

Effects of Levies' Payment on Girls' Education in Kuria West Sub County, Migori County, Kenya.

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Abstract

Education is an important pillar of socio-economic development. The priority is to ensure access to and improve girls' quality of education in public primary schools. The study focused on the effects of levies' payment on girls' education in Kuria West Sub-county, Migori County, Kenya. Inadequate knowledge or low participation of girls in formal education is detrimental to national and human resource development in any nation. Although Free Primary Education (FPE) brought a massive increase in enrolment of genitally mutilated girls in response to the removal of school fees, schools in Kuria West Sub-County charged examination and activity and teaching and learning materials. This affected their enrolment as the government did not provide bursary and scholarship for the needy genitally mutilated girls. Additionally, they perceived levies as not used in providing teaching/learning materials.

Key words: Education; Socio-economic; Primary; Genitally mutilated; Learning

INTRODUCTION

The most urgent priority of a nation is to ensure access to and improve girls' and women's quality of education and remove every obstacle that hampers their participation. For a long time, the world has been concerned about the education of women, and most recently to the imbalances in male and female opportunities for education (Birungi, 2008)

Kisanne (2012) noted that policy and targets need to improve girls' education, develop gender-sensitive areas, and reorientate existing systems to improve girls' education. The relationship between the teacher and the girl child, can reinforce the traditional female stereotype and help

the girl-child develop a new concept. Policies need to sensitize teachers through service and pre-service programmers to the relationships that enhance the girl's concept.

Education Planning, Administration, and management; Making the girl-child the centre of education planning, Administration, and Management would help make the physical and the pedagogical environment more responsive to her needs and would in no way disadvantage the boys. Educational plans should identify appropriate indicators for girls ' education and determine quantitative targets within a given timeframe (Kisanne, 2012)

Akensina and Adetunde (2008) said that the public ought to be responsible for the education of all children of primary school-going to improve access to education as a fundamental right.

In South Africa, a recent Human Rights Watch report warns that sexual violence and abuse hamper girls' access to education. In Afghanistan, they have simply been barred from school under the Taleban regime. Customs, poverty, fear, and violence are why girls still account for 60% of the estimated 113 million out of school children. The majority live in sub-Saharan Africa and South Asia Nduru, (2003).

In Uganda, Birungi (2008) cited the rampant fire in schools and floods as forms that excluded children in the Bundibugyo district from accessing schools during the rainy season and Government does nothing to alleviate the problem.

In Kenyan, girl-child education is elusive as Mwangi (2004) enumerates poverty, disease, and backward cultural practices as the contributing factors. Despite the introduction of free primary education in the country, which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school due to assisting in looking after their young siblings, child marriage, doing house chores, death of a mother, and looking after a sick family member.

The government has taken some initiatives to promote children's education by enshrining their rights in the children's act,2013. Any person found guilty of negligence of the child is liable

for a maximum of five years imprisonment or a fine of a sum not exceeding KES 200,000 or both fine and imprisonment “. Other countries can promulgate such laws to improve access to the girl child (Tobik,2009).

Mwangi (2004) indicates several NGOs educating the people on the importance of taking girls to school rather than marrying them off to older men. In collaboration with NGOs, the government has also established centres where girls rescued from early marriage are accommodated and counselled before being sent back to school.

WHO (2008) indicate more than 200 million girls and women have undergone FGM, and more than 3 million girls are currently at risk of FGM. The vice is primarily performed on children and adolescents; age at cutting varies widely, with some girls undergoing FGM during infancy. Bista (2004) said a girl child in Kuria West revealed that over three-quarters of girls drop out of school for marriage. FGM has severe human rights violations as it harms girls' and women's physical, reproductive, and sexual health (Bunch, 2005).

NGOs have raised awareness in Kuria West since 1997, basing their approach on the harmful health effects of FGM rather than on the issues of gender equality, human rights, and education for the girl child. This NGO also proposed an alternative source of income to FGM practitioners to effectively reduce FGM practice and improve declining enrolment. This study dealt with school management factors that may affect girls' education in public primary schools in Kuria West Sub County. FGM in Kuria West is real, and the following statistical data precisely denotes what the girl child undergoes after every two years. The information is from local church leaders, chiefs, and their assistants. The most significant percentage was reported by the church leaders and NGO's attached to them. After the cut, some girls dropped out of school and opted for early marriage because they lacked financial support.

