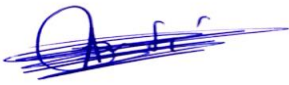


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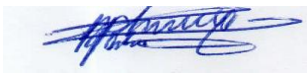
This dissertation entitled “**Implication of unit cost of Education on students’ enrolment in TVET schools in Nyamagabe District**” is my original work under supervision of Dr. NTAWIHA Philothere and has not been presented for a Degree or any other academic award in any University or Learning Institution.

NTEZIRYAYO André

Signature: 

Date: August 08th 2022

Supervisor: Dr. NTAWIHA Philothere

Signature: 

Date: August 08th 2022

DEDICATION

To

My beloved wife **Clémentine**

My daughters **Linda, Livia** and **Liorah**

All my relatives and friends,

This work has been dedicated.

ACKNOWLEDGEMENT

First and foremost, immeasurable thanks go to my loving God for his love, joy, mercy and grace with all material and immaterial richness entrusted on me.

Second, I would like, sincerely, to thank Dr. NTAWIHA Philothere, the supervisor of this thesis for his unflagging support, encouragement, willingness to give corrections, pertinent remarks and suggestions which have been overwhelmingly helpful in the completion of the present work.

Third, I convey my feelings of gratitude to my classmates for their joint action that shaped my course.

Finally, yet importantly, many thanks go to my informants for their acceptance to participate in this study by responding my questionnaires. The central and essential part of this work asserts how they have been of a great importance to me.

To all of you, thank you so much.

ABSTRACT

Education is a foundation upon which economic, social and political development of any nation is based. Due to its contribution on economic growth, enhanced productivity, national and social development and social equity, Governments and households heavily invest in all forms of education. Despite the heavy expenditure on education by the governments and households, little attention has been given to the unit cost of education of each student. The absence of considerations of unit cost of education in the existing literature of TVET enrolment rate was the source of interest for this study. This study tries to answer four questions. First, what is the effect of home based cost on education on trainees' enrolment rate in TVET schools in Nyamagabe? Secondly, what is the effect of school based cost on trainees' enrolment in TVET schools in Nyamagabe? Thirdly, at what extent are parents and trainees aware of the source of finance towards enrolment in TVET schools in Nyamagabe? And last what is the relationship between cost of education in TVET schools and trainees' enrolment rate in TVET schools in Nyamagabe? The study used descriptive research design to establish the relationship between unit cost of education and trainees' enrolment rates in public, Government aided and private TVET schools. The data were collected from household heads and principals of TVET schools and also from the Ministry of education and aligned boards and Nyamagabe district offices. The target population comprised all the 1501 household heads 11 managers of TVET schools and one professional in charge of TVET and secondary schools in Nyamagabe. The purposive technic was used to get a sample of 75 household heads while census was used to get the number of school principals who participated in the study. The questionnaires, interview schedule and education document analysis were the main tools for data collection. The data were analyzed using SPSS software. Through data analysis, the study established that most of households have more boys in TVET schools than girls. The study also established that there is high correlation between parents' level of education and children enrolment in TVET schools. On transport cost, the average distance from home of student to school is 16km, with day schools being closer at 12km and boarding schools being 28km away. The study also established that a child is less likely to enroll in a TVET school if the household expenditure is higher than the government expenditure. Thus, government education subsidies may be promoting enrollments in TVET schools. On the basis of the foregoing findings, the study recommends that more day TVET schools be built; school uniform cost for trainees be subsidized; the cost of school facilities, especially buildings and workshop equipment be provided by the government; and school managers be required to adhere to TVET school fees guidelines set by the Ministry of Education.

Table of Contents

DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT.....	iv
Abbreviation and acronymic sentences	x
CHAPTER ONE: GENERAL INTRODUCTION	1
1. Introduction	1
2. Back ground of the study	1
Table 1.2.TVET enrolment in Nyamagabe	5
3. Statement of the problem	5
4. Objectives of the study.....	6
4.1. General objectives	6
4.2. Specific objectives.....	6
4.3. Research questions	6
5. Significance of the study.....	6
6. Scope of the study	7
7. Definition of related key terms	7
CHAPTER TWO: RELATED LITERATURE REVIEW.....	8
2.0. Introduction	8
2.1. Family based cost and students enrolments	8
2.1.1. Coverall and other uniforms cost and students' enrollment.....	8
2.1.2. School materials cost and students enrolments.	9
2.1.3. Transport cost and students 'enrollment.....	10
2.2. School based cost and students enrollment.....	10
2.2.1. School, boarding fees and students 'enrolment.....	11
2.2.2. Examination fees and students enrolment	11
2.2.3. Cost of extra curricula and students enrolments.....	12

2.3. Educational policies, social constraints and the quality of education and students enrolment.....	12
2.4. Conceptual frame work	13
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	15
3.1. Introduction	15
3.2. Research Design.....	15
3.2. The study site	15
3.4. Target population	15
Table 3.1. Target population.....	15
Table 3.2. Sample size	16
3.5. Research data collection instruments.	16
3.7. Reliability and validity of research instruments.....	17
3.7.1. Reliability	17
3.7.2. Validity	17
3.8. Data collection procedures	17
3.9. Data analysis procedures.....	17
3.10. Ethical considerations	18
CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	19
4.1 Introduction	19
4.2.1 Biographic information of parents.....	19
Table.4.1. Demographic information of respondents	19
4.2.2 Household income	21
Table 4.2. Household income as a source of funding enrolment in TVET schools.	21
4.2.3 School fees and other expenses required to participate in TVET schools in Nyamagabe.	22
Table 4.3. School fees and other expenses.	22
4.2.4 Enrollment of children in TVET schools.	25

Table 4.4. Enrollment and attendance.....	25
4.3.1 School Manager Demographic Information	25
Table 4.5. School Manager Demographic Information	26
4.3.2 School manager working experience.....	27
Table 4.5. School manager working experience	27
4.3.3 School manager experience within in the school.	28
Table 4.6. School manager experience within in the school.....	28
4.3.4 Levels existing in the school	29
Table 4.6.levels existing in the school.....	29
4.3.5 Capitation grant received by the school	29
Table 4.7. Capitation grant received by the school.....	29
4.3.6 Support received by the school apart from the parents’ one.	30
Table 4.8. Support received by the school apart from the parents’ one.....	30
4.3.7 School feeding received by the school	31
Table 4.9. School feeding received by the school	31
4.3.8 Consumables received by the school.....	31
Table 4.10. Consumables received by the school	31
4.3.9 Materials for trade received by the school.....	32
Table 4.11. Materials for trade received by the school.....	32
4.3.11The school income generating activities	32
Table 4.12.The school income generating activities.....	32
4.3.12 The school spending status	33
Table 4.13. The school spending status	33
4.3.13. Type of income generating activities.....	34
Table 4.14.Type of income generating activities.....	34
4.4 Findings from interview	34
CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....	36

5.1. Discussion	36
5.1.1. The findings of the effect of home based cost on trainee’s enrolment in TVET schools in Nyamagabe.	36
5.1.2. Determining the effect of school based cost on trainee’s enrolment in TVET schools in Nyamagabe.	37
5.1.3. Exploring the level of parents and trainee’s awareness on the sources of finance towards enrolment in TVET schools in Nyamagabe District.....	38
5.1.4. The relationship between cost of education in TVET schools and trainees’ enrolment in TVET schools in Nyamagabe District.....	39
5.2. Conclusions	40
5.3. Recommendations	41
REFERENCES	42
APPENDICES	45

List of tables

Table 1.1. Trends in TVET in school and enrolment rate 2018-2021 **Error! Bookmark not defined.**

Table 1.2. TVET enrolment in Nyamagabe 5

Table 3.1. Target population 15

Table 3.2. Sample size 16

Table 4.1. Demographic information of respondent 19

Table 4.2. Household income 21

Table 4.3. School fees and other expenses. 22

Table 4.4. Enrollment of children in TVET schools..... 25

Table 4.5. School Manager Demographic Information 26

Table 4.5. School manager working experience 27

Table 4.6. School manager experience within in the school..... 28

Table 4.6. Levels existing in the school..... 29

Table 4.7. Capitation grant received by the school..... 29

Table 4.8. Support received by the school apart from the parents' one..... 30

Table 4.9. School feeding received by the school 31

Table 4.10. Consumables received by the school 31

Table 4.11. Materials for trade received by the school 32

Table 4.12. Any other support received by the school **Error! Bookmark not defined.**

Table 4.12. The school income generating activities..... 32

Table 4.13. The school spending status 33

Table 4.14. Type of income generating activities..... 34

Abbreviation and acronymic sentences

TVET: Technical and Vocational Educational Training

NST1: National strategy for transformation One

SPSS: Statistical Package for Social Science

PTA: Parents Teachers Association

MINEDUC: Ministry of Education

ES: Ecole Secondaire

GSNDP: Groupe Scolaire Notre Dame de la Paix

NISR: National Institution of statistic of Rwanda

VTCs: Vocational Training Centers

UNESCO: United Nations Educational, Scientific and Cultural Organization

SDGs: Sustainable Development Goals

RTB: Rwanda TVET Board

CHAPTER ONE: GENERAL INTRODUCTION

1. Introduction

This chapter one presents the back ground of the study where the content discusses the historical components of TVET schools and its importance in the mankind socio economic development, the statement of the problem explains the reason why this research is worth conducting, this chapter covers also 4 research objectives and related research questions, significance of the study, scope of the study as well as the definition of some key related terms.

2. Back ground of the study

The contributions of Technical and Vocational Educational and Training (TVET) are in the global programs for the development. Initially TVET was established by European in 1800s during French revolution with the purpose of making inventions in their productions for war ambition (Maclean & Wilson, 2009). Ever since, Technical and Vocational Educational and Training (TVET) programs have been shared all over the world. The development of vocational skills and promotion of lifelong learning are recognized as core national strategies in many advanced countries including Japan and United States (MINEDUC, 2008). Malgen & Hopkin (1998) argued that, some data were confirmed scientifically indicating that Technical and Vocational Educational and Training (TVET) will definitely enrich skills of employees needed for economic growth. In the same vein, Boutin, (2009) states that, some nations like European Union and United States are reforming their programs of education and training to be a source of skilled labor at the labor market.

