

**+FACTORS INFLUENCING EFFECTIVENESS OF CONSTITUENCY
BURSARY FUND IN ENHANCING ACCESS AND RETENTION OF NEEDY
STUDENTS IN PUBLIC BOARDING SECONDARY SCHOOLS IN ELDORET
EAST CONSTITUENCY,UASIN GISHU COUNTY KENYA.**

BY

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MOI UNIVERSITY

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DECLARATION

This is my original work and has not been presented for a degree in any other University.

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DEDICATION

This study is dedicated to my loving wife Stacey Agola, daughters Samantha Seroney, Stephanie Seroney and my mother Rachael Seroney for their patience and support during this period. To you all I say thank you very much.

ABSTRACT

The purpose of the study was to investigate the factors influencing the effectiveness of constituency bursary fund in enhancing access and retention of needy students in public boarding secondary schools in Eldoret East Constituency Uasin Gishu County. The government of Kenya introduced the constituency bursary fund in 2003 so as to enhance student's access and retention in public secondary schools by supporting the needy and bright students. However, contrary to this, many needy students continue to drop out of school due to the rising cost of secondary education despite the existence of the constituency bursary fund. The objectives of the study were to assess the effects of social economic background in determining the enrolments of needy students, examine the extent to which public awareness on CBF has affected access and retention of needy students, determine the logistical factors influencing the CBF, and to determine the extent to which adequacy of CBF has affected access and retention of needy students. The study was anchored on Rawls theory of justice and fairness. The study used descriptive survey research design. The target population was all the 28 public boarding secondary schools in Eldoret East Constituency, while the sample size constituted 200 students, 10 head teachers and three CBF committee members. Data collection was done using questionnaire and interview schedules while data analysis was done using descriptive statistics. The test-retest technique of assessing reliability of research instruments was used. The content validity of the research instruments was measured, the study found that majority of the students come from poor economic background. That CBF was a critical source of funds for financing Secondary education as majority of parents did not have stable income. Lack of school fees was a major hindrance to access and retention of needy students in public boarding secondary schools. The level of awareness on CBF application was very low in secondary schools in Eldoret East therefore deserving students did not apply for the funds. The CBF allocated to students was not enough to cater for all these educational needs. The study concludes that the most significant way of improving CBF disbursement to needy students were increasing the CBF allocation to ensure access and retention of needy students, create awareness on CBF and review guidelines on allocation of CBF. The study recommends that the Government should increase the amount of CBF allocated to needy students, review the criteria on allocation of CBF to ensure that all needy students benefits and to increase awareness on the importance of CBF on access and retention of needy students.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	:	Arid and semi-arid Lands
CBC	:	Constituency Bursary Committees
CBF	:	Constituency Bursary Fund
CDF	:	Constituency Development Fund
EFA	:	Education for All
GDP	:	Gross Domestic Product
GOK	:	Government of Kenya
GER	:	Gross Enrolment Ratio
IPRA	:	Institute of Policy Analysis and Research
MDG	:	Millennium Development Goals

MOE	:	Ministry of Education
OECD	:	Organization for Economic Cooperation And Development
PTA	:	Parents Teachers Association
ROK	:	Republic of Kenya
SEBF	:	Secondary Education Bursary Fund
UNESCO	:	United Nation, Education Science and Cultural Organization
UPE	:	Universal Primary Education

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Since time immemorial, humankind has always placed a high premium on education due to its positive impact on both the individual as well as the society. However, it was not until early 1960s that education came to be formally recognized as one of the key ingredients to economic growth as well as the overall development process. This followed pioneering studies which confirmed that education was the key catalyst in the growth of the economy of USA (Schultz, 1961; Denison, 1962). Since then, education has come to be regarded as an investment rather than as consumption in that it equips people with skills which enhance their productivity (Rogers & Reuchlin, 1971). The skills acquired from education makes one a 'human capital' which plays a vital role in manipulating the traditional factors of production so as to yield positive results in the production of goods and services (Blaug 1976, Psacharopolous & woodhall, 1985). Studies have shown that investment in education yield both private (Accruing to the individual) and social (Accruing to the society) returns (Psacharopolous, 1980; Psacharopolous & Woodhall, 1985).

