern us. For me, I will be motivated when given a good working environment and pay increase (Personal Communication, Teacher School C, 2016).

The findings concurred with Vigoda-Gadot (2007) how school management offer his/her administration is a significant structure square which establishes the framework and must be investigated by the associations. Each school head ought to guarantee that representatives work all the more productively and adequately by guaranteeing administration characteristics among people inside the institution. The connection among authority and administration conveyance is roundabout just as immediate. The authority quality is acquired through preparing and giving a favorable workplace. School executives have the obligation of gathering school exacts on time so as to prepare its staff just as giving favorable workplace.

Briseid and Francoise (2004) note that in most OECD nations, families must cater for the compensation for supplies, school dinners, school attires and extra-curricular exercises. Households that were not able to manage to pay the cost of most part get a grant or advantages from a reductions of expenses. Be that as it may, in many countries, school suppers are free or sponsored (Finland) depending on the ability of the households (France and some states in the US). Quickly developing countries, i.e. Brazil, Korea, Indonesia and India burn through 39-half of their instruction spending plan on auxiliary training while at the same time creating economies spend moderately low rates (KIPPRA, 2009).

4.4 Effects of Non-payment of School Levies by Parents on School Programmes

The second objective of this study was to assess the effect of parents/parents/guardians' non-payment of school levies on school programmes. The respondents interviewed were thus asked to state whether or not non-payment of school levies affects school programmes. All the 18 respondents agreed that non-payment of school levies affected school programmes. The respondents were further asked to list some of the challenges facing school programmes due to non-payment of school levies as follows:

- i. Equipment required for various programmes are insufficient
- ii. The school is not able to hire coaches for various sports programmes
- iii. Patrons are unable to attend seminars which are necessary
- iv. Invitation of external speakers for various programs is hampered
- v. The kind of food offered in school depends on availability of funds
- vi. Remedial classes are affected by lack of funds.

On further probing, one of the teacher respondents further explained her response as follows:

Schools levies balances in my school are very huge. Most of our planned programs were not running. Early this year we were to attend a seminar in a neighbouring school concerning teaching of languages but we did not and this would have been beneficial to our students (Personal Communication, Teacher, School E, 2016).

Another teacher added thus:

In my school, we had planned to build a modern school laboratory to cut on costs incurred while taking students for practical in a neighbouring school. The project has not kicked off since students have huge arrears. It is really a problem (Personal Communication, Teacher School B, 2016).

The findings were supported by Afridi (2007) examined the school programme effects on service delivery in Madhya Pradesh, India where out of the 74 schools surveyed the non-payment of school levies was found to have increased by 10.5% in schools which parents/guardians paid the

school levies for various programmes. Therefore provision of levies increases participation in the various executions of school programmes hence affecting positively service delivery. This also implies that in a scenario where levies are not offered and parents are not in a position to pay for it children choose to stay at home decreasing school programmes.

4.5 Effects of Non-payment of School Levies by Parents on School Management

The third objective of this study was to establish the influence of parents/parents/guardians' non-payment of school levies on the management of schools. To achieve this objective, the respondents interviewed were asked to state whether or not parents/parents/guardians' non-payment of school levies affected school management. From the responses, all the 18 respondents agreed that non-payment of school levies made it hard to manage schools. The respondents were asked to list some of the challenges that school managers faced due to non-payment of school levies. They gave the following responses:

- i. Timely payment of contractors and service providers in school is affected.
- ii. Vote heads are interrupted
- iii. Successful completion of initiated school projects is inhibited by non-payment of school levies.
- iv. Non-payment of school levies by parents/parents/guardians hampers ability of Board of Management to employ teachers.
- v. Staff motivation is hindered by shortage of funds.
- vi. Renovation of buildings does not take place due to insufficient funds.

While emphasizing on the need for parents/parents/guardians to pay school levies, one of the teachers added that:

Schools lack funds to implement major projects due to non-payment of school levies. Sometime back, we lost qualified staff because the BOM could

pay them. It is really a challenge to manage a school without funds (Personal Communication, Teacher School A, 2016).

The findings were in tandem with Wanyama and Njeru (2004) school, the board and projects in public secondary schools in Kenya are one and something very similar. The investigation further settled that educational cost suppliers ordinarily heavy charges for the administration they give regardless of whether it is named private educational cost or healing classes. Non-installment of school duties obstructs administrative work in schools. A large number of the researchers who have investigated the connection between physical condition and nature of school management concur with the discoveries of Whatley (2008) who contends that building conditions influence school execution. This implies that school executives has a job of guaranteeing that got assets are all around used so its individuals make the most of their work place condition for quality administrations.