TVET strategy aims to support members' effort to improve the system of TVET and equip youth with necessary skills and knowledge to compete at the labor market (UNESCO, 2015). It is in this regard that, most of the countries over the world emphasizes in the provision of necessary skills and knowledge through formal and informal trainings by TVET schools and colleges. The main purpose of providing this kind of education is to meet individual, societal as well as governmental needs in accordance to SDGs' strategies (UNESCO, 2015).

In few years ago, World Bank has released loans to different countries to reform their education especially Technical and Vocational Educational and Training (TVET) for instance 60 million US dollars were provided by world bank to Nepal for TVET restructuring and improvement (world bank, 2017). Also some sub-Sahara Africa countries were sponsored by World Bank in order to develop and promote program related to TVET (World Bank, 2018).

In the agenda of Sustainable Development goal, aspects related to education on its target four strive to ensure that all women and men access equally knowledge and skills acquired from Technical and Vocational Educational and Training by 2030. However, it was noticed that this is difficult to be achieved since young people in some countries like Australia and Germany do not prefer to join TVET schools (United Nations, 2015). In recognition of TVET, developed countries like Japan, China and Italy had made higher investment in TVET to equip their young people with necessary skills (M. Rukaria, 2011).

TVETs have proven vitality across the world; as an example, the government of Malaysia as a developed country that makes much attention on TVET development (Cheong and Lee, 2016). committed to support TVET where it launched a policy indicating that plan of job at the rate of 60% will be basing on the needs of skills provided by Technical and Vocational Educational and Training (TVET) (Aziz,2019). Nevertheless, this country put required effort in improving TVET; It is even today still facing multiple challenges where people in this country give less value to TVET compared to general Education. This highly limit enrolment rate in TVET to be increased and consequently the private sector invest less in it (Ministry of Higher education, 2017). On the same note, Nursiah, et al, 2020) argued that, due to low motivation of youth to be enrolled in TVET, the government is questioning what it spent on TVET for increasing the attendance rate in TVET.

According to UNESCO (2013) most of the sub Saharan African countries faced challenges of insufficient fund allocated to TVET education. In the same vein, Baki (2013) argued that most of African countries face challenges of enrolment in TVET schools and colleges due to ineffective implementations of different policies related to funding and allocating resources equitably.

From the study conducted by World Bank (2013) about the awareness of youth about the source of funding to enroll in TVETs, the findings indicated that, most of sub- saharan African countries need to deal with the problem of funding issues in Technical and Vocational Educational and Training (TVET) otherwise they have to minimize support provided to TVET if young people don't manage to change mind. In addressing the need of human resources with necessary skills and knowledge and respond to the demand of labor, these countries are committed to increase the number of TVET schools and colleges but still the number of youth who join TVET schools is still limited due to lack of awareness of funding sources, Motto (2015).

To embrace TVET system as one solution to address the need of qualified and skilled human resources as a strategy to tackle the challenge of the imbalance in the supply and demand of

skilled labor; these countries are committed to ensuring that there are skilled workers available on the labor market to meet the actual labor market demands.

According to UNESCO (2015) it is important to make a reform of TVET by considering all issues related to TVET in developing countries, in realizing the reform, it is better to formulate clear policies, involving private and other stakeholders and make necessary investment to reduce higher cost of education in Technical and Vocational Educational and Training (TVET). On the same note, UNESCO (2013) indicated that, many sub-Saharan African countries have policies of economies which do not allow expansion of TVET facilities and the cost of education become constraints to TVETs to be expanded due to limited number of students enrolled in them. Oketch (2015) avers that enrolment in Technical and Vocational Educational and Training (TVET) as share of all enrolled in secondary education is below 15% in most African countries. Low enrolment rate is attributed to different factors including cost.

In Rwanda, developmental policies indicate that technical skills have an important role in attaining increased output, reducing unemployment and poverty, as well as enhancing social development within the last couple of years. A reform of the TVET sector has been approved in 2008. Rwanda's economy has been characterized by a serious lack of qualified people in the workforce, particularly in the technical sectors. The goal of education and TVET was therefore to fight ignorance and illiteracy so as to produce competent human resources for economic and social development. The National Skills Audit (2009), reported a significant shortage of technicians in Rwanda with an acute magnitude of 60% in the entire country distributed with in public, private and civil society. Having acknowledged this problem, a TVET structure has and is being put in place to counter the technician problem by equipping the human resource base through the Work Rwanda TVET board (RTB) activities.

TVET is composed both of vocational and technical institutions. Vocational training is a system which aims at providing recipients with the necessary knowledge and skills to exercise a profession in order to be integrated in the labor market. Vocational training includes initial Vocational Training and continuing Vocational Training (Rwanda TVET Policy 2009). In this regard, it is a structured system aimed at providing recipients with the necessary knowledge and skills to continue their studies at tertiary education level or to exercise a profession in order to be integrated into the labor market, the reason why the Government of Rwanda targets to enroll 60% of ordinary level graduates into TVETs by the year 2024. The subsidies are a part of the efforts made by the government to achieve its ambition of enrolling such rate of ordinary level

graduates into TVETs by 2024 and spur job creation of 250,000 new ones every year as targeted by it. However, subsidies are still insufficient since, according to RTB's recent figures, most of the complaints gathered were about the high cost of TVET school fees a fact that makes the enrolment rate in TVET schools to be currently at 31.9 (2022) per cent while the target is 60% in 20224.

In Rwanda, the cost of education both in TVET and general education is shared among the government and households. The government of Rwanda has put much effort in increasing student's enrolment in TVET where different documents containing policies related to TVET have launched such as National strategy for transformation (NST1, 2017-2024) on its pillar 3 priority 4 indicated that, Technical and Vocational Education and Training (TVET) will further be promoted. In this regard the proportion of students pursuing TVET will increase from 31.1% in (2017) to 60% by 2024 to address the challenge of mismatch in labor market demand.

Specifically, there are trends in TVET School and colleges as indicated by National Gender Statistics Report 2021(NISR, 2022)

Table 1.1. Trends in TVET in school and enrolment rate 2014-2021

INDICATOR	UNIT	SUB-GROUP	DATA SOURCE	2014	2016	2018	2021
Trainees in TVET level 1 to 2	Number	Female	MINEDUC: Education Statistical Year-book reports, 2014 to 2020/2021	6,393	4,432	6,376	9,266
	Number	Male	MINEDUC: Education Statistical Year-book reports, 2014 to 2020/2021	6,958	4,980	9,412	7,269
Number of Students in Technical Secondary Schools (level 3-5)	Number	Female	MINEDUC: Education Statistical Year-book reports, 2014 to 2020/2021	29,702	31,371	30,208	32,437
	Number	Male	MINEDUC: Education Statistical Year-book reports, 2014 to 2020/2021	36,542	38,605	37,161	40,249
Number of Students in polytechnical tertiary Schools/IPRC (level 6-7)	Number	Female	MINEDUC: Education Statistical Year-book reports, 2014 to 2020/2021	2,539	3,786	3,943	3,590
	Number	Male	MINEDUC: Education Statistical Year-book reports, 2014 to 2020/2021	7,881	9,661	10,135	9,582
Number of Students in Technical Vocational Education and training (level 1-7)	Number	Female	MINEDUC: Education Statistical Year-book reports, 2014 to 2020/2021	38,634	39,589	40,527	45,293
	Number	Male	MINEDUC: Education Statistical Year-book reports, 2014 to 2020/2021	51,381	53,246	56,708	57,100

Source: National Gender Statistics Report 2021(NISR) 2022

The above statistical data indicated by NISR show that there is slight increment rate in enrolment of students in Technical and Vocational Educational and Training (TVET from 2014 to 2021.

In Nyamagabe District students ‘enrolment rate in TVET schools is critical to achieve target of National strategy for transformation (NST1, 2017-2024). The table below shows schools and related enrolled students.

Table 1.2.TVET enrolment in Nyamagabe

1	Don Bosco Nyamagabe	508
2	ES Bishyiga	51
3	ES Musange	9
4	GSNDP Cyanika	409
5	GS Nkumbure	18
6	Kaduha TVET school	68
7	Kibumbwe TVET	136
8	Mwogo TVET	347
9	Cyanika TVET	215
10	Uwinkingi TVET	76
11	Kigeme TVET	162
	TOTAL	2023

Source: District Director of Education of Nyamagabe

The table above shows how trainees were enrolled in Technical and Vocational Educational and Training (TVET) in Nyamagabe which represent 17% of their target.). It is against this back ground that, this study seeks to determine the implication of unit cost of education on students’ enrolment in TVET School in Nyamagabe district.

3. Statement of the problem

Technical and Vocational Educational and Training (TVET) in Rwanda is being develop as stipulated in different policies like National strategy for transformation (NST1, 2017-2024) on its pillar 3 priority 4 indicated that, Technical and Vocational Education and Training (TVET) will further be promoted. In this regard, the proportion of students pursuing TVET will increase from 31.1% in 2017 (Education year book 2018) to 60% by 2024. The main purpose of TVET in Rwanda is to ensure that all school leavers or interested people to join such schools for acquiring necessary skills. However, The National Institute of Statistics of Rwanda indicates that there is low enrolment rate in TVET schools and colleges at the rate of 37% by 2022. And the evaluation reports of National strategy for transformation (NST1) 2021 indicated that percentage of students enrolled in TVET as proportional of total students is 17% in Nyamagabe, while the target was

60%. The low enrolment rate can be due to numerous factors attached to it, the cost of education is one among others. From this current situation, my interest has got up to investigate how unit cost is attributed to the low enrolment in Nyamagabe District. Few researches have been done but limited to the factors affecting practical skills in TVET. This research for that reason sought to determine the implication of unit cost of education on students' enrolment in TVET School in Nyamagabe District.

4. Objectives of the study

4.1. General objectives

This study was guided with the general objective which is to determine the implication of unit cost of education on students' enrolment in TVET School in Nyamagabe district.

4.2. Specific objectives

- i. To find out the effect of home based cost on trainee's enrolment in TVET schools in Nyamagabe District.
- ii. To determine the effect of school based cost on trainee's enrolment in TVET schools in Nyamagabe District.
- iii. To explore the level of parents and trainees' awareness on the sources of finance towards enrolment in TVET schools in Nyamagabe District.
- iv. To determine the relationship between cost of education in TVET schools and trainees enrolment in TVET schools in Nyamagabe District.