Investment in education is usually a joint undertaking between the state and the individual in many countries. Government invests in the education of their citizen due to the social benefit (externalities) accruing from education as well as to mitigate market imperfections, which would lock the poor out of the education system (Johns, et al, 1983; Psacharopolous & Woodhall, 1985; World Bank, 1995). In Kenya, the government is involved in the provision of education from the basic to higher levels.

The Kenyan government, however, has been unable to shoulder the total burden of financing education due to constraints in public finance. Between 1980 and 2002, the Kenyan economy performed below its potential and it was characterized by low economic and employment growth as well as decline in productivity (GoK, 2003a). Consequently, in a bid to supplement public educational finance, the cost sharing policy in education was officially sanctioned through sessional Paper No. 6 of 1988 on education and Manpower Training for the next Decade and Beyond (GoK, 1988). Under the cost sharing policy, the government's role in education was reduced to the provision of teachers and administrative staff while parents and beneficiaries of education were supposed to cater for other recurrent and capital expenditure by paying fees. It should be noted, though, that even before cost sharing in education was officially sanctioned in Kenya in 1988, parents used to make direct financial contribution to the cost of their children's education.

One major drawback of the cost-sharing policy in education is that those who cannot afford to pay the various user charges are locked out of school. This has had grave implication with regard to access to education considering that 56 percent of Kenyans were living below the poverty line by 2003 (GoK, 2003a). Kenya's Poverty Reduction Strategy Paper (PRSP), which has the twin objectives of economic growth and poverty reduction, identifies lack of access to basic social services, particularly education and health, as major hindrance to poverty reduction (GoK, 2001). Owing to the critical role played by education in an individual's upward mobility, Kenya's PRSP states that the government places high priority in the medium and long term in ensuring affordable and equitable access to education. At the primary school level, the Kenya government re-introduced the Free Primary Education (FPE) programme in 2003 (GoK & UNESCO, 2004). This move saw the pupil population of public primary schools in the country shoot

from 5.9 to 7.5 million in 2003, an indication that school fees has locked many potential pupils out of school.

The secondary school sub-sector in Kenya consists of about 4,000 public and 500 private secondary schools with a total student population of about 850,000 (GoK, 2005b; 2005b). Unfortunately, cost-sharing has seriously impacted on enrolment in the secondary school sub-sector in Kenya. For example, in 2007, about 60,000 students who had been admitted to public secondary schools failed to report because their parents and guardians could not afford the fees, according to the then director of higher education at the Ministry of Education, Mr. Siele (Daily Nation, 28th June 2007). Statistics show that, between 1990 and 2000, transition rate from primary to secondary remained low with a peak of only 46 percent (GoK, 2001). According to the Education Sector Strategic Plan, 2003-2007, secondary school enrolment rate declined from 29.4 percent in 1990 to 22.2 percent in 2002 while completion rates stood at 79 percent (GoK, 2003c). As a result based on 1999 census data, about 2.8 million boys and girls aged between 14 and 17 years who should have been in secondary schools were not enrolled by 2003 (GoK, 2005a). This poor enrolment was mainly attributed to the growing household poverty and the high cost of schooling at this level. In its Education Sector Strategic Plan, 2003-2007, the Kenyan government had set the objective of raising the Gross enrolment ratio for secondary schools from 22.2 percent to 45 percent by 2007) GoK, 2003b). Similarly, the transition rate from primary to secondary was to be enhanced from 47 percent to 70 percent over the plan period. The transition rate is improving as it stood at 57 percent in 2005 and 59.3 percent in 2007 (MOE, 2007).