The Principal has the obligation of giving a strong workplace that advances teacher, students and subordinate employment adequacy, work fulfilment and maintenance (Orodho and Njeru, 2003). Along these lines, since strengthening and self-sufficiency expands work duty and fulfilment, school administrators ought to assign accounts to each part of personnel with the goal that schools run undisrupted henceforth booting quality administrations. Then again, Guthrie and Rothstein (2000) recommended that school administrators should wander into different wellsprings of pay to keep away from vote head complexities which structures premise of genuine administrative clashes. In this manner, if parents/guardians don't pay demands administrator's work will be influenced. Concentrates with comparable perceptions were directed by Marzano (2003) who claims that, powerful school executives utilizes compelling money related administration procedures and study hall, educational plan. This demonstrates schools can't be kept running without cash.

4.6 Effects of Non-payment of School Levies by Parents on Implementation of School Projects

The fourth objective of this study aimed at identifying the impact of parents/parents/guardians' non-payment of school levies on the implementation of school projects. In achieving this objective, the respondents in the interview were requested to highlight whether or not non-payment of school levies affected implementation of school projects. All the eighteen head teachers agreed that non-payment of school levies affected the implementation of school projects.

In addition, the study aimed at identifying the nature of challenges that schools faced in terms of project implementation due to non-payment of school levies. The respondents cited the following as challenges facing implementation of school projects due to non-payment of school levies:

- i. Planning for infrastructural requirements is affected
- ii. Successful completion of initiated projects is affected by insufficient funds.
- iii. Quality of projects is determined by levies paid
- iv. Projects affect services rendered in school
- v. Practical subjects are affected by amount of land, laboratory, its chemicals and equipment
- vi. Expansion of school facilities is affected due to insufficiency of funds.

One of the head teachers gave the following explanation for his response:

This year, we had planned to build a computer lab for the school. We communicated to the parents/parents/guardians and they promised to support the project. However, it has turned out to be a challenge despite the many times we have sent students home to bring fee arrears. We laid the foundation for the building and everything stopped there (Personal Communication, Principal School B, 2016).

As per research directed by Maicibi (2005) saw that all school projects are controlled by capital (money). He further saw that, Substantial powerful tasks merit merging to control different assets towards acknowledging institutional execution. a basic audit of these was focused on the connection between school execution. It pursues that cash is required for execution of these projects which this examination looks to edify by breaking down effects of non-instalment of school collects on school ventures.

Langlo and Norman (2007) attest that commonsense subjects face a few difficulties including cost suggestions, gear and administrative skill. It pursues that school projects require offices like land, hardware and research center subsequently requesting a great deal of assets which might be hard for some schools. This needs to deficient and hypothetical guidance in numerous schools. On the side of this discovering, Ssekamwa (2007) has discovered proof to propose that, in Uganda, significant expense of running school projects lessen adequacy of directing them. In understanding, Epeju (2009), discovered proof to recommend that functional instruction includes profoundly composed ability, advancement and practice in labs through exhibitions and project work. In this manner, non-instalment of school levies would imperil those useful and professional subjects.

4.7 Document Analysis

The focus of document analysis in this study was on the records of schools on payment of school levies by parents /guardians. The analysis covered the three years of 2012, 2013 and 2014. These data were sought to enable the researcher to graphically determine the trend of levy payment in order to determine its impact on educational services offered. The data obtained on fees payment from the 18 schools was tabulated as shown in Tables 4.3, 4.4 and 4.5.

Table 4.3: School Levies as at December 2014

School	Expected Fees (Million Kshs)	Amount Paid (Million Kshs)	Balance (Million Kshs)
A	10.8639	6.51834	4.34556
B	0.730057	0.522003	0.166499
C	11.990123	8.234678	3.755445
D	9.234134	6.989009	2.245125
E	8.987123	4.786908	4.200215
F	15.989435	10.765345	5.22409
G	0.786234	0.567234	0.219
H	0.900234	0.789234	0.111
I	13.567345	7.908345	5.659
J	8.657953	6.195762	2.500333
K	7.592046	5.291045	2.301001
L	8.034682	5.426837	2.607845
M	0.846731	0.690236	0.156495
N	1.094284	0.859826	0.234458
O	2.095329	0.983265	1.112064
P	4.953012	2.998301	1.954711
Q	5.852016	3.378295	2.473721
R	4.320789	4.000129	0.32066
Total	116.445427	76.905873	39.587222