4.3. Research questions

- i. What is the effect of home based cost on trainee's enrolment in TVET schools in Nyamagabe?
- ii. What is the effect of school based cost on trainee's enrolment in TVET schools in Nyamagabe.
- iii. At what extent parents and trainees are aware of the sources of finance towards enrolment in TVET schools in Nyamagabe district?
- iv. What is the relationship between the cost of education in TVET schools and trainee's enrolment in TVET schools in Nyamagabe District?

5. Significance of the study

As this study is all about determining the implication of unit cost of education on students' enrolment in TVET School in Nyamagabe district, Firstly, it will be significant to the researcher

himself since it will be a partial fulfillment of the requirement for the award of Masters of Education in Educational Leadership and Management.

This study was vital in contributing to achieve educational objectives through providing useful information on the enrolment and cost of education and how cost of education should be shared among educational stakeholders to motivate students to join TVET schools. The study is also expected to offer deeply crucial information to educational leaders about the needed cost in TVET schools to boost enrolment rate in TVET schools. The parents will benefit from this study by knowing their contribution about the cost needed to enroll their children in TVET schools. This study will be significant to policy makers where they will formulate and adopt clear policies related to TVET participation and finally this study will help further researchers on deepening their literature review.

6. Scope of the study

This study was geographically conducted in Technical and Vocational Educational and Training (TVET) schools in Nyamagabe District, one of the districts comprising southern province. The scope of the content is that, the study was mainly distilled on the implication of unit cost of education on students' enrolment in TVET schools in Nyamagabe District. The accessible population will be TVET school managers, trainees 'parents in the concerned schools as well as the professional in charge of secondary and TVET education in Nyamagabe District .

7. Definition of related key terms

Enrolment: Refers to registering people in a particular level of education. In this Case it means registering trainees in Technical and Vocational Educational and Training (TVET).

Unit cost: Refers to the average cost incurred by government and house hold in enrolling their children in schools.

Household: Refers to the set of people living under the same roof or living to gather by sharing available resources. These include children, parents, relative and guardians.

Home based cost: These are costs invested by household in sending children to school. In this case these are cost household incur to send their children in TVET schools and colleges

Vocational training school: Refers to an institution, college where vocational training takes Place for youths and people interested in attaining certain skills.

Funding: Refers to provision of financial resources in both monetary and non-monetary forms to finance to Technical and Vocational Educational and Training (TVET).

CHAPTER TWO: RELATED LITERATURE REVIEW

2.0. Introduction

This chapter presents literature related to the Technical and Vocational Educational and Training, education cost and student enrolment in TVET schools. The main purpose of this literature review, critically reviews theories, concepts, findings related to the cost of Technical and Vocational Educational and Training and students enrolment in TVET. The chapter ends with the conceptual frame work that summarizes all theories discussed in the chapter.

2.1. Family based cost and students enrolments

Many countries are striving to enroll their young generation in TVET schools but funding them still higher than of general education due to different charges and cost incurred in TVET schools such school fees, school materials and equipment (Beicht and Walden (2005).

Families incur a lot of money to send their children to schools. These cost that households spend sending their children to school has great effect on students' enrolment because most of them are very costly to afford them. In home based cost we have cost related to school uniform, transport cost, school feeding charges, teacher bonus contributions, examination note books, students registration fees, fees for extra curricula activities, internship fees, etc.

2.1.1. Coverall and other uniforms cost and students' enrollment

In the journey of studies, students require a lot of materials and equipments to pursue their studies. Parents are supposed to contribute to their children's education and make follow up their education by investing in it. The requirements to enroll student in TVET schools affect students' enrollment (Dawnling, 2002)

In addressing the issues related to school uniform, schools decided to introduce mandatory uniform in encouraging high attendance but parents not agree with this policy because, they said that uniform are costly and it is to abuse students' right (Lumsden).

According to Gentile and Imberman, (2012) states that school uniforms are bought by the parent when students go to school the first time and/or change the school. School uniforms contribute to the number of students that can enroll in a given school depending on how much school uniform cost. Most of the parents especially those in middle and lower income classes prefer to take their children to the school where uniforms are cheap (Gentile and Imberman, 2012). Further, the

author states that, cost of uniform does not only contribute to the enrollment rate but also to the student's retention.

According to Davies (2015) states that school uniform is required in most of the school over the world and the parents have to buy them for their children yet parents are complaining that uniforms are costly because students need uniforms as they move from one cohort to another. The study conducted by Reed (2011) indicates that, school uniform helps in the management of students at school like students behaviors that why uniform is required in schools either general and TVET schools which lead to poor families not to afford to join the TVET schools. Duflo, et al (2006) argued that, reducing the cost of student's uniform increase the students participation and enrollment. Especially, in Rwandan TVET schools, there is a number of personal protection equipment that are considered as uniform component and required to be allowed to pursue TVET programs specifically the technical ones. Those are like helmets, boots, dungarees, waistcoat.

2.1.2. School materials cost and students enrolments.

School materials cost is one of the challenges that parents meet to send their children to school. School materials especially materials used in TVET schools are costly. Some families can only afford them depending on their daily or monthly income. Paul son (2012). The author added that, there is regression between student's enrolment and participation in schools by cause of the financial challenges in the families when allocating money to buy students' school material.

The study conducted by Carlos (2014) in Tanzania indicated that, because schools are very expensive, some parents don't understand their contribution in students 'education they give their students insufficient materials which lead to some student to refuse to come to school. Further, the study indicated that, no other challenges like scholastic materials that affect student's enrolment and participation in school like cost of scholastic materials. There are extra materials that are required to trainees pursuing specific trades like construction, carpentry, tailoring,... and these last are the most frequent in TVET schools in Nyamagabe.

Farthing (2014) conducted a study in England on the young people's cost of going to schools. The study findings indicated that, 21% students cannot afford to have all necessary scholastic materials and other necessary to start and progress their studies. Further, the study indicated that cost of school materials are hindrance on the enrollment rate, transition rate and in take rate in school. Furthermore, the study recommended that government of different with the same case

should provide supports to students from middle and lower income families to enroll their children in schools that need costly materials like TVET schools.

2.1.3. Transport cost and students ‘enrollment

Many policies have been initiated to build schools especially TVET schools improving students ‘accessibility and minimizing the transport cost from home to schools (Buflo2001; Burde and Linden;Kazianga et al.2013).

Handa (2002) conducted the study in Mozambique on the effect of long distance on students ‘enrollments. The findings indicated that student refuse to do long distance to access schools due to road stresses and cost. Further, the study indicated that parents whose students do long distance that require high cost of transport do not allow access to such schools. Furthermore, the findings indicated that TVET schools are still few in most developing countries which causes student to travel long distance to access them to wards low enrolment rate.

The study conducted by Sgei and Tikoko (2014) in Kenya on effect of transport cost on students’ attendance in day secondary school. The finding revealed that most of the students fear to join those schools located in long distance because of the cost of transport. Also the finding revealed that, students who enroll in these schools cannot retain there for long which cause low enrollment rate in such schools. It was recommended that government and parents should work hand in hand to encourage and provide facilities to those students from far a way of the school. According to data from education directorate in Nyamagabe District, 11 TVET schools are counted in 9 over 17 administrative sectors. Only 2 have got boarding facilities while the remaining 9 can only accommodate day trainees. This causes some trainees to travel even up to 28km of journey at each school day, from home to school and back. This requires some to buy transport facilities like bicycles to avoid frequent lateness and absences.

2.2. School based cost and students enrollment

School based cost are the funds parents pay at school to help school in their daily school life such as school fees, trainer’s bonus, school feeding fees, registration fees, boarding fees, building contributions, maintenance fees and some extra curricula fees charges that Students’ parents are required to contribute through PTA in terms of money, the contribution is in some cases used in

supplementing schools to conduct their usual activities and teachers' bonuses (MINEDUC, 2009).

2.2.1. School, boarding fees and students 'enrolment

Some schools do not have trainees because of the school fees required (Simatwa and Ayodo 2014). The author showed that the more the school fees increase the more school lack students to be enrolled in it. Boarding and school fees have been found a big challenges in education especially educational enrollment, discouraging parents to send their children to school, most of school fees users complain not to abolish its payment because it plays a great role in school functionalities (world bank, 2009).

According to Tomascevski (2006) the impact of introducing and increasing of school fees on educational attainment affect negatively students from poor family and increase the educational inequality. Further the author added that, it should be better to minimize the cost to give chance to different beneficiaries to enroll in these schools especially students from low level income families. Though accessing day schools in Nyamagabe District is tiring, access to boarding schools is another burden. Parents are required to pay accommodation fees, meals, water, electricity, security, hygiene,... and this becomes a business of not everybody. Only wealthy families can afford.

2.2.2. Examination fees and students enrolment

Examination fees refer to the money students pay to be allowed to seat for exam, marking process, results exhibition and filling process. The study conducted by Wamalwa and Odebero (2014) in Kenya about the effect of cost of education on students' performance teachers' views indicated that most of the students fear to join the school because many students fail to do exam due to the examination fees. Educational cost and students' enrolment have been debated for long time ago but most the scholars agreed that no educational cost no functionality of the school and on other hand cost of education implicate on the number of students' participating at school (Ball, 2005).

A study conducted in Rwanda by Timothy P. Williams, Pamela Abbott & Alfred Mupenzi (2014) on educational cost, they revealed that though, education policies indicate education is free of charge, the policy is not properly implemented at our schools and education is not really free. There are hidden costs after free schooling in Rwanda. Through their study, Two hundred participants were employed including local leader, parents, caregivers, students and school administrators. The findings indicated that these hidden costs affect students 'enrolment,

attendance and performance. The parents suggested that, schools and government should minimize or abolish school fees and such examination fees to help them to afford school for their children. Especially, in TVET schools trainees are requested to pay for stationaries used to prepare and file their portfolio as requested to schools by Rwanda TVET Board.