Table 1: Statistical data

Year	2014	2016	2018
Cut	27	53	109
Dropout	19	41	68
Retention	8	12	41

Source: G.O.K (Children Office, 2018)

1.2 Statement of the problem

Available information on enrollment trends by gender (2004-2007) from the sub-county education office shows a decline in girls' enrollment trends in Kuria West Sub-County. The causes of low enrolment, poor retention, and completion rates among girls in Schools of Kuria West Sub County are attributed to FGM. The practise seems to have more devastating effects on rural communities whose socials and materials empowerment is limited. The persistence in the procedure could aid underprivileged girls to pursue their primary education. Hence a tremendous dropout rate could follow owing to early or forced marriages and promiscuity. Their Minimal efforts have been made to address FGM's problem and its effects on girl child education. However, the enrolment is still declining; therefore, this study investigated the effects of levies' payment on girls' education in Kuria West Sub-county, Migori County, Kenya.

LITERATURE REVIEW

UNESCO (2008) noted that the greatest challenge of gaining access to genitally mutilated girls' education is affordability. Household income is an important factor in determining access and retention in education as schooling incurs a range of school fees, uniforms, and opportunity costs of sending a genitally mutilated girl child to school. According to Hunter (2003), finance

is the circumstance surrounding the genitally mutilated girls' school enrolment unable to pay fees. The inability to pay direct schooling costs was one of the significant causes of non-attendance in many countries globally. Further argued that the government assumes that the abolition of fees would enable the poor genitally mutilated girls to access education. However, as noted, due to the financial constraints, the government cannot fully fund the education of all the genitally mutilated girl children, allowing schools to charge levies as may be deemed relevant and approved by the ministry of education.

Evaluation of Free Primary Education (FPE) shows a massive increase in enrolment of genitally mutilated girls in response to the removal of school fees. However, Hunter (2008) found that schools still collect fees /or levies skilfully from parents to survive. Hence, many genitally mutilated girls cannot access primary education despite the government intervention of abolishing fees. Further, a study in Malawi's universal primary education and despite the abolition of school levies and failure to insist on school uniforms, parents were still required to incur expenses on books, pens, and clothes. Despite the abolition of school fees in Ghana, some schools introduced indirect fees to compensate for the lost revenue. Indonesia free basic education (FBE) policy introduced in 2005 provides incentives for schools to eliminate fees but allows them to opt-out while in Sierra- Leone uniforms double the cost associated with fees (UNESCO 2012)

The abolition of fees has not been enough to ensure access to education for the poor, as many schools continue to levy fees. Raja and Burnett (2004) noted fees can bring large numbers of genitally mutilated girls into schools but cannot keep them as the indirect cost can be an even greater obstacle.

According to Kiveu and Maiyo (2009), education has been a critical factor in the development, especially human resources, for social and economic development. In this regard, governments worldwide have devoted a large share of public finances to the education sector. The

government spends plenty of resources on their education, such that schools of genitally mutilated girls cost an amount roughly equivalent to 24% of GDP per capita.

Njeru and Orodho (2003) noted that introducing a cost-sharing policy created a heavy burden on households. However, the government needs to provide bursary, scholarships for the needy genitally mutilated girls, teacher remuneration in public schools, and in-service training to counter the negative impact of cost-sharing. There are shortcomings in the bursary fund such as delay in disbursement, inadequate funds, and a focus on genitally mutilated girls already in schools, which leaves the cases qualifying for education. It is noted that inadequate monitoring mechanisms and inconsistency, sees genitally mutilated girls given the first batch only to miss the subsequent. Shavanga (2014) studied a descriptive survey research method that indicated extra levies provide additional school physical facilities such as classrooms, library, and computer rooms. The levies help to buy the school teaching and learning materials for teachers and students.

RESEARCH DESIGN AND METHODOLOGY

The study used a survey research design. The survey was appropriate as it covered as many respondents as possible. It also generated information in a standardized form for a specified population or sample. The survey design was capable of presenting vivid information about a given social system and sought to obtain information to describe existing phenomena by asking individuals about their perceptions, attitudes, behaviours, or values (Mugenda and Mugenda 1999)

The study used questionnaires for teachers. In the survey, the researcher administered a written questionnaire to which the respondents responded, and after that, the researcher typically summarized answers to questions in percentages, tables, or graphs (Neuman, 2000).