As indicated in Table 4.3 above, it is clear that of the expected total school fees of Ksh 116.445427 million for the year 2014, only Ksh 76.905873 million was paid by parents/guardians leaving a gap of Ksh 39.587222 for the eighteen schools. The amount of money paid represented 66.04% of the total fees required by schools. This means that at least 33.06% of the fees needed remained in arrears. This percentage is quite large and, as the principals already

admitted in the interviews, non-payment of school fees seriously affected schools' services. The records of fee payment for the year 2013 were as presented in Table 4.4 below.

Table 4.4: School Levies as at December 2013

School	Expected (Million Ksh)	Fees	Amount (Million Ksh)	Paid	Balance (Million Ksh)
A	10.8639		8.51834		2.34556
B	0.830057		0.544003		0.286054
C	12.990123		8.234		4.756123
D	9.234134		9.100009		0.134125
E	8.387123		4.506908		3.880215
F	15.189435		10.000345		5.18909
G	1.786234		0.767234		1.019
H	0.900234		0.889234		0.011
I	13.537345		9.908345		3.629
J	8.657953		8.000265		0.657688
K	7.592046		6.345879		1.246167
L	8.034682		6.098365		1.936317
M	0.846731		0.568926		0.277805
N	1.094284		0.909591		0.184693
O	2.095329		1.304598		0.790730
P	4.953012		3.890367		1.062645
Q	5.852016		4.891238		0.960778
R	4.320789		2.098209		2.22258
Total	108.778304		86.575856		22.202448

The results in Table 4.4 above indicate that of the expected Ksh 108.778304 million school levies for the eighteen schools, only Ksh 86.575856 was paid leaving out total fees arrears of Ksh 22.202448 million. The amount paid represented 79.6% of the total expected amount for the eighteen schools. From the findings, it is also clear that schools that had the highest school levy rates registered higher fees arrears. This could be attributed to the poor economic situation of the parents/parents/guardians.

Table 4.5: School Levies as at December 2012

School category	Expected Fees (Million Ksh)	Amount Paid (Million Ksh)	Balance (Million Ksh)
A	6.8639	5.51834	1.34556
B	1.830057	0.944003	0.886054
C	10.990123	8.334	2.656123
D	9.2	9.150009	0.049991
E	8.000123	3.506908	4.493215
F	13.100435	10.020345	3.08009
G	1.5862	0.700234	0.885966
H	0.980204	0.819214	0.16099
I	10.537345	8.908	1.629345
J	7.657067	7.345982	0.211085
K	6.467809	5.947015	0.520794
L	7.907457	7.509831	0.397626
M	0.709549	0.684262	0.025287
N	0.097865	0.065903	0.031962
O	1.807548	1.465794	0.341754
P	4.509758	4.189433	0.320325
Q	5.389045	4.900424	0.488621
R	3.903926	2.978903	0.925023
Total	101.538411	82.9886	18.549811

Table 4.5 shows the records of school levies for the eighteen schools in 2012. As indicated, the three schools that had the highest amounts of expected fees (School F with Ksh 13.100435 million; School C with Ksh 10.990123 million; School I with Ksh 10.537345 million, and School E with Ksh 8.000123 million) also had the highest amount of fees arrears (Ksh 4.493215 million for School E; Ksh 3.08009 million for School F; Ksh 2.656123 million for School C, and Ksh 1.629345 million for School I). In total, the expected amount of school fees expected by all the eighteen schools in 2012 amounted to Ksh 101.538411 million. The amount paid by the parents/parents/guardians was Ksh 82.9886 million which represented 81.7% of the total expected fees. The total fees arrear for the eighteen schools was Ksh 18.549811 million which represented 18.3% of the total amounts expected.

From the findings in the three tables above, the expected school fees per school for the eighteen schools ranged from Ksh 0.730057-Ksh 15.989435 million. The amount paid by parents/parents/guardians per school ranged between Ksh 0.522003 and Ksh 10.765345 million. Outstanding balances per school ranged from Ksh 0.111-5.659 million. The graph below (Figure 4.1) presents the general trend of fee balances for the year 2014.