2.2.3. Cost of extra curricula and students enrolments.

In Technical and Vocational Educational and Training (TVET) practices are prioritized. Co curricula activities in TVET schools are those activities that increase students' experiences through practices done out of the class rooms (Yildiz, 2016). All those practices requires a lot of money to be done and parents are requested to pride their contribution in this practices which lead parents to divert their thoughts towards orienting their children to general education instead of TVET (Soe, 2014)

The study conducted by Mutesi and Paxton in Rwanda (2012) on school funding and equity in Rwanda. Quantitative survey was used as research design and 60 schools were selected. Questionnaires and interviews were used as research instruments. The findings indicated that, parents do not have required capacity to afford education for their children and the activities that are performed by trainees which require a lot of materials. Furthermore, parents are requested to pay every year for their children an amount of money to conduct their internship and industrial attachment practices.

One of the recommendations taken in this is that, the government should support children from the poor families by providing enough materials, and pay internship and industrial attachment practices charges to such trainees to minimize the cost of such extra activities.

2.3. Educational policies, social constraints and the quality of education and students enrolment

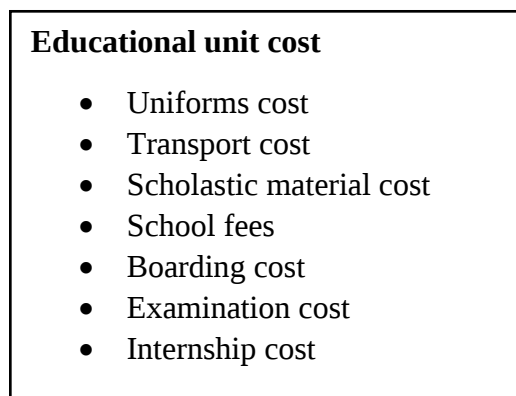
The socioeconomic status of the parents, implementation of policies as well as the school academic performance play a significant role in determining the school enrolment and attendance rate (Kainuwa & Yusuf 2013). It is worth testing the impact of some socio-economic factors such as family background, father education, mother education, number of children interested in education, facilities provided by the government for children's education and decision about a child's future on the interest in attending schools for children (Cooley, 2013). The income and education of both father and mother have a positive impact on the school attendance of the students. Mother education, however, has a greater impact on the academic outcomes of the

students as compared to father education. Moreover, the strong family background and education facilities provided by the government also enhance the attendance of the students. In some cases it was revealed that government policies regarding education in Rwanda, preach free of charge schooling, nevertheless, such policies are not merely implemented and hidden cost are still challenging attendance rate.

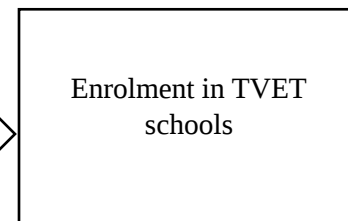
2.4. Conceptual frame work

This study designed a conceptual frame work that derives its focus on key variables about unit cost of education and students 'enrolment. This conceptual framework shows concepts or variables that might be the cause of the study and the relationship among these concepts or variables. This is my own perception of the problem in form of diagram and how variables operate in influencing each other. Conceptual frame work helps the researcher to operationalize the variables in this study and show how these variables are connected and interacted and the results of such interactions.

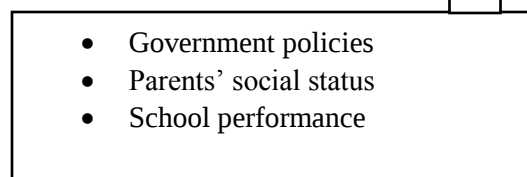
INDEPENDENT VARIABLE VARIABLES



DEPENDENT



EXTRANEOUS VARIABLES



Source: researcher (2022)

Figure: educational unit cost and student's enrollment

In this study the conceptual framework is based on the concept that educational cost can affect students' enrollment in TVET schools. Educational unit cost form independent variables in this study. These educational unit costs include uniforms cost, transport cost, Scholastic material cost, coaching cost, boarding cost, internship cost and pocket money cost. These costs can implication students' enrollment negatively and/or positively depending on the kind of cost.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

Research design to be used is presented in this chapter and calls the following aspects: location of the study, the target population, sample size and sampling procedures, research instruments, instruments' liabilities and validity, data collection procedure and data analysis techniques.

3.2. Research Design

This study employed descriptive research design. Descriptive research design is used to describe all the unit cost to enroll students in TVET. Further, the recommendations are given based on the findings. This descriptive research design enabled the researcher to meet, consolidate, digest and interpret with the intent of classification (Orodho, 2003). This study used both quantitative and qualitative research approaches. Questionnaires and interviews were used to collect data

3.2. The study site

Choosing the right site is very essential for the researcher because the research site is chosen based on the aim of the study and where problem is identified (McMillan and Schumacher (2006). This study will be conducted in Technical and Vocational Educational and Training in Nyamagabe District, Rwanda. Nyamagabe District is located in the Southern Province of Rwanda among the eight districts. The district is 1007 square kilometers with the population of 341,491. The district is bordered by the Districts of Karongi and Ruhango in the north, Nyanza and Huye on the East, Nyaruguru in the South, Rusizi and Nyamasheke on the West. Nyamagabe District has eleven TVET schools, meaning that this research will be significant because no similar researches have been conducted in the district.

3.4. Target population

According to Gall (2007), target population is all numbers of people, objects or events to which the results of the study is generated from. The target population of this study is all 11 school managers of TVET Schools in Nyamagabe, 1501 parents of the trainees and one professional in charge of secondary and TVET schools in Nyamagabe.

Table 3.1. Target population

District	School managers	Parents	Professional in charge of secondary and TVET schools
Nyamagabe	11	1501	1

3.5. Sample size and sampling techniques

3.5.1. Sampling techniques

This study used purposive sampling to have right sample and avoid bias, the purposive sampling was used to select parents who have trainees in TVET schools and those whose trainees failed to enroll in TVET due to cost, and also was used to collect school managers of TVETs and professional in charge of secondary and TVET schools in Nyamagabe because they may have relevant information about the cost of enrolling students in TVET and enrolment rate.

Table 3.2. Sample size

District	School managers	Sample Size	Parents	Sample size	Secondary and TVET Education officer	simple size
Nyamagabe	11	11	1501	75	1	1

Source: primary data, 2022

The table 3.2. Presented a sample size of 87 respondents.

The researcher considered 11 TVET school managers with the sample size of 11, 1501parents with sample size of 75 and 1 professional in charge of Secondary and TVET schools with the sample size of 1.

The researcher used the purposive sample size and considered 75 respondents only.

3.5. Research data collection instruments.

3.5.1. Questionnaires

A questionnaire as the tool of collecting data, a researcher used this tool to meet the objectives of the study. Questionnaire is an instrument used in research with a sequence of questions and focuses on the determination of collecting data from respondents (Abawi, 2017). It will be composed of closed-ended questions that will be short and simple for encouraging the respondent to respond easily and in short time. The appropriateness of the questionnaires for the parents caused by cost of education is incurred by them.

2.5.1. Interview

In this study, the interview with the professional in charge of secondary and TVET schools in Nyamagabe was used in order to collect data which is qualitative. The main purpose of the interview was to explore the cost required to enroll children in TVET schools. The interview was prepared based on the research questions. The professional in charge of secondary and TVET

schools in this district has relevant information about the cost to enroll trainees in TVET schools. Further, this instrument was used to collect data from HTM because is the one to make a follow up of implementation of policies related to education. Furthermore, an interview guide is recommended when respondents are few (creswell, 2012)

3.7. Reliability and validity of research instruments

3.7.1. Reliability

The instrument is reliable when the instrument produces the same results on repetitive trials (Kothari, 2004). Or when consistently measure what they are measuring. Reliability of an instrument is realized when an instrument gives the same results and when the researcher uses it in the same procedures (Bhattacharjee, 2012). In determining the reliability of the instruments the researcher administered different instruments to different individuals with identical characteristics, and then after, respondents filled them.

3.7.2. Validity

The instruments are valid when they match and meet the research objectives and match with the researcher intent as indicated by set objectives. In order to attain this, the researcher structured the questionnaires the way they contained questions that respond to the research questions. Scholars and peers were consulted to check and review before using them to collect data from respondents.

3.8. Data collection procedures

The researcher obtained an introduction letter from University of Rwanda, College of Education. By using the introduction letter, the researcher was allowed by district authorities to conduct a research in Nyamagabe District. The researcher presented permission from the district to request permission from head teachers of TVET schools that will be sampled. The Researcher and respondents agreed at school level time for collecting data, researcher administered questionnaires to different respondents such as head teachers and teachers. Researcher requested respondent immediately and then after, researcher collected them back as soon as possible to avoid loss of some questionnaires and sharing of information.

3.9. Data analysis procedures

In this research, both qualitative and quantitative data were available to be analyzed. To analyze the data based on the research questions and interview conducted. In analyzing quantitative data researcher edited, coded and entered into computer data from questionnaires by using statistically Statistical Package for Social Science (SPSS) Version 22 to measure frequencies and

percentages. While analyzing qualitative data from open-ended questions, researcher used thematic approach through compiling, categorizing for proper presentation in themes.

3.10. Ethical considerations

This study complied with all rules and regulations regarding research specifically when collecting data. Research informed participants about the study objectives before collecting the data. These principles include anonymity, consent, security of data and confidentiality. Ethical consideration is important because some research deals with human beings (Berg, 2009). Researcher gave full right and freedom to be a part of this study. Confidentiality and anonymity, research promised to respond not to disclose respondents' identity and participants will not be requested to write their names on questionnaires. Ethical consideration is very important in conducting research for both reliability and validity

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter dealt with the presentation, analysis and interpretation of findings. Data were analyzed using summarized tables that comprise frequencies and percentages. The data analysis based on the objectives of the study. The instruments on the hand of parents were returned at the percentage of 91 since 82 questionnaires were distributed, while 75 were returned while on the both hand of school managers 11 questionnaires making 100% and the 1 interview from the professional in charge of secondary and TVET schools with 100% were given back.

4.2.1 Biographic information of parents

The study sought to know the demographic information of respondents such as gender, age, academic qualification and the employment status as illustrated in bellow Table 4.1.