As a result of the above enumerated challenges facing secondary education, the Kenyan government has over the years instituted a number of measures aimed at promoting access and retention. One such measure was the issuance of the fees guidelines for public

secondary schools which put a ceiling on the school fees that could be charged by the different categories of schools. According to these guidelines, national Secondary Schools were expected to be the most expensive charging student Kenya shillings 28,900 per year. They were followed by Provincial Secondary Boarding Schools whose ceiling was set at Kenya Shillings 22,900 while District Secondary Day schools were to charge a maximum of Kenya shillings 10,500. These guidelines were meant to check against school administration's charging unreasonably high fees. However, the above fees guidelines were flouted in many schools over the years and some national Schools charged students as much as Kenya shilling 50,000 per year, which was almost double the amount recommended by the government. Many schools managed to evade the fees guidelines by introducing new vote heads like 'motivation fees' for teachers and 'PTA fees' for running PTA activities without the blessings of the Ministry of Education as head teachers repeatedly argued that the government set fees guidelines were unrealistic and insufficient for the smooth running of school. The chairman of the Kenya Secondary School Heads Association observed, during the secondary schools head teachers' annual conference held in Nairobi in June 2007, that head teachers flouted the Ministry of Education fees guidelines as they were neither consulted nor their input sought during their formulation (Daily Nation 28th June 2007:4). In an attempt to reach a mutually agreeable secondary school fees guidelines, the government invited the teachers to participate in the drawing of revised fees guidelines during the head teachers' annual conference in June 2007. However, it is worth noting that even if schools were to adhere to the 2002 government issued fees guidelines, the amounts were still high for most parents bearing in mind that about 56 percent of the Kenyan population was living below the poverty line in 2003. Consequently, the Kenyan government launched another initiative to boost enrolment in secondary education. Indeed, at the beginning of the 2008 academic year, it committed itself to offer Free Day Secondary Education (GoK, 2008).

Towards this end, the government would pay Kenya shilling 10,265 for every public secondary school student implying that those students in day secondary schools would learn for free. However, students in boarding secondary schools would be required to pay fees amounting to Kshs. 18,627 for boarding expenses. The government issued a Circular in 2008 which adjusted the minimum bursary allocation per student from Kenya shillings 5,000 to Kenya shilling 8,000 and which also barred day scholars from receiving the bursary (GoK, 2008). The move to offer Free Day Secondary education was also in line with the School Fee Abolition Initiative (SFAI) that was launched by the United Nation Children’s Fund (UNICEF) and the World Bank in 2005 as an instrument to ensure that existing Education for All (EFA) commitments were met (World Bank, 2009).

The provision of a government funded bursary scheme for poor students is also another measure that has been taken to enhance the participation of students from poor socio-economic background in secondary education (GoK, 2005a; 2005b). The secondary education bursary scheme was introduced in the 1993/1994 financial year as a safety-net to cushion the poor and vulnerable groups against the adverse effects of cost-sharing in education. When it started, the government allocated Kenya shillings 25 million per year up to the 1999/2000 financial year. Thereafter, it is not worthy that the amount of money allocated to the bursary kitty has grown exponentially as shown in Table 1.1

Table 1.1: Government’s Bursary Allocation from 2000/2001 to 2011/2012

Financial Year	Amount Allocated (Kshs.)
2000/2001	536,000,000
2001/2002	536,000,000
2002/2003	548,000,000
2003/2004	770,000,000

2004/2005	770,000,000
2005/2006	800,000,000
2006/2007	800,000,000
2007/2008	600,000,000
2008/2009	500,000,000
2009/2010	500,000,000
2010/2011	500,000,000
2011/2012	940,000,000

Source: Ministry of Education

Table 1.1 clearly shows that the amount of money allocated to secondary education bursary scheme jumped from Kenya shillings 25 million in 1999/2000 financial year to Kenya shillings 536million in 2000/2001 financial year. In the 2011/2012 financial year, the government bursary allocation stands at Kenya shillings 940 million, representing a clear reflection of the government’s commitment to helping the needy to access secondary education.

From its inception up to 2003, the secondary education bursary was disbursed directly to all public secondary schools in the country taking into consideration the school population. Head teachers and the Boards of Governors were charged with the task of identifying the needy students and allocating them the bursary. This, however, changed from 2003/2004 financial year when the management of the bursary funds was transferred from the schools to the newly created entity known as the Constituency Bursary Committee (CBC) in line with the government’s policy on decentralization and empowerment of communities as enunciated in various policy documents (GoK, 2003d; GoK 2005a; GoK, 2005c). There were also concerns that the school authorities were not

the best placed to identify needy students. Concerns had also been raised about lack of transparency and accountability at the school level with regard to administration of the 4th the number of students from the constituency enrolled in secondary schools in Kenya, the national secondary school enrolment, the district poverty index and the national poverty index (GoK, 2005c).