Location of the study

The research study is in Kuria West Sub-County in Migori County. According to the 2019 population and housing census (republic of Kenya 2019), Kuria West Sub-county's total population stood at 208513. Males are 101090 and female 107417 and 6 intersex. The sub-county covers 395.7 square kilometres and a population density of 527 (republic of Kenya).

The latitude area is 0° 29'59.99"N and longitude of 34° '29'59.99" E. The entire Sub-county has volcanic soil that is generally well-drained and fertile with high potential for agricultural development. The areas experience moderate temperature and, to a large extent, majorly support pastoral and crop farming.

Target population

The target population refers to all items or people under consideration in a particular field (Orodho 2003). According to (Mugenda and Mugenda, 2003), the target population is where you obtain sample Iis taken. The researcher involved 93 schools and 1228 teachers in Kuria West Sub-county, Migori County.

Table 2: Target population

Category	Target population
Schools	93
Teachers	1228
Total	1321

Source: G.O.K (Kuria West Sub-County Education office, 2019)

Sample size

A sample is a sub-group of the population that the researcher will be interested in generalizing the results. It is a smaller group that the researcher gathers information about the studied problem. Karugu (2007). He further recommends a sample size of 10% and 30% for the

descriptive study. Therefore, the researcher involved 28 schools and 368 teachers, 30% of the target population, as shown in Table 3.2 below.

Table 4: Sample size

Category	Target Population	30% Sample Size
Schools	93	28
Teachers	1228	368
Total	1321	396

Source: G.O.K (Kuria West Sub-County Education office, 2019)

Sampling Technique

The sampling procedure is the process of selecting several individuals for the study in such a way that the individuals selected represent the larger group which they are selected, hence representing the characteristics found in the entire group Orodho, (2003). The researcher used simple random sampling to get the sample size from the target population. This technique provides an equal opportunity or chance to the unit of the population to be selected. Karugu (2007).

The researcher used pieces of paper of the same colour and size. On the pieces of paper, the researcher wrote 28 "yes" and 65 "No" then selected 93 of his/her pupils, who were assigned names of the target schools. The researcher folded the said pieces of paper, mixed and placed them on a flat surface before the assigned pupils. I asked them to pick the pieces of paper one at a time. Those who picked "yes" were the schools they represented, and those were schools used as research sites. The researcher wrote 368 "yes" on the paper pieces to select teachers, the same in size and colour. The researcher then wrote 860 "No" on the other patch of the pieces of paper. The researcher visited schools selected or sampled to let teachers pick the pieces of paper. Those who picked "yes" responded to the questionnaire.

Validity

Validity is the degree to which a test instrument measures what it purports to measure and consequently permits appropriate interpretation scores. To determine content validity, the researcher had to carry out a pilot study. Piloting answered many questions that emerged from the instrument before and getting the required data from the respondents (Orodho 2003)

Reliability

Reliability measures the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). The researcher employed the test and

retest technique to improve Reliability. After the first administration, the researcher revisited the school after two weeks for the second administration. The researcher then used the Pearson correlation coefficient formula to determine the Reliability of instruments:

$$r = \frac{n\sum xy - \sum x \sum y}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

Where:

R-is the degree of Reliability.

X-is the score obtained during the first test.

Y –is the score obtained during the second test.

∑-is the summation sign.

N-is the number of scores within each distribution.

The correlation coefficient(r) obtained was 0.87. This was above the minimum 0.7 recommend, hence the instrument was reliable.

RESULTS

The researcher sought to find the effects of payment of levies as a school management factor on genitally mutilated girls ‘education in public primary schools in Kuria West Sub County.

The researcher examined the types of levies in schools and reported the findings in Table 1

Table 1: Type of levies in schools

Type of levies in schools	N	Min	Max	Mean	Std.D
Activity	300	1	4	1.75	.497
Examination	300	1	3	1.27	.519
Meals	300	1	5	2.76	1.488
Physical facilities	300	1	5	4.50	.913
Teaching and learning materials	300	1	5	1.90	.877

Key: SA-Strongly agree-1, A-Agree-2, U-Uncertain-3, D-Disagree-4, SD-Strongly disagree-5

Table 5 shows the type of levies in schools. The respondents agreed schools levied activity fee (m=1.75, std=.497), and teaching and learning materials (m=1.90, std=.877). They strongly agreed schools levied examinations (m=1.27, std=.519), and strongly disagreed they levied physical activities (m=4.50, std=.913). However, respondents were uncertain schools levied meals (m=2.76, std=1.488). Schools in Kuria West Sub-County prioritize charging examination, then activity and teaching, and learning materials respectively. According to the respondents, schools do not levy physical activities and meals fee.