Table.4.1. Demographic information of respondents

Demographic information of respondents			
		Frequency	Valid Percent
Gender	Male	35	46.7
	Female	40	53.3
	Total	75	100.0
Age	18-24	3	4.0
	24-30	1	1.3
	30-36	19	25.3
	36-42	27	36.0
	42 and above	25	33.3
	Total	75	100.0
Academic qualification	no one	7	9.3
	Primary	37	49.3
	Secondary	23	30.7
	University	7	9.3

	any other	1	1.3
	Total	75	100.0
Employment status	Employed	21	28.0
	Unemployed	54	72.0
	Total	75	100.0

Source: primary data, 2022

Table 4.1 showed that the majority of the respondents were female making 53.3% against men who make 46.7%. That demonstrated that attempt was made to balance the number of male and female parents who participated in the study. As a matter of facts, there was a good representation of both genders; hence the opinions of both genders were captured in the study. This aimed to get the opinion of male and female parents. This was important because the study addressed gender issues where it was compared to the unit cost of education in TVET schools by gender.

On the aspect of age, Table 4.1 showed that majority of the parents was between 36 and 42 years old at 36%. They are followed by those of 42 years and above at 33.3%, while the fewest were between 24-30 making 1.3% and 18 and 24 years at 4% who revealed to be guardians instead of real parents of the trainees. This implies that parents with above 35 years of age are the ones that frequently own children in TVET schools.

As presented in table 4.1, in terms of educational level of parents, most of them were in percentage of 49.3% have primary level as their highest level of education, a fact that a big number of parents in Nyamagabe District might have a primary level as their highest qualification. The following group had a secondary level at 30.7% and followed by those with a university qualification at 9.3 % that balanced with those with no academic qualification; while the minority is those with the qualification raging above the tertiary academic level of qualification.

Another aspect that was taken into account on that point is the employment status of parents where collected data revealed that 72% were unemployed. This determines their level of income. The study therefore sought to know about the employment status of parents aiming to determine whether parents' employment affects trainees' enrolment in TVET schools. The results in table 4.1 indicate that 72% of the parents are in self-employment while only 28% are in formal employment. This shows that most of the household heads in Nyamagabe District are in informal employment sector. These results mimic the earlier results which indicated that most of the

parents (49.3%) have primary level of education which makes it difficult for them to be in formal employment due to lower level of education.

4.2.2 Household income

The researcher sought to know how parent's monthly income implicates on the enrollment rate in TVET schools in Nyamagabe district. The summarized data indicating parent's income in ranges are presented in the table below:

Table 4.2. Household income as a source of funding enrolment in TVET schools.

		Frequency	Valid Percent
Monthly house hold income	below 10.000	38	50.7
	10.001-20.000	4	5.3
	20.001-30.000	16	21.3
	30.001-40.000	7	9.3
	40.000 and above	10	13.3
	Total	75	100.0

Source: primary data, 2022

Basing on this table 4.2, it shows that 50.7% of house hold earns income below 10 000, 5.3% of household earns income between 10001 and 20 000, 21.3% of household earns income located between 20 001 and 30 000, 9.3% of household earns income between 30 001 and 40 000, and 13.3% of household earns income which is above 40 000 Rwandan francs. Hence with regard to these data in the table most of the households in the range of 10 000 as their income, this is a problem because they cannot afford cost like student identification cards, school uniforms and other materials that are requested to enroll in TVET school. Due to this low income, there might be low enrollment rate in TVET schools.

4.2.3 School fees and other expenses required to participate in TVET schools in Nyamagabe.

With this study, it seemed important to know the components with which cost to participate in TVET schools are distributed. Related data are summarized in the table below:

Table 4.3. School fees and other expenses.

		Frequency	Valid Percent
School fees	below 5000	1	1.3
	5000-20000	12	16.0
	20000-40000	20	26.7
	40000-60000	27	36.0
	60000 and above	15	20.0
	Total	75	100.0
Coveralls and other uniforms	below 5000	56	74.7
	5000-20000	19	25.3
	Total	75	100.0
Transport fees from home to school and coming back	below 5000	73	97.3
	5000-10000	2	2.7
	Total	75	100.0
Teacher bonus	below 5000	72	96.0
	5000-10000	3	4.0
	Total	75	100.0
School feeding	below 5000	72	96.0
	5000-20000	3	4.0
	Total	75	100.0
Student ID card	below 5000	75	100.0
		Frequency	Valid Percent
Registration	below 5000	75	100.0
sports clothes	below 5000	28	37.8
	5000-20000	43	58.1

	20000-40000	3	4.1
	Total	74	100.0
Missing	System	1	
Total		75	
Extra curricula activity cost	below 5000	59	78.7
	5000-20000	14	18.7
	20000-40000	2	2.7
	Total	75	100.0
School materials like books etc	below 5000	18	24.0
	5000-20000	6	8.0
	20000-40000	16	21.3
	40000-60000	22	29.3
	60000 and above	13	17.3
	Total	75	100.0
Contribution for school buildings	below 5000	56	74.7
	5000-20000	17	22.7
	20000-40000	2	2.7
	Total	75	100.0
SGA contribution	below 5000	75	100.0
Pocket money	below 5000	56	74.7
	5000-20000	17	22.7
	20000-40000	2	2.7
	Total	75	100.0
Internship fees	below 5000	30	40.0
	5000-20000	45	60.0
	Total	75	100.0
Other expenses	below 5000	31	41.3

	5000-20000	43	57.3
	20000-40000	1	1.3
	Total	75	100.0
examination book	below 5000	75	100.0

Source: Primary data 2022

With regards to this table 4.3, as it shows distribution of school fees in different TVET schools, 1.3% of schools pay below 5 000, 16% of schools pay 5 000 -20 000, 26.75 % of schools pay 20 000 -40 000, 36% of schools pay 40 000-60 000, and 20% pays school fees which is above 60 000. Also this table shows distribution of other costs rather than school fees: 74.7% of schools pay coveralls and other uniforms which cost 5000 and 25.3% of schools pay 5000-10000 as cost related to coveralls and other uniforms. Also this table shows transport fees from home to school and coming back as cost where it is distributed in different percentages basing on responses from respondents: 97.3% of TVET schools pay below 5000, and 2.7% of schools pay 5000-10000.

Basing on cost related to teachers' bonus, 96% of schools pay below 5000, and 4% of schools pay 5000-20000 as teachers' bonus. And also we have school feeding cost where 96% of schools pay below 5000 while 4% of schools pay 5000-20000. Student identification card as cost, 100% of schools pay below 5000, No registration fees payed as cost. Sport gears as cost is distributed in different percentages basing on responses from respondents, 37.8% of schools learners pay below 5000, 58.1% of schools pay 5000-20000, and 4.1% of schools pay 20000-40000 and we have one respondent who did not respond to question related to sport clothes. While extra curricula activity costs: 78.7% of schools pay below 5000, 18.7% of schools pay 5000-20000, and 2.7% of schools pay 20000-40000. Also school materials as cost, 24% of schools pay below 5000, 8% of schools pay 5000-20000, 21.3% of schools pay 20000-40000, 29.3% of schools pay 40000-60000, and 17.3 % of schools pay above 60000 Rwandan francs. Contribution of school building as cost is distributed in the following percentages: 74.7% of schools pay below 5000, 22.7% of schools pay 5000-20000, and 2.7% of schools pay 20000-40000. Internship fees as cost, 40% of schools pay below 5000, while 60% of schools pay 5000-20000. Other expenses: 41.3% of schools pay below 5000, 57.3% of schools pay 5000-20000, and 1.3% of schools pay 20000-40000. And examination cost, all schools pay below 5000 at percentage of 100%. Basing on these data aforementioned in the table, there are some costs which cannot be afforded by some parents for example where we have found that in school fees located in 20000-40000,

parents cannot afford that school and as we have seen we have only one school which pays below 5000. The fact that parents do not afford school fees and other expenses is an undoubtfull reason of unconvincing enrollment rate in Nyamagabe District TVET schools.

4.2.4 Enrollment of children in TVET schools.

Considering the fact that trainees in TVET a schools in Nyamagabe, the researcher was curious to know the frequency at which enrolled children attend classes. The question asked to introduce such information produced findings summarized in the following table:

Table 4.4. Enrollment and attendance.

Do you have children studying in TVET schools?				
		Frequency	Percent	Valid Percent
Valid	Yes	75	100.0	100.0
Do they regularly attend school?				
		Frequency	Percent	Valid Percent
Valid	No	30	40.0	40.0
	Yes	45	60.0	60.0
	Total	75	100.0	100.0

Source: primary data, 2022.

Basing on this table 4.4, it shows that among all parent who responded that they have children in TVET schools indicated at 100% rate, 40% of parents responded also that children do not attend school regularly, while 60% of parents responded that their children attend school regularly. Basing on these data in the table above attendance of children, 40% of respondents showed that their children do not attend school regularly; this is very problematic because it causes poor performance and drop out in TVET schools as consequences. And we have 60% as parents who responded that their children attend regularly, this is a good habit because it is a way of increasing performance and enrollment rate in TVET schools in NYAMAGABE District.

4.3.1 School Manager Demographic Information

The research sought to get information about the demographic aspect of school managers, to inform about their ability, qualification and experience to manage a school.

Effectiveness or its opposite in school management can also implicate on the students enrolment rate. The findings about this aspect were presented in the table below and interpreted after on.

Table 4.5. School Manager Demographic Information

		Frequency	Valid Percent
GENDER	Male	9	81.8
	Female	2	18.2
	Total	11	100.0
AGE OF RESPONDENT	18-24	1	9.1
	30-36	1	9.1
	36-42	5	45.5
	42 and above	4	36.4
	Total	11	100.0
ACADEMICQUALIFICATION	University	11	100.0
area of qualification	Education	7	63.6
	technical field	4	36.4
	Total	11	100.0

Source: Primary data 2022

This table 4.5 as it shows school manager demographic information, 81.8% of school managers are male, while 18.2 % of school managers are females. Also basing on their ages 9.1% are aged between 18-24, 9.1% of school managers are aged between 30-36, 45.5% of school managers are aged 36-42, and 36.4% of respondents are aged above 42 years old. Basing on their academic qualification all school managers attended university as indicated by 100%. With regard to area of qualification 63.6% of school managers are qualified in education while 36.4% of school managers are qualified in technical field. With regard to gender of respondents, most of them are males while few numbers of them are females. By considering age of respondents most of

respondents are aged between 36-42 years old, this is good because they mature enough to manage a school, and few numbers of respondents are aged between 18-24 years old. This is very few number at 18-24 years old to complete academic years does not happen to all persons so that a person can become school manager .Also basing on their academic qualifications, all school managers have completed university, this is an opportunity because they have knowledge and experiences to manage a school. For the aspect of area of qualification, most of school managers are qualified in education as an opportunity of managing trainees psychologically.