1.2 Statement of the problem

The government of Kenya introduced the constituency bursary fund in 2003 so as to enhance student's access and retention in public secondary schools by supporting the needy and bright students. Through this scheme, the treasury allocates money annually to each constituency to fund secondary education. At its inception hope was high that the most deserving students would be rightly identified by the bursary committee for financial support. The general thinking was that the initiative would enhance the participation of the needy students in secondary education. However, contrary to this expectation, many needy students continue to drop out of school due to high cost of secondary education despite the existence of constituency bursary fund (IPRA, 2010) In view of the aforementioned, an empirical study is conceived with a focus on Eldoret East Constituency to establish the factors influencing the effectiveness of constituency bursary fund on access and retention of needy students in Public boarding secondary schools.

1.3 Objectives of the study

- i. To assess the effects of socio-economic background in determining the enrolment of needy students in public boarding secondary school in Eldoret East Constituency, Uasin Gishu County.
- ii. To examine the extent to which public awareness on constituency Bursary Fund has affected access and retention of needy students in public boarding secondary school in Eldoret East, Uasin Gishu County.

- iii. To identify the logistical factors influencing the disbursement of CBF to needy students in Public Boarding Secondary School in Eldoret East Constituency Uasin Gishu County.
- iv. To establish the extent to which adequacy of constituency bursary fund has affected access and retention of needy students in public boarding secondary school in Eldoret East Constituency, Uasin Gishu County.
- v. To establish strategies for enhancing constituency bursary fund disbursement to enhance access and retention of needy students in public boarding secondary schools.

1.4 Research Questions

The study was guided by the following research questions;

- i. What are the effects of socio-economic background in determining the enrolment of needy students into public boarding secondary school in Eldoret East District, Uasin Gishu County?
- ii. To what extent has the level of public awareness on Constituency bursary fund affected access and retention of needy students in Public boarding secondary schools in Eldoret East District Uasin Gishu County?
- iii. What are the logistical factors influencing the effectiveness of CBF to enhance access and retention needy students in Public Boarding Secondary Schools in Eldoret East District, Uasin Gishu County?
- iv. To what extend has adequacy of bursary fund affected access and retention of needy students in public boarding secondary schools in Eldoret East District, Uasin Gishu County?

- v. What are the strategies for enhancing constituency bursary fund disbursement to increase access and retention of needy students in public boarding secondary schools in Eldoret East District, Uasin Gishu County?

1.5 Assumptions of the study

- i. There is a Constituency Bursary Fund Committee in Eldoret East Constituency that oversees the allocation of bursary to secondary schools in Eldoret East Constituency Uasin Gishu County.
- ii. Boys and girls in the selected public secondary school will give honest information regarding their social-economic background and other related information.
- iii. Inadequacy of disbursed CBF is a key determinant of school drop outs; students who are allocated CBF bursary are unlikely to drop and vice versa.

1.6 Significance of the study

The significance of this study lies in the fact that the problem of educational costs among the financially poor exists and still persists in secondary education. This is on the basis of continued increase in secondary school drop outs especially among the poor and vulnerable groups despite the existence of the bursary fund. The study is aimed at providing the government and educational planners with information on constituency bursary fund and their effect on access and retention of needy students in Eldoret East constituency.

It was also hoped that the study findings would provide relevant information for policy discussion on the issue of bursary schemes in financing of secondary education in the country. It was further hoped that the study may create new knowledge on challenges facing effective administration of CBF fund in secondary schools in Kenya.

1.7 Limitation of the study

The study was limited to one constituency in Kenya so as to ensure conclusive results. All secondary school in Kenya were to be studied. This was however not possible because of financial and other logical constraints such as terrain, time limits, limited resources and inaccessibility of certain areas.