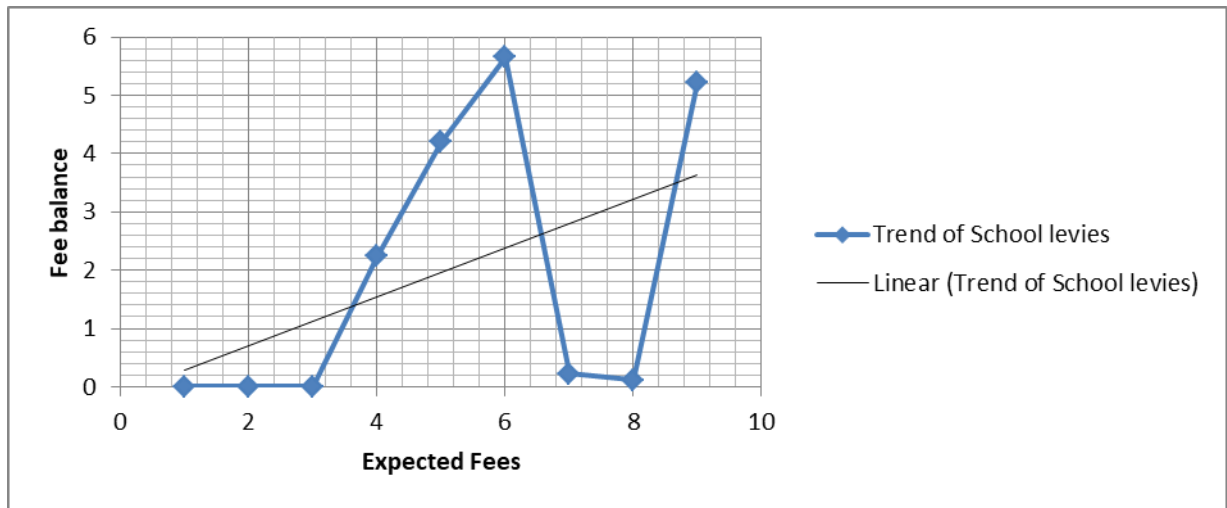


Figure 4.1: Trend of fee Balances in Millions for the Year 2014

From the results in the figure above, it was shown that the fee balances were generally increasing across the eighteen schools under study. Increasing fee balances can be attributed to flexible rules governing fee payment. This culture reduces parents/parents/guardians’ commitment to pay school levies. However, high fee balances are not desirable in a school. This is because service delivery is entirely dependent on levy payment. The figure below presents the research findings on the trend of fee balances versus school levies for the year 2013.

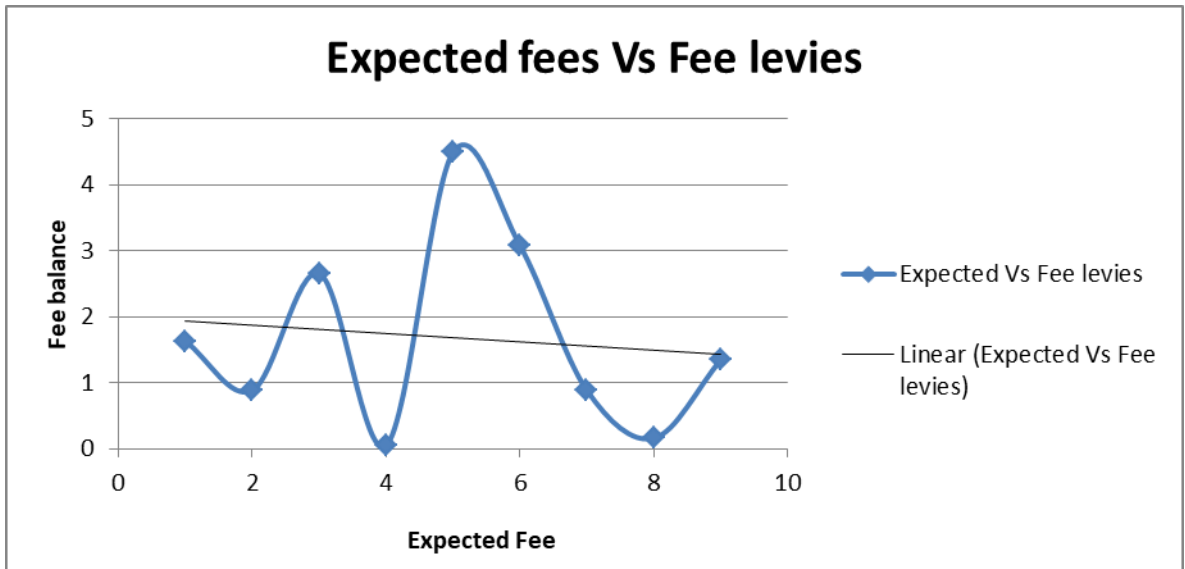


Figure 4.2: Trend of fee balances in millions for the year 2013

The figure above shows that there was a general decrease in the fee balances across the year 2013. This implies that there was increasing compliance by parents/guardians with the school fees payment policy. Figure 4.3 below shows the trend of expected fees versus fee balances for the year 2012.