4.3.2 School manager working experience

Working experience is an important aspect where by the highly experienced informant may provide the most accurate results.

Table 4.5. School manager working experience

		Frequency	Valid Percent
Valid	below 5 years	3	27.3
	6-10 years	8	72.7
	Total	11	100.0

Source: Primary data 2022

With help of this table 4.5., as it shows experience of being school manager 27.3% of school managers are below 5 years, while 72.7% of school managers are in 6-10 years as working experience of school manager. Basing on this table, most of school managers have experience of 6-10 years. This is important in managing schools because they have enough experience of directing school. While 27.3% of school managers have experience of below 5 years. Hence this is problematic because they do not possess enough experience in managing TVET schools.

4.3.3 School manager experience within in the school.

Staying in the same school for a long time may provide time to correct errors and initiate perfection at a better rate.

Table 4.6. School manager experience within in the school

		Frequency	Valid Percent
Valid	below 5 years	1	9.1
	6-10 years	6	54.5
	14-15 years	4	36.4
	Total	11	100.0

Source: Primary data 2022

This table shows the experience of school managers within the school where they are managers. 9.1 % of school managers are below 5 years, 54.5% of school managers are in the range of 6-10 years, and 36.4% of school managers are in the range of 14-15 years as an experience of working in the school where they are managers. With regard to these produced data in the table most of school managers are in the range of 6-10 years, this means that school managers have experience from 6 to 10 years in working to schools where they are managers. This experience helps to manage school in an effective and efficiency way because they are familiar with school environment and school context. And basing on this table there is one school manager who is below 5 years as an experience of working within the school where they manage; this is problematic because they are not aware of school environment and school context.

4.3.4 Levels existing in the school

Information about the levels existing in the school were helpful since, level 1 and 2 can accommodate learners who have not even completed the ordinary level of secondary schools. Information about Participants from this cohort if not properly interpreted, they may mislead the research findings

Table 4.6.levels existing in the school

		Frequency	Valid Percent
Valid	level1	1	9.1
	1and 2	3	27.3
	1,2 and 3	3	27.3
	all levels	4	36.4
	Total	11	100

Source: Primary data 2022

Basing on table 4.6., as it is aforementioned, it indicates levels in TVET schools, 9.1% of school managers responded that there is 1 level, 27.3% of respondents responded that there are 1 and 2 level, 27.3 % of respondents responded that there are 1,2 and 3 levels and 36.4 % of respondents responded that there are all levels in TVET schools. By considering the table, many of the school leaders agreed that in school where they are leaders all levels are available. This is a very crucial aspect because it increases enrollment rate in TVET schools.

4.3.5 Capitation grant received by the school

Within this research, it seemed important to know about the capitation grant received by schools. We have public and government aided schools which obviously are provided with the capitation grant as subsidies by the government and the private schools which may or not receive the capitation grant. Consequently, required cost may differ depending on the received subsidies by the school.

Table 4.7. Capitation grant received by the school

		Frequency	Valid Percent
Valid	Agree	1	9.1
	strongly agree	10	90.9
	Total	11	100.0

Source: Primary data 2022

This table indicates how capitation grant is received in TVET schools, 9.1% of school managers agreed that they receive capitation grant while 90.9% agreed strongly that they receive capitation grant. This is very good support to the TVET School because capitation grant helps in development of schools. Once capitation grant is received, there is increase of enrollment rate in TVET schools in case of reducing school fees with help of capitation grant from the government.

4.3.6 Support received by the school apart from the parents' one.

Some schools (especially government aided ones) may receive extra support from different donors. It was then important to have such information on the schools as one of the guiding aspects on this research.

Table 4.8. Support received by the school apart from the parents' one.

		Frequency	Percent
Valid	Disagree	1	9.1
	Agree	4	36.4
	strongly agree	6	54.5
	Total	11	100.0

Source: Primary data, 2022

The table 4.8. indicates how schools receive any support except the parents' where respondents with disagree were about 9.1%, respondents with agree were about 36.4%, and strongly agree with the majority of respondents were about 54.5%. So, this shows that these schools receive support except the parents' which raise the financial support of schools.

4.3.7 School feeding received by the school

Within this research, it seemed important to know about the school feeding received by schools. We have public and government aided schools which obviously are provided with the school feeding as subsidies by the government and the private schools which may or not receive the school feeding. Consequently, required cost may differ depending on the received subsidies by the school.

Table 4.9. School feeding received by the school

	Frequency	Percent
Valid Agree	2	18.2
Strongly agree	9	81.8
Total	11	100.0

Source: Primary data, 2022

The results in table 4.9. above show the statement about if schools receive school feeding where respondents with agree were about 18.2%, strongly agree were about 81.8% with the majority. Therefore, this result shows that those schools receive school feeding which demotivates children to attend the school of TVETs.

4.3.8 Consumables received by the school

It seemed important to know about the fund for consumables received by schools. We have public and government aided schools which obviously are provided with the fund for consumables as subsidies by the government and the private schools which may or not receive the fund for consumables. Consequently, required cost may differ depending on the received subsidies by the school

Table 4.10. Consumables received by the school

	Frequency	Percent
Valid Agree	1	9.1
strongly agree	10	90.9
Total	11	100.0

Source: Primary data, 2022

Basing on the result in table above, if school receive consumables where the statement shows that agree was 9.1%, strongly agree with the majority of respondents was about 90.9%. Therefore, this shows that school receive consumables at high rate.

4.3.9 Materials for trade received by the school

It seemed important to know about the trade materials given schools as support. We have public and government aided schools which obviously are provided with the trade materials as subsidies by the government and the private schools which may or not receive the trade materials. Consequently, required cost may differ depending on the received subsidies by the school

Table 4.11. Materials for trade received by the school

	Frequency	Percent
Valid strongly agree	11	100.0

Source: Primary data, 2022

The findings from table 4.11. Above represent the responses about the school receive materials for trade, where the statement shows that all respondents were about strongly agree with rate of 100%. So, this lead to raise the cost of school fees and other materials related to school. This also contributes on few numbers of children who attend TVET schools.

4.3.11The school income generating activities

Information about the school income generating activities was important. This helped the researcher to compare the schools opportunities and the related requirements to enroll in it.

Table 4.12.The school income generating activities

	Frequency	Valid Percent
Valid No	7	63.6
Yes	4	36.4
Total	11	100.0

Source: primary, 2022

By considering on the aforementioned table 4.12.: 63.6% confirmed that there are no activities which generate income for the schools while 36.4 % agree that there are other activities which

generate income for TVET schools. With regards to these data produced in table if the schools have other activities which generate income. It is good for school development which helps schools to reduce schools fess to encourage trainees to be enrolled in TVETs. But, in case we have schools without other activities which generate income, the schools depend on school fees from trainees which can increase the latter which is not afforded by parents, hence there is decrease of school enrollment in TVET schools.

4.3.12 The school spending status

Spending is at managerial level. Information about this aspect would be helpful in drawing recommendations for this research.

Table 4.13. The school spending status

	Frequency	Valid Percent
Valid buying food for students	2	18.2
paying non-teaching staff	3	27.3
Maintenance	1	9.1
any other	1	9.1
buying food and paying non-teaching staff	2	18.2
Total	11	100.0

With help of this table 4.13. above as it indicates how money is spent in TVET schools: 18.2 % of school managers responded that money is spent in buying food for students, 27.3% of school managers spend money in paying non-teaching staff, 9.1% spend money in maintenance of school properties like buildings, 9.1% spend money in other expenses like communication, 18.2% spend money in buying food and paying non-staff, and 18.2% spend money in buying food, paying non-teaching staff and maintenance. By regarding to this table most of the school managers spend their money in paying non-staff which is costly comparing to other expenses while little of money is spent in maintenance of school properties like building, machines used in training learners.

4.3.13. Type of income generating activities.

The type of income generating activities existing in schools comprises information that may help to measure the level at which school managers incite enrolment rate to be increased.

Table 4.14.Type of income generating activities.

		Frequency	Valid Percent
Valid	Livestock keeping	4	36.4
	no one	7	63.6
	Total	11	100.0

This table 4.14. shows the types of activities that generate income for TVET schools: 36.4% of school managers have livestock keeping as activity which generates income, and 63.6% have no activities which generates income. For those schools with activities which generate income is an opportunity to those schools due to those supporting activities. With regard to those activities which generate income for TVET schools they support school managers to reduce school fees to adjust school fees to increase school enrollment rate.

4.4 Findings from interview

Basing on interview with the professional in charge of secondary and TVET schools in Nyamagabe District about cost for enrolling children in TVET schools, she is a female serving for 6 years in this position. When asked what she thinks about the number of trainees enrolling in TVET schools in Nyamagabe District, she responded that the number is still small comparing to those enrolling in general education. She added the target set in NST1 that 60% of learners completing the ordinary level will be enrolling in TVET schools by the year 2024 is far away to be achieved. Since only 24% of learners have enrolled in TVET by the beginning of 2022 academic year. Her answers about whether home based and school based cost can affect students' enrollment rate in TVET schools, were that this last is the main cause that bans enrollment to increase on a sounding trend. She added that most of parents prefer to enroll their children in general education where the cost is free of charge and/or cheaper. The government should increase the subsidies to TVET schools because being enrolled in such schools requires too much expense compared to general education. Sha added that many parents and children in Nyamagabe have not yet understood the importance of TVET due to poor mindset. Many of them still have the mindset that people can only be educated to get white collar jobs. She

reiterated that mindsets that link TVET education to academic failures should change, adding that even the dynamics on the labour market show that graduates in TVET schools are more likely to get jobs than those from conventional schools. “We receive fewer students in our TVET Schools compared to what we need. In order to reach 60 percent target, the attitude towards TVET should change. Tuition should also be subsidized,” she said, thanking government for the subsidies that are being rolled out. She said that there are both private and public schools with TVET but the uptake is still low. “There should be campaigns targeting students before they sit for their S.3 national exams so they are tipped on opportunities in TVET to ensure they make informed choices, but the fact of reducing tuitions fees not ignored” she said.