It could not be established if dropout among boys and girls was as a result of finances alone .thus the study included other factors that have been researched on and have shown to have effect on retention of students such as economic factors, school type and gender.

The term needy is relative and has different meaning to different people depending on the circumstances at hand. The study adopted a subjective definition of the term needy in terms of the way the respondents view themselves as being poor. Social economic indices such as household income, household dwelling and household type were used as being poor.

1.8 Delimitation of the study

The study was confined to students and head teachers in public boarding secondary schools in the constituency who were direct beneficiaries of the educational provision in Kenya. Private secondary schools in the constituency were excluded since they were not under the government scheme and support in terms of bursary allocation. The respondents were students and teachers who were in session at the time of the study. There are several factors affecting access and retention rate in secondary schools in Eldoret East Constituency but the study only focused on bursary fund.

1.9 Theoretical Framework

This study was guided by theory of justice and fairness as developed by John Rawls advocates for the principles of justice to govern modern social order.

It provides a framework that explains the significance, in a society assumed to consist of free and equal persons of political and personal liberty of equal opportunity and cooperative arrangement that benefit the more and less advantaged members of the society. It develops a conception of justice from the perspective that persons are free and equal. Thus, educational system should be designed so as to remove external barriers of any nature (economic, cultural, and geographical) that prevents bright students from low economic background from taking advantage of inborn talents which accelerates them to social promotion.

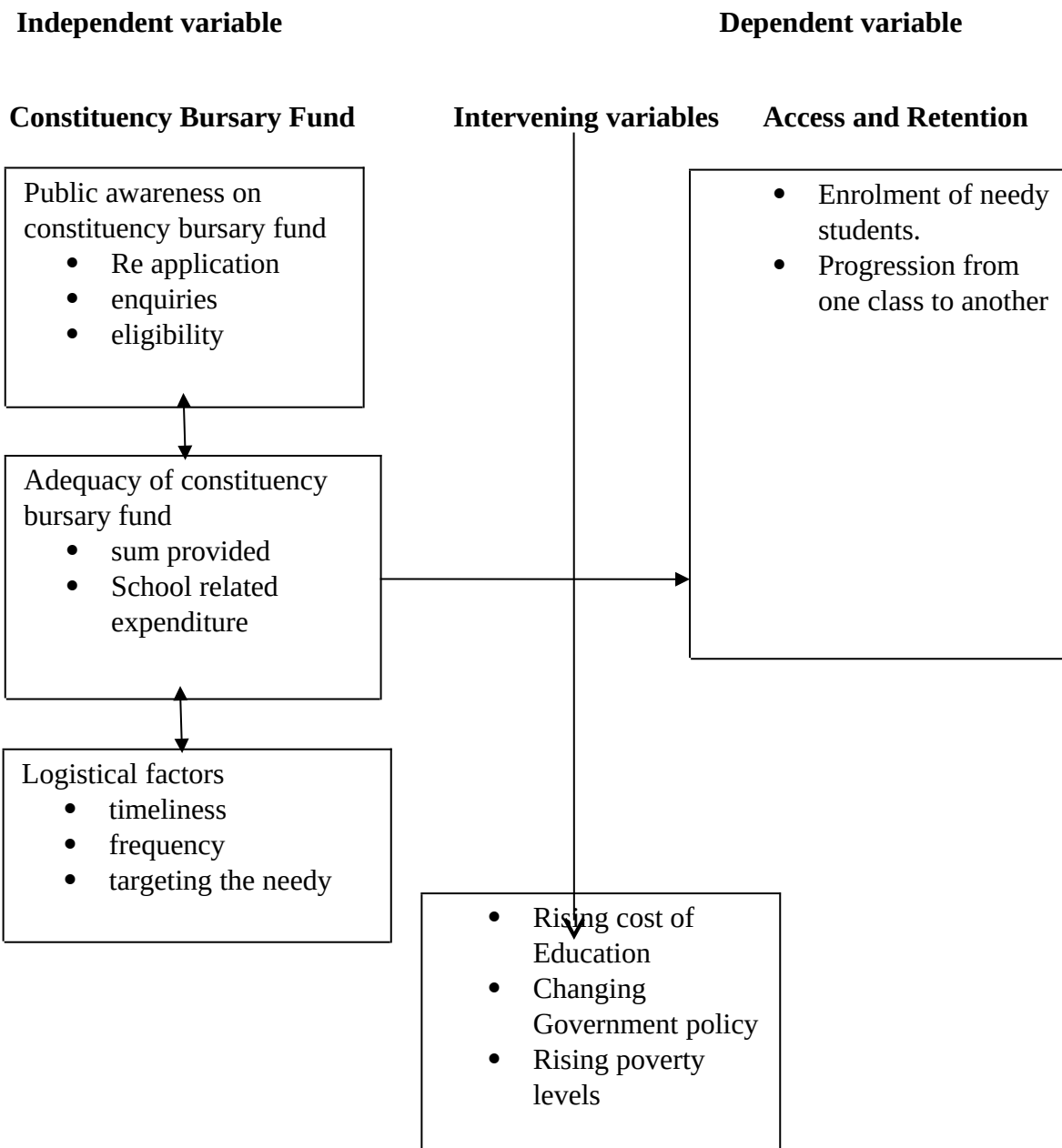
The theory of justice and fairness emphasizes that all social primary goods i.e. liberty and opportunity, income and wealth and the base of self-respect are to be distributed equally so that everyone in the society would be equally able to fulfill their interests. Any unequal distribution of any or all of these goods is to the disadvantage of the least favored. Social and economic inequalities are to be arranged so that they are to the greatest extent benefit the least advantaged and also be attached to office and positions open to all under conditions of fair equality of opportunity. Theory of justice and fairness emphasize that every citizen should be given, through education, an opportunity to exercise freedom and improve their social status.