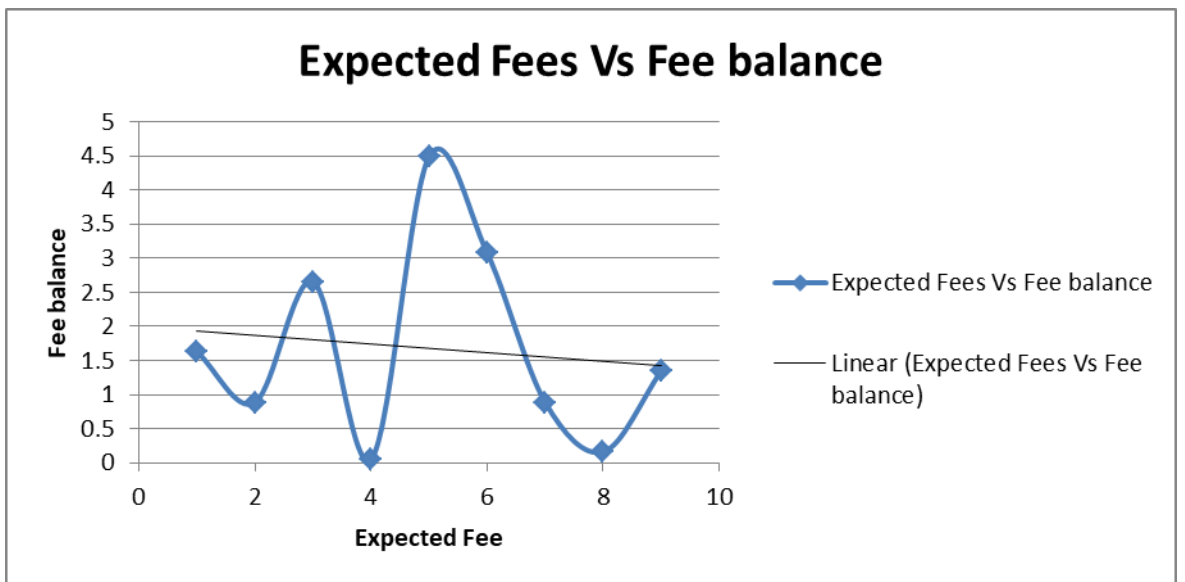


Figure 4.3: Trend of fee balances in millions for the year 2012

As shown above, the trend of fee balances for the year 2012 showed a decreasing behaviour of non-payment. Decrease in fee balance may be as a result of stronger reinforcement of strict regulations requiring parents/parents/guardians to clear fee within stipulated time. Low fee balances are desirable for schools as this would enable them to more effectively achieve their goals.

4.8 Discussion of Findings

The discoveries on the connection between non-installment of school demands and school projects demonstrated that greater part of the respondents concurred that non-installment of school imposes contrarily influences school programs. These discoveries are in concurrence with those of Rutter (2004) who agrees with significance of school programs on school execution by stating that non-installment of school duties influences the school the executives' capacities to run extracurricular exercises. It is clear that cash is expected to help additional educational plans exercises in school. The discoveries additionally agreed with the perspectives on Eshiwani (2003) that contributing on human asset will contribute enormously to nature of administration subsequently deciding execution in state funded schools in Kenya.

The exploration discoveries on the effects of non-installment of school imposes by parents/guardians and school the board demonstrated that, larger part of the respondents concurred with the explanations that tried to decide significance of assets in running a school. RSA (2005) has likewise discovered that deficiency of cash settles on nature of administrations offered in schools, a condition that has additionally been set up in the present examination. Hence, when parents/guardians don't pay tolls school chief's work is adversely influenced. The discoveries are additionally in accordance with the perceptions of Romer (2003) who says that school heads should hotspot for different assets so as to meet the deficiency of assets. This is on

the grounds that assets are required to run all projects in school like healing classes, welcoming outer speakers for direction and guiding, rousing its staff, overhauling school transport among different exercises.