There are TVET schools but without launching a special campaign to boost enrollment, the government could fail on its target,” she said. “The government has started setting up TVET wings at different schools but the students’ enrollment rate in these is still lower compared to the set target,” he explained that TVET wings are classes that the government has put in place at 3 12-year basic education schools where those done with senior three can immediately proceed with vocational training. "Normally, basic schools are meant to be free of charge, but for TVETs, it was not the case because of the expensive equipment used in TVET training. This makes the cost of school fees high," she said. She also believes that the subsidies would be easing the burden on parents and guardians and leading to a reduction in school dropouts, especially in rural areas like Nyamagabe district. “There is hope that as TVET students pay for school fees that are not higher, this would attract the big number of them in TVET. The Ministry of Education should strive to lower the costs of school fees and improve the quality of learning in TVET schools, the government should keep taking over the responsibility of buying required learning materials also known as ‘consumables’ that had reportedly burdened students and parents for a long period,

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1. Discussion

The findings presented in this study support prior research done in the area of the Implication of unit cost of Education on students' enrolment in TVET schools in Nyamagabe District to contribute to a greater understanding in perception of the research findings.

5.1.1. The findings of the effect of home based cost on trainee's enrolment in TVET schools in Nyamagabe.

Referring on the first objective, the findings of effect of home based cost on trainee's enrolment in TVET schools in Nyamagabe District, where the findings showed that parents are requested to pay a lot of money as school fees, school feeding and many other associated expenses like scholastic materials, internship cost, uniforms and other coveralls etc., it was observed that on cost related to teacher bonus, 96% of schools payed below 5000, and 4% of schools payed 5000-20000 as teacher bonus for school feeding the cost were 96% of schools paying below 5000 while 4% of schools pay 5000-20000. For student identification card the cost was 100% below 5000, the registration fees as cost below 5000 at the rate of 100%. Sport gears as cost was distributed in different percentages basing on responses from respondents, 37.8% of schools' learners payed below 5000, 58.1% of schools pay 5000-20000, and 4.1% of schools were payed 20000-40000 and we had one respondent who did not respond to question related to sport clothes. Extra curricula activity costs were 78.7% of schools paying below 5000, 18.7% of schools payed 5000-20000, and 2.7% of schools pay 20000-40000. All these costs while it was noticed that the greatest percentage of parents earn less than 10000 as a monthly income justify the fact that education cost strongly implicate on the low enrolment in TVET schools in Nyamagabe district.

Furthermore, some researchers including Gentile and Imberman, (2012) states that school uniforms are bought by the parent when students go to school the first time and change the school. School uniform contributes to the number of students that can enroll in a given school depending on how much school uniforms cost. Most of the parents especially those in middle and lower income classes prefer to take their children to the school where uniforms are cheap (Gentile and Imberman, 2012). Further, the author states that, cost of uniform does not only contribute to the enrollment rate but also to the student's retention. Especially, in TVET schools, paying uniforms were remarked as being a huge burden to parents. Uniforms in TVET schools

are not the same as the ones existing in general education; we should also count the extra personal protection equipment that is a requirement for any trainee to enroll in technical trades.

In addition, the study conducted by Carlos (2014) in Tanzania clarified that, schools are very expensive, some parents don't understand their contribution in students' education, they give their students insufficient materials which lead to some students to refuse to come to school. Further, the study indicated that, no other challenges like scholastic materials that affect student's enrolment and participation in school like cost of scholastic materials. Findings proved that parents cannot afford the school materials easily.

5.1.2. Determining the effect of school based cost on trainee's enrolment in TVET schools in Nyamagabe.

Basing on the second objective, determining the effect of school based cost on trainees' enrolment in TVET schools in Nyamagabe District, the findings show out that the cost that school materials as cost, 24% of schools pay below 5000, 8% of schools pay 5000-20000, 21.3% of schools pay 20000-40000, 29.3% of schools pay 40000-60000, and 17.3 % of schools pay above 60000 Rwandan francs. Contribution of school building as cost is distributed in the following percentages: 74.7% of schools pay below 5000, 22.7% of schools pay 5000-20000, and 2.7% of schools pay 20000-40000. Internship fees as cost, 40% of schools pay below 5000, while 60% of schools pay 5000-20000. Transport cost from home to school and the way back, 97.3% of TVET school trainees pay below 5000 while 2.7% pay between 5001 and 20000frw. It is worth noting that a big number of trainees are the ones who march to travel a long distance from home to school and the way back. This is not counted as money consuming but it is time consuming and this last is a resource that we don't have to ignore. Other expenses: 41.3% of schools pay below 5000, 57.3% of schools pay 5000-20000, and 1.3% of schools pay 20000-40000. And examination cost, all schools pay below 5000 at percentage of 100%. Basing on these data aforementioned in the table, there are some costs which cannot be afforded by any of the parents; for example where we have found that in school fees located in 20000-40000, parents cannot afford that school and as we have seen we have only one school which pays below 5000. If many parents cannot afford that school fees we can confirm that school based costs have a sounding implication on student enrolment rate.

In addition, we can talk about other researchers' opinion like Wamalwa and Odebero (2014), they said that: the effect of cost of education on students' performance teachers' view indicated

that most of the students fear to join the school because many students fail to do exam due to the examination fees, there are also portfolio that are required in TVET schools to file their performance and records which demand extra resources that should be paid by parents.. Educational cost and students' enrolment have been debated for long time ago but most the scholars agreed that no educational cost no functionality of the school and on other hand cost of education implication the number of students' participation at school (Ball, 2005).

In Technical and Vocational Educational and Training (TVET) practices are prioritized. Co curricula activities in TVET schools are those activities that increase students' experiences through practices done out of the class rooms (Yildiz, 2016). All those practices requires a lot of money to be done and parents are requested to pride their contribution in this practices which lead parents to divert their thoughts towards orienting their children to general education instead of TVET (Soe, 2014).

5.1.3. Exploring the level of parents and trainee's awareness on the sources of finance towards enrolment in TVET schools in Nyamagabe District.

These findings of this study explored the level of parents and trainee's awareness on the sources of finance towards enrolment in TVET schools in Nyamagabe District and prove different opinions. They are based on education status and income. Most of the parents (49.3%) have primary level as the highest level of education, a big number of parents in Nyamagabe District might have a primary level as their highest qualification. The following group has a secondary level around 30.7%, followed by those with a university qualification at 9.3%. That balance with those whose no academic qualification while the minority is those with qualification ranging above the tertiary academic level of qualification. Another aspect that was taken into account on this point is the employment status of parents where the collected data revealed that 72% are not employed. That determines their level of income. The study therefore sought to know about the employment status of parents aiming to determine whether parent's employment affects trainees' enrolment in TVET schools.

About parent's income the findings of the study shown that 50.7% of household earns income below 10 000, 5.3% of household earns income between 10001 and 20 000, 21.3% of household earns income located between 20001 and 30000, 21.3% of household earns income between 30001 and 40000, 9.3% of household earns income between 30001 and 40 000, and 13.3% of household earns income which is above 40 0000 Rwandan francs. Hence with regard to these data in the table most of the households in the range of 10000 as their income, this is a problem

because they cannot afford cost required for TVET enrolment and related expenses for school uniforms and other materials related to learning. Beside this, there are some subsidies provided to TVET schools like capitation grant and schools feeding funds received by more than 90% of TVET schools in Nyamagabe, funds for consumables and some support for trade materials received by all schools on a different rate. Unfortunately, more than 80% of the parents ignore these subsidies provided by the government while awareness about this would motivate them to invest on their children because they would understand that TVET schools are expensive by nature, but due to the importance of them, both the government and parents should share the cost to attend them for their children.

Many countries are striving to enroll their young generation in TVET schools but the findings are shown that they are still higher than the general education due to different charges and cost incurred in TVET schools such school fees, school materials and equipment (Beicht and Walden 2005).

Families incurred a lot of money to send their children to schools. These came house hold use spend to send their children to school had great effects on students' enrolment because most of them were very costly to afford them. In home based cost we had cost related to school uniform, transport cost, school feeding, teacher bonus school fees, examination note book, students' registration fees, extra curricula activities, internship fees etc.

5.1.4. The relationship between cost of education in TVET schools and trainees' enrolment in TVET schools in Nyamagabe District.

By referring on the fourth objectives about the relationship between cost of education in TVET school and trainees' enrolment in TVET in Nyamagabe District, the findings showed that the money spent in TVET schools was 18.2 % of school managers were responded that money was spent in buying food for students, 27.3% of school managers spend money in paying non-teaching staff, 9.1% spent money in maintenance of school properties like building, 9.1% spent money in other expenses like communication, 18.2% spent money in buying food and paying non staff, and 18.2%, spent money in buying food, paying non-teaching staff and maintenance. Most of the school managers spent their money in paying no staff which was costly comparing to other expenses while little of money was spent in maintenance of school properties like building, machines used in training learners.

Many countries were striving to enroll their young generation in TVET schools but funding them still higher than of general education due to different charges and cost incurred in TVET schools such school fees, school materials and equipment (Beicht and Walden (2005). Families incurred a lot of money to send their children to schools. The expenses of families while sending their children to school have a great effect on students' enrolment because most of them are very costly to afford them. In home based cost we had a cost related to school uniform including the ones used while practicing in workshops, transport fees, school feeding, teacher bonus, examination notebooks, students' registration fees, extra curricula activities payment, internship fees etc. There is a significant relationship between the cost spent by both the parents and the government to enroll and retain children in TVET schools and the student enrolment and attendance rate that was observed as low in TVET schools. There is a need to address this by increasing the subsidies provided by the government to TVET schools.

5.2. Conclusions

In conclusion, the general purpose of the study was to examine the perception on “the implication of unit cost of education on students' enrolment in TVET Schools in Nyamagabe District” including the following key factors: to find out the effect of home based cost on trainee's enrolment in TVET schools in Nyamagabe District, to determine the effect of school based cost on trainee's enrolment in TVET schools in Nyamagabe, to explore the level of parents and trainees awareness on the sources of finance towards enrolment in TVET schools in Nyamagabe District and to determine the relationship between cost of education in TVET schools and trainees enrolment in TVET schools in Nyamagabe District.