By making secondary education available to children from all social classes, it is hoped that one removes the handicaps that are inherited in being born poor on the level of education policy, the problem is mainly seen as one providing grants for the poor but able students (Republic of Kenya, 1996).

This theory advocates that children should have equal opportunity at secondary and higher levels of education disregarding their socio-economic background. This will ensure that ideal conditions are created to implement the vision of equal opportunity, where everybody has access to the kind and amount of education that suits him.

Figure 1.10 Conceptual Frameworks

This section describes the perceived conceptual framework that guided the study.



The conceptual framework reflects the factors influencing the effectiveness of constituency bursary fund on access and retention of needy students in public secondary schools. Components which have been conceptualized as independent variables include:

adequacy of bursary funds in relation to students retention in terms of the sum provided verses the expected annual school fees and other school related expenses that the allocation does not consider though plays an important role. Consistency in allocation lays emphasis on timeliness of the funds that is in relation to calendar year versus the academic term, frequency of the allocations, the laid criteria based on performance, discipline and its effect on consistency in receiving funds. Public awareness will lay emphasis on number of applicants, the inquiries of application procedure and mode of informing the public and potential beneficiaries

1.11 Operational definition of Significant Terms

Needy student: Refers to a boy or a girl enrolled in a public secondary school who is either Total orphan, partial orphan or of a single parent or/and funded by a Household with a daily income of less than a dollar

Access: Get opportunity for children who have passed primary school to enroll in Secondary school without being barred

Boarding school: A school where students are given boarding and accommodation services

Drop out: Withdrawing from schooling before finishing one cycle of Education

Enrolment: Number of students registered in a school

Equity: Deliberate elimination of all forms of discrimination and introduction of Fairness and social justice in allocation of educational opportunities

Participation:	Being involved in schooling for school going age
Quality:	Providing education that is relevant to the needs of the country.
Retention:	Ability to keep a student in an educational institution in order to participate in its education process
Socio economic status:	Refers to the social background and financial income of a family.
Wastage in education:	Incidents of drop outs and repetition in Schools.
Bursary fund:	Money set aside by the government or an organization for assisting students with financial difficulties
Effectiveness:	Refers to the efficiency and success of CBF in meeting its objective of Enhancing retention of students in secondary education.
Bursary:	Refers to government's financial allocations to each constituency which is aimed at assisting children from poor households' access education

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers a review of literature related to the study. It is divided into the following thematic areas; Financing secondary education around the world, Financing secondary education in sub-Saharan Africa, financing secondary education in Kenya, challenges facing secondary education in Kenya, current secondary education funding structures, secondary school bursary scheme, procedure of bursary allocation, studies on the impacts of constituency bursary scheme and summary of literature reviewed.

2.2 Financing Secondary Education around the World

Many low enrolment countries in sub-Saharan Africa cannot increase participation at secondary level with current cost structures. Where secondary schooling has costs per student five or more times those of primary, and 30-60% of Gross domestic product per capita, secondary schooling cannot be universalized without requiring that most if not all of the education budget is met by the government (Lewin 1994). Even if school places were provided, the high direct costs of participation (predominantly fees) would exclude most households. Reforms are needed that address the problems of high public costs per student, and high direct costs.

According to Brissed and Cailloids (2004), in the OECD countries, the basic principles that guide the policy of financing secondary education are related to;

- a) The need to facilitate access to basic and compulsory education
- b) Equality of opportunity

c) Freedom of education choice

OECD countries spend a large proportion of their national budget and GDP on education. The justification for this is that education contributes to development and must therefore be provided to all. In the 1980's and 1990's most of these countries started rationalizing their public spending on education following a slowdown in economic growth occasioned by the oil crisis. More efficient ways of distributing resources between as well as within sectors were applied. A number of reforms such as decentralization of financing and management of public services including education, new ways of allocating resources and a certain amount of deregulation and privatization.

State schools do not charge tuition fees until the end of compulsory education in order to facilitate access to secondary education. A tuition fee-free school is to be accessible to every young person wherever he or she lives. Many of these countries include textbooks and transport as part of the free education for all students in public schools up to the end of compulsory education and in some cases up to the upper secondary education (Brissed and Cailloids, 2004). Although the government meets most of the costs, secondary education is not entirely free. Families are required to pay for meals school supplies extra-curricular activities and uniforms at both the lower secondary and upper secondary levels. In addition to these, families also meet the costs of text books and transportation for students in upper secondary school level. Families which may not afford these costs generally receive a scholarship and/or benefit from a reduction in cost. A tax credit or rebate is also provided for families with children in schools (Brissed and Cailloids, 2004).

Since most of the countries under OECD have embraced the principle of freedom in the choice of education, private schools mostly with religious affiliation exist alongside the public schools. Private schools are therefore complementary to the public school scheme in offering an alternative to public education. Many private schools are subsidized and

receive public funds. This therefore creates competition between public and private schools. In order to promote equality of opportunity, financial assistance is available to low income families who cannot meet voluntary fees, meals or transportation costs. Attendance to private schools is therefore not restricted to the well-off families since private schools are highly subsidized.

Most countries of the OECD spend between 11 and 13% of their overall budget on education. They also spend a high proportion of their national resources on education which ranges between 4.92 and 7.2% of the GDP. In the European Union countries the largest share of public funding is allocated to secondary education which receives between 40 and 60% of all funds earmarked for educational institutions.

State responsibility for school funding is shared between different levels of government namely Central (Federal), Regional and Local levels (Municipality or school districts). Schools are funded using well spelt out criteria that that ensures fairness in the distribution of funds between schools (Brissed and Cailloids, 2004). Different countries however use different methods to work out the funding requirements for each school. OECD countries spend between 23 and 24% of their GDP per capita on each secondary student every year. The unit costs of secondary education in these countries have been increasing over the years. Efforts have been made by the respective governments to reduce costs through decentralization and increased accountability.

Brissed and Cailloids (2004) have identified three factors which influence unit costs in these countries. First the student : teacher ratio in most of the OECD countries has been reducing due to declining school age population and pressure from the trade unions to reduce the number of pupils per class. Secondly, the salary levels of teachers also influence the unit cost. It is however important to note here that salary levels for teachers in OECD countries are not high when compared to salaries in other sectors. Thirdly, the

non-salary costs in most of these countries are higher with an average of 20% of all recurrent costs in primary and secondary education.