The examination discoveries demonstrated that greater part of the respondents concurred that non-installment of school tolls hampers execution of school ventures. Different discoveries from Whateley (2008) stressed that, building conditions influence nature of administrations rendered. An examination directed by (Cooper, 2013) additionally stresses that instruction require astounding framework in accordance with social political desire of the individuals. These discoveries further help perceptions made by UNESCO (2009), which accuses absence of budgetary assets for obstructing development of offices which prompted decrease in school accomplishment. Different discoveries on the side of these perspectives are from Kalyango (2008) who states that, budgetary limitations have impacts on institutional exhibitions offices required. In this way, non-installment of school tolls influences school ventures..

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

5.1.1 Effects of Non-payment of School Levies by Parents on Staff Performance

The primary goal of the examination was to break down the impacts of non-installment of school requires on staff execution. Respondents were commonly in understanding that; instructors don't go to workshops due to non-installment of school imposes by parents/guardians, schools don't offer in-administration courses to its educators due to non-installment of school collects by parents/guardians, non-installment of school requires by parents/guardians makes school to have deficient hardware and materials for administration conveyance, advancement of framework relies upon installment of school exacts by parents/guardians and non-installment of school demands by parents/guardians impedes remodels to happen in school, and every one of these influences administrations offered by staff.

5.1.2 Effects of Non-payment of School Levies by Parents on School Programmes

The second goal of the examination was to decide commitments of non-installment of school demands on school programs. Respondents were commonly in understanding that; hardware required for different projects in school are inadequate due to non-installment of school demands by parents/guardians, the school can't contract mentors for different projects in school as a result of non-installment of school collects by parents/guardians on school programs, non-installment of school duties obstructs benefactors for different projects from going to classes, greeting of outside speakers for different projects is hampered by non-installment of school imposes by parents/guardians, non-installment of school tolls hampers upkeep in various offices and the sort of nourishment offered in school relies upon school duties paid by parents/guardians.

5.1.3 Effects of Non-payment of School Levies by Parents on School Management

The third target of the examination was to evaluate commitments of non-installment of school requires on school the board. Respondents were by and large in concur men that; convenient installment of temporary workers and specialist co-ops in school is influenced by non-installment of school demands, vote heads are hindered due to non-installment of school demands, effective culmination of started BOM undertakings is repressed by non-installment of school demands, non-installment of school imposes by parents/guardians hampers capacity of BOM to utilize educators and that inspiration of instructors relies upon school demands installment by parents/guardians. Redesign of school building is additionally influenced by inadequate assets.

5.1.4 Effects of Non-payment of School Levies by Parents on School Projects

The fourth goal of the investigation was to survey commitments of non-installment of school collects on school ventures. Respondents were commonly in understanding that; arranging of framework relies upon school duties paid by parents/guardians and that fruitful finishing of started ventures is repressed by non-installment of school demands. Again deficient supports influence nature of school extends consequently influencing administrations rendered in that.

5.2 Conclusion

In view of the discoveries, it may be inferred that; non-installment of school duties is a basic risk to schools as staff execution is concerned. It hinders the school management capacity to run school programs and complete school projects as planned. This influences the executives work since enough cash is needed to purchase games kits, invite mentors and train the games coaches, employ Board of Management teachers whenever there is shortage and carry out other activities. Therefore parents ought to pay their share of school levies on time for successful service delivery.

5.3 Recommendations

The study recommended that:

- i. School management should make necessary arrangements in ensuring that its employees get regular seminars and workshops so as to motivate and equip them for excellent performance to be attained.
- ii. School managers should come up with strategies that will allow for timely payment of school levies. This can be achieved by enactment of regulations such as ‘there shall be no student allowed to sit for the end of term examinations without clearance of school fees.’
- iii. Parents /guardians should be informed of the importance of paying school levies. Since service delivery is pegged against payment of school levies, parents/guardians should be called to attend regular school meetings to discuss the way forward on school levies.
- iv. All stakeholders contribute to quality of service delivered therefore they should be consulted on issues relating to non-payment of school levies for solutions to be sought early enough before services are affected.

5.4 Suggestions for Further Research

The examination prescribes that a comparable report ought to be done in other open and private auxiliary schools in various areas to determine the relevance of the discoveries. Likewise, future scientists ought to likewise consider.

Modalities through which tolls can be viably acknowledged to improve school the board and execution in open auxiliary for better help conveyance.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Kisii University-Eldoret Campus,
P. O. Box 6434-30100,
Eldoret.

Dear Respondent,

REF: PERMISSION TO COLLECT DATA FROM YOUR SCHOOL.

I am a student at Kisii University currently pursuing a Master's Degree in Education Management. I'm carrying out a study on **“Effects of non-payment of school levies by parents on service delivery in public secondary schools in Ainabkoi sub-County Uasin Gishu County.”** Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me carry out the study in your school. Your identity will remain confidential. Please try to be as honest as possible in your responses and ensure that you attempt all questions.

Yours Faithfully,

MOROGO MILCAH

APPENDIX II: OPEN-ENDED INTERVIEW SCHEDULE FOR PRINCIPALS

a) How long have you been in school management?

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.....
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b) In your opinion is there any relationship between levy payment and services offered in your institution?

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c) How does non-payment of school levies affects staff performance?

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d). What effects does non-payment of school levies have on school programs?

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e. How does non-payment of school levies affect managerial activities in your school?.

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f. To what extent does non-payment of school levies affects school projects?

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APPENDIX III: DOCUMENT ANALYSIS

School levies as at December 2012

School category	Expected Fees (000 000)	Received (000 000)	Balance (000 000)
A			
B			
C			
D			
E			
F			
G			
H			
I			

School levies as at December 2013

School category	Expected Fees (000 000)	Amount Paid (000 000)	Balance (000 000)
A			
B			
C			
D			
E			
F			
G			
H			
I			

School levies as at December 2014

School category	Expected Fees (000 000)	Amount Paid (000 000)	Balance (000 000)
A			
B			
C			
D			
E			
F			
G			
H			
I			

APPENDIX IV: DOCUMENT CHECKLIST

School Document Checklist	
The parent non-payment policy and implementation template is used to develop the school's parent payment arrangements and is approved by the school board of management when modified	<input type="checkbox"/>
The school board of management is aware of and understands the views of the school community in determining parent non-payments	<input type="checkbox"/>
The school adheres to the principles of access, equity and inclusion and ensures all students have access to the standard curriculum program and that participation of all students in the full school program is facilitated	<input type="checkbox"/>
The school has a nominated parent contact person	<input type="checkbox"/>
The school has written documentation for non-payment consideration which is communicated to parents	<input type="checkbox"/>
Consideration of payment arrangements and concessions are provided to families on a confidential, case-by-case basis	<input type="checkbox"/>
Students are not denied access to the standard education programs , refused instruction or disadvantaged on the basis of payments not being made for education items or services	<input type="checkbox"/>
Costs to parents are kept to a minimum and are affordable for most families at the school	<input type="checkbox"/>
Parent Payment charges are transparently and accurately costed	<input type="checkbox"/>
Parents are provided a notice prior to the end of the previous school year for annual payment requests	<input type="checkbox"/>
Parents are provided with a clear description of each of the three parent payment categories: Essential, Optional and Voluntary	<input type="checkbox"/>
The school has addressed any concerns raised by parents regarding payment requests	<input type="checkbox"/>
Parents are made aware of financial and other supports available and how to access them	<input type="checkbox"/>
Invoices/statements for unpaid essential student learning items or optional items are generated and distributed no more than monthly	<input type="checkbox"/>
Only the initial request for voluntary financial contributions and one reminder notice per year is sent to all parents	<input type="checkbox"/>
Prior to generating reminder notices to parents for unpaid items, discretion is exercised where there may be hardship or financial difficulty	<input type="checkbox"/>

All documents relating to individual parent payments are stored confidentially in a secure location and accessible only to the principal, bursar and other nominated staff

APPENDIX V: LETTER OF AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/15/7685/6680

10th July, 2015

Milcah Jepkorir Chepter
Kisii University
P.O. Box 402-40800
KISII.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Contributions of non - payment of school levies by parents on service delivery in public secondary schools in Eldoret East Sub-County, Uasin Gishu County,”* I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for a period ending **6th November, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified


APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. MILCAH JEPKORIR CHEPTER
of KISII UNIVERSITY, 4432-30100
ELDORET, has been permitted to conduct
research in Uasin-Gishu County
on the topic: CONTRIBUTIONS OF NON
PAYMENT OF SCHOOL LEVIES BY
PARENTS ON SERVICE DELIVERY IN
PUBLIC SECONDARY SCHOOLS IN
ELDORET EAST SUB-COUNTY, UASIN
GISHU COUNTY
for the period ending:
6th November, 2015

Permit No. : NACOSTI/P/15/7685/6680
Date Of Issue : 10th July, 2015
Fee Received : Ksh 1,000

[Signature]
Director General
National Commission for Science,
Technology & Innovation

Applicant's Signature




CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

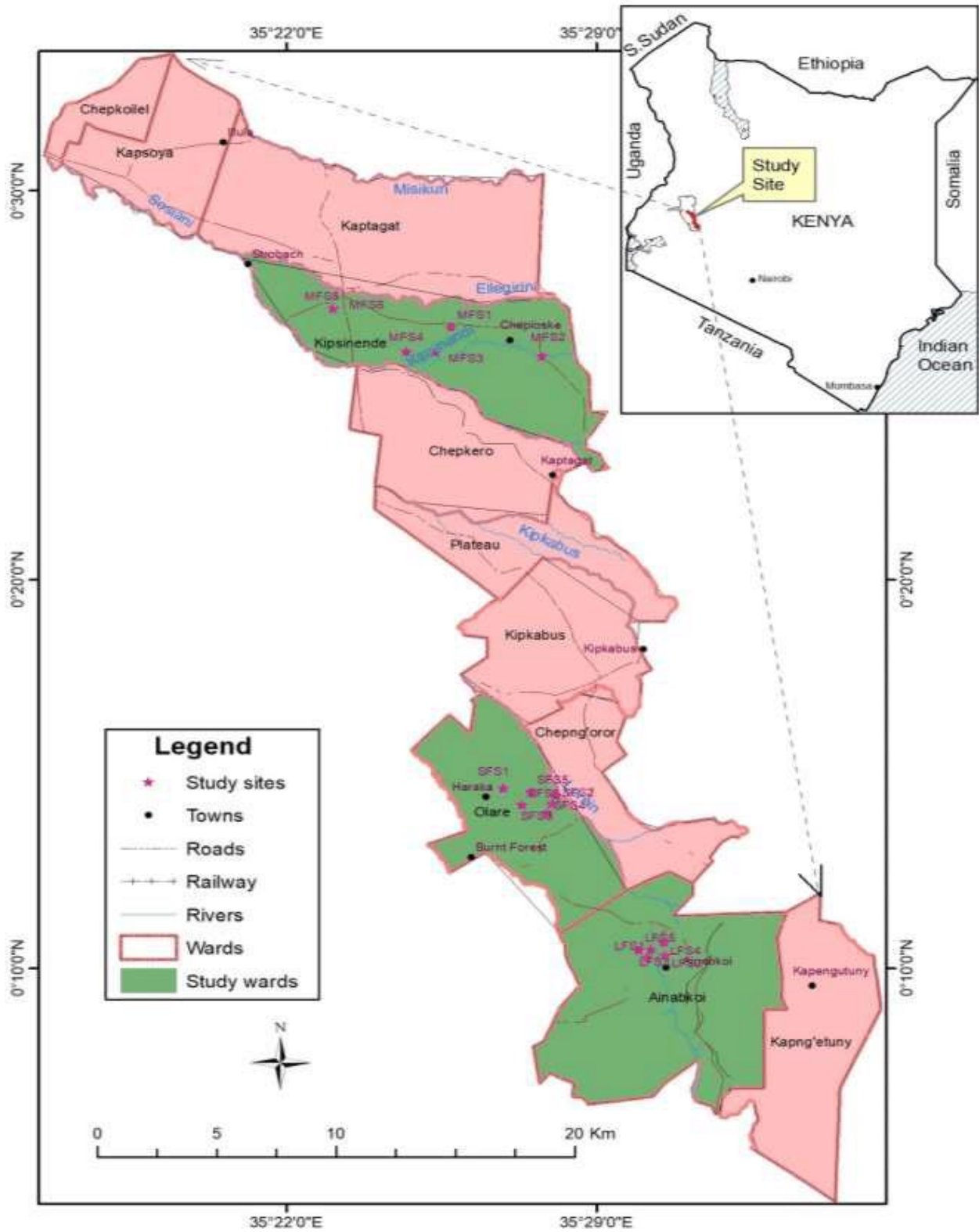
RESEARCH CLEARANCE PERMIT

Serial No. A 5724

CONDITIONS: see back page



APPENDIX VII: MAP OF THE STUDY AREA



APPENDIX VIII: MAP OF UASIN GISHU COUNTY