The researcher found that the costs spent by parents implicate on students' enrollment in TVET schools. Such costs are mainly seen on school fees, teachers' bonus, uniforms and sport gears, school feeding, transport fees, internship fees, and other highly needed materials to help them at schools to gain quality education from TVETs.

Both the level of parents understanding and their income have to be increased, furthermore the mobilization of the importance of learning in TVET schools is highly needed. In addition to that, the people who joined TVET schools have to contribute in making change by showing difference in terms of life standards comparing to others who did not attend them. The purposes of the trainings in TVETs should actually be preparing trainees to adapt the transformation in society by seeking solutions to encountered barriers in community social and economic development.

The government should also increase the subsidies provided to TVET schools since such schools need a lot of materials (both durable and consumable) to be able to provide the needed quality trainings. It should also increase the number of TVET facilities to enable proper access. It was observed also that if trainees do not acquire expected quality training, most of them lose interest in pursuing trainings and tend to drop out, a factor that decreases both enrollment and retention rates. Therefore, TVET school managers should strive to achieve a betterment of quality training provided by their respective schools.

5.3. Recommendations

- School managers should create other activities which generate income instead of depending on subsidies provided by the government.
- Encouraging parents to mobilize their children to attend TVET schools regularly and try to equip them with necessary materials through intensive mobilization campaigns.
- TVET schools should provide teaching and learning for transformation and changing the lives of their clients and make them role models of their community members.
- The government should increase subsidies to TVET schools to allow them provide quality trainings.
- The government should build more new TVET schools to ensure easy access to them.

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APPENDICES

APPENDIX I: INSTRUMENTS TO BE USED IN THIS STUDY

Hello, my name is Andre Nteziryayo and I am a master's students at University of Rwanda College of Education (UR CE). I' m curious to learn more about the implication of unit cost on students' enrolment in TVET schools in Nyamagabe District. This research is conducted as academic requirements to be awarded a masters' degree in educational leadership and management.

You have been selected as one of sampled parents to help in this process. It is in this regards that as parents who has students studying in TVET schools and/or parents who failed to enroll your children in TVET you become participant in this research. The information you will provide will be confidential and be used for the purpose of this study only.

1. QUESTIONNAIRES FOR PARENTS

The questionnaires will be administered with the purpose of asking information on the implication of unit cost of education on students' enrolment in TVET School in Nyamagabe District. If you are the parents who sent or not your child (dren) to school (TVET schools or colleges), please provide information related to cost of enrolling children in TVET schools and colleges. Much appreciation for your sacrifice to respond the asked questions.

Section A: Responds' demographic information

Use tick(√) in between the provided space of square bracket

1. Gender

- a. Male []
- b. Female []

2. Age of parents

Below 18 years [], between 18-24 [] 24-30 [], 30- 36 [], 36- 42 [] and above 42 []

3. Parents' highest academic qualification

- No one []
- Primary []
- Secondary []
- University []
- Tertiary college []
- Any other (Please specify).....

4. Employment status

- Not employed []
- Employed []

Please indicate your occupation:.....

5. Monthly house hold income

a)Below 10,000 [] b)10001-20000[], c)20001- 30000 [] d)30001-40000 [] e)40000 and above []

6. a) do you have children studying in TVET schools/ colleges?

Yes []

No []

Indicate the number.....

b) Do they attend school?

Yes []

No []

Section B: questions related to enrollment of children in TVET schools

7. Kindly Use tick(✓) to mention the cost to enroll students in TVET schools (home based and school based cost).

n ^o	Items	Costs (rwf)				
		>5000	5001-	20001-	40001-	60000<

			20000	40000	60000	
1	School fees					
2	Coveralls and other uniforms					
3	Transport fees from home to school and coming back					
4	Examination note book					
5	Teachers' bonus					
6	School feeding					
7	Students identification card					
8	Registration					
9	Sports' clothes					
10	Boarding fees					
11	Extra curricula activity cost					
12	School materials like books etc					
13	Contribution for school buildings					
14	SGA contribution					
15	Pocket money					
16	Internship fees					
16	Other expenses					

8. Do you think that, it is costly to enroll your children in TVET?

➤ Yes []

➤ No []

If yes or no support your answer

.....

.....

.....

.....

.....

9. Have you ever sent your child (dren) in TVET schools?

- Yes[]
- No[]

If yes or no support your answer

.....

.....

.....

.....

.....

Is there any of your children whom you have failed to enroll in TVET School?

- Yes
- No

Support your answer

.....

.....

Section C: questions related to other family source of financing

TVET education

8. Kindly Use tick(√) to mention the source of financing TVET education for your child

n ^o	Items	The supporting agent (if yes)					
		Local NGO	International NGO	Government institution (specify)	Faith based organization (Specify	Relative	Any other (specify)
1	Did anyone else outside your household contributed to your child education? a) YES b) NO						

9. Type of support that you received?

n ^o	Items	Type of support
----------------	-------	-----------------

		School fees	Uniform	School feeding	Transport	School materials	Any other (specify)
1	Which type of support did you receive						

10. i) if the cost is to enroll in TVET is high, would you still take your child to TVET school?

a)Yes

b) NO

ii)Justify your answer.....

11) In your own opinion, what should the government do to ensure that the number of learners enrolling in TVET schools is increased?

.....

 .

The end

Thank you for your contributions

2. QUESTIONNAIRES FOR TVET SCHOOL MANAGERS

The questionnaires will be administered with the purpose of asking information on the implication of unit cost of education on students' enrolment in TVET School in Nyamagabe District. If you are a TVET school manager/ College Principal, please provide information related to cost of enrolling children in TVET schools and colleges. Much appreciation for your sacrifice to respond the asked questions.

Section A: Responds' demographic information

Use tick(√) in between the provided space of square bracket

1. Gender

- c. Male []
- d. Female []

2. Age of parents

Below 18 years [], between 18-24 [] 24-30 [], 30- 36 [], 36- 42 [] and above 42 []

3. Responant's highest academic qualification

- Secondary []
- Diploma []
- Bachelor's degree []
- Master's degree []
- PHD []
- Any other (Please specify).....

4. Area of qualification

- Education []
- Technical Field []
- Technical Field with Education []
- Any other []

Please spacyfy,.....

5. How long have you served as a School manager?

a)Below 5 years [] b)6-10 years[], c)11- 15 years [] d)16-20 years [] e)21 and above []

6. How long have you served as a School manager in this school?

a)1-2 years [] b)3-5years[], c)6- 10 years [] d)11 and above []

b) Indicate the category of your school:

a) Public day school []

b) Public boarding school []

c) Government aided day school []

d) Government aided boarding school []

e) Private day school []

f) Private boarding school []

g) Any other [], Please specify,.....

Section B: questions related to enrollment of children in TVET schools

7. Kindly indicate the number of students in various levels by gender in this year

n ^o	LEVEL	Male	Female	Total
1	Level 1			
2	Level 2			
3	Level 3			
4	Level 4			

8. Does your school receive any monetary support from the Government?

➤ YES []

➤ No []

If yes, which kind of support?

Kindly indicate the kind and level of satisfaction of the Government support you received in the last 12 months

n ^o	ITEM	Quantity	Is the support enough to satisfy the school's needs? (1. Strongly agree, 2 agree 3. Disagree)
1	Capitation grant		
2	School feeding		
3	Consumables		
4	Materials for all trades		
5	Any other support (Specify)		

Please indicate the purpose of the support.

.....

.....

.....

.....

.....

9. Does your school receive support from any other source apart from the Government and parents?

➤ Yes[]

➤ No[]

If yes indicate the source the support type and the quantity

.....

.....

.....

.....

.....

10 Does the school have any income generating activities?

- Yes
- No

If no give reasons

.....
.....

If yes indicate the type of income generating activity:

- a) Operating a kiosk
- b) Keeping livestock
- c) Hire out schools land to farmers
- d) Production unit.
- e) Any other,...

On average indicate the amount generated in the last 12 months.

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

11. Please indicate how the money generated is spent at school

- a) Buying food for students
- b) Pay non teaching staff
- c) Maintenance
- d) Any other. Specify,.....

12. Indicate the number of non teaching staff and trainers under contract, the source as well as the amount of money spent on them:

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

13) In your own opinion, what should the government do to ensure that the number of learners enrolling in TVET schools is increased?

.....

.....

.

The end

Thank you for your contributions

INTERVIEW GUIDE FOR THE PROFESSIONAL IN CHARGE OF SECONDARY AND TVET SCHOOLS IN NYAMAGABE DISTRICT ABOUT COST FOR ENROLLING CHILDREN IN TVET SCHOOLS

Hello, my name is Andre Nteziryayo and I am master's students at University of Rwanda College of Education (UR CE). I'm curious to learn more about the implication of units cost on students' enrolment in TVET schools in Nyamagabe district. This research is conducted as academic requirement to be awarded a masters' degree in educational leadership and management.

You have been selected as an agent who might have key information on the topic

Thank you

Section A: Responds' demographic information

Use tick(√) in between the provided space of square bracket

1. Gender

e. Male []

f. Female []

2. Age of the respondent

Below 24 [] 24-30 [], 30- 36 [], 36- 42 [] 42 [] and above

3. STEO' level of study

➤ Bachelors' degree []

➤ Master's degree []

➤ Others [] Specify

4. How long have you been in your position?

5. What do you think about the number of trainees enrolling in TVET schools in Nyamagabe?

6. Do you think the target of 60% of learners enrolling in TVET schools by 2024 will be achieved? Pleas Justify your answer

7. How many trainees enrolled in TVET schools in this academic year in different levels in Nyamagabe?
8. Do you think that, home based and school based cost can affect student's enrollment in TVET?
9. are there any students who were supposed to be enrolled in TVET schools but preferred to enroll in general education? May you please tell us what you think about the causes of this to happen?
10. What do you think the Government should do to increase the number of students enrolling in TVET schools?
10. Do you have any question to ask me? If yes ask.

The end

Thank you for your contribution

MASTER'S DISSERTATION 2022

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MASTER'S DISSERTATION 2022

by Andre Nteziryayo