A comparison of the unit cost of education between primary and secondary indicates a much higher cost in secondary education. This is because secondary school teachers are paid more, they are specialized per subject and teach fewer hours, costs for science and technology equipment are higher and there are also more costs for non-teaching staff than there are in primary education. Most of the countries therefore spend between 30 and 50% more on secondary education than they spend on primary education.

2.3 Financing secondary Education in Sub-Saharan Africa

In most countries in Sub-Saharan Africa, secondary education benefits the better off urban groups of society but remains largely inaccessible for rural populations, with girls at a particular disadvantage. The GPI for junior and secondary education for 2003 was 78. The EFA/MDG target of eliminating gender disparities by 2005 has not been reached. Demand and supply factors interact to become long-lasting obstacles to girls' enrolment and retention. Many poor children never enter primary school or drop-out before reaching the final year. For those that manage to complete and then are successful in the secondary school selection process, the obstacles to enrolment remain formidable. Tuition and other formal and informal cost are often unaffordable. Secondary schools frequently are located in larger towns and cities or are boarding schools, implying cost that poor rural parents can ill afford. Where scholarships are available they are often poorly targeted. Opportunity cost for students of secondary school age are often significant, while societal pressures and tradition often militate against poor children, especially girls, who want to continue their education at the secondary level (SEIA Report 2007).

Enrolment growth in most low-income countries in SSA has outpaced the increase in resources available for secondary education. Given the numerous competing demands on

constrained public resources, many governments find it impossible to mobilize sufficient funds to accelerate the development of secondary education, while fees and other private cost result in the de facto exclusion of poor students. In several SSA countries with substantial commitments to universalizing primary education, 50% or more of recurrent expenditure is allocated to primary schooling. Higher education typically absorbs 15-20%. This leaves some 20-25% of recurrent education expenditures for secondary education, a share that is unlikely to increase much (SEIA Report 2007).

Developing countries with low secondary enrolments, like most African countries, cannot finance substantially higher participation rates from domestic public resources with current cost structures (Lewin and Caillods, 2001). To respond to the increased demand for secondary places, while constrained by the public funding, countries have spread the same resources over larger number of students, attempted to mobilize private funding or most often did both. Exacerbated by inefficiencies in the deployment of resources, essential inputs often are in short supply resulting in shortages of textbooks, instructional materials and supplies, poorly stocked libraries and double or triple shift use of facilities. In addition, as government funding stagnates, parental contributions have become an essential complement to public funding (SETA Report 2007).

The high cost burden of secondary education is also associated with the fact that in SSA per student cost in secondary education is much higher than in primary education. Secondary per student cost is a much higher multiple of primary per student cost in SSA than in OECD and middle income countries. On average, unit cost at junior secondary level are about three times and at senior secondary six times greater than at the primary level. Among countries with a GNP per capita below US \$ 1,000, Anglophone Africa spends 6.6 times as much on secondary students than primary students and Francophone Africa spends 3.3 times as much when compared to Latin America, which spends 1.6

times more. The reasons lie in a combination of lower pupil-teacher ratios, higher salary costs, boarding subsidies, and larger numbers of non-teaching support staff. The main cost variable is however the cost of teachers. Yet teacher deployment is often wasteful and ineffective.

Moreover, in some countries teacher salaries are unsustainable multiples of GNI per capita. In others, they are so low that teachers are almost forced to find a second job or leave the profession. In many countries, the output of teacher training programs is insufficient to meet the demand. In others, the government cannot afford to hire all those that graduate. As a result, untrained teachers often make up 20% of the cadre and can account for as much as 50% with most working as temporary or contract teachers. Yet, teacher salaries often crowd out allocations for other expenditures, resulting in severe shortages of textbooks and instructional materials, adversely affecting the effectiveness of instruction (SEIA Report, 2007).

The report of Secondary Education in Africa Initiative (SEIA 2007) concludes that the main problem facing secondary education in SSA is the Private cost of public schooling. This comprises of official government tuition and boarding fees, contributions to school management committees as well as costs such as textbooks, learning materials, school supplies, private tuition, transportation and clothing