The researcher the sought to find the effects of levies on genitally mutilated girls' education are reported in Table 2.

Table 6: Effect of levies in Schools

Effects of levies in schools	N	Min	Max	Mean	Std.D
Provides teaching /learning materials	300	1	4	3.58	1.335
Provides additional school physical facilities such as classroom & libraries	300	1	3	3.90	.909
The government provides bursary and scholarship for the needy genitally mutilated girls	300	1	5	2.66	1.218
FPE Brought a massive increase in enrollment of genitally mutilated girls in response to the removal of school fees	300	1	4	1.48	.641
Determines access and retention in education as schooling means a range of costs as school fees, uniforms and toiletries and the opportunity cost of sending the genitally mutilated girls to school	300	1	5	2.51	.913

Key: SA-Strongly agree-1, A-Agree-2, U-Uncertain-3, D-Disagree-4, SD-Strongly disagree-5

Table 2 shows the effect of school levies on girls' education. The respondents agreed FPE brought a massive increase in enrolment of genitally mutilated girls in response to the removal of school fees ($m=1.48$, $std=.641$). They were uncertain on the effect of the Government's provision of bursary and scholarship for the needy genitally mutilated girls ($m=2.66$, $std=1.218$). They were also uncertain on the determination of access and retention in education as schooling means, a range of costs such as school fees, uniforms and toiletries, and the opportunity cost of sending the genitally mutilated girls to school ($m=2.51$, $std=.913$). However, they disagree on providing teaching/learning materials ($m=3.58$, $std=1.335$). Respondents viewed FPE as bringing a massive increase in enrolment of genitally mutilated girls in response to the removal of school fees. However, they did not see government as providing bursary and scholarships for the needy genitally mutilated girls. Also, they did not view determining access and retention in education as schooling means a range of costs as school fees, uniforms, and toiletries and the opportunity cost of sending the genitally mutilated girls to school. They did not see levies used in providing teaching/learning materials.

DISCUSSIONS

Schools in Kuria West Sub-County prioritize charging examination, activity, and teaching and learning materials, respectively. This, according to Hunter (2003), prevent genitally mutilated girls from enrolling in these schools. These costs cause the non-attendance of the girls in schools. This is against the government's assumption that the abolition of fees would enable the poor genitally mutilated girls to access education. Thus, allowing schools to charge levies may be deemed relevant and approved by the ministry of education but affecting the children from many poor homes. This is similar to what is happening in Ghana, despite the abolition of school fees, some schools introduced indirect fees to compensate for the lost revenue. Equally, in Indonesia, the free basic education (FBE) policy introduced in 2005 provides schools' incentives to eliminate fees. Still, it allows them to opt-out while Sierra- Leone uniforms double the cost associated with fees (UNESCO 2012). Therefore, it is evident that schools and the

ministries of education manipulate policies to cater to extra levies disadvantaging children from challenged homes.

The respondents reported that schools do not levy physical activities and meals fee. They viewed FPE as bringing a massive increase in enrollment of genitally mutilated girls in response to the removal of school fees. However, they did not see government as providing bursary and scholarships for the needy genitally mutilated girls. Also, they did not view determining access and retention in education as schooling means a range of costs as school fees, uniforms, and toiletries and the opportunity cost of sending the genitally mutilated girls to school. They did not see levies used in providing teaching/learning materials. However, Hunter (2008) found that schools still collect fees /or levies skilfully from parents to survive. Hence, many genitally mutilated girls cannot access primary education despite the government intervention of abolishing fees. Further argued that in a study in Malawi's universal primary education, parents were still required to incur expenses on books, pens, and clothes despite the abolition of school levies and failure to insist on school uniforms.

CONCLUSION

Although FPE brought a massive increase in enrolment of genitally mutilated girls in response to the removal of school fees, schools in Kuria West Sub-County charged examination, activity, and teaching and learning materials. This affected their enrolment as the government did not provide bursary and scholarship for the needy genitally mutilated girls. Additionally, they perceived levies as not used in providing teaching/learning materials.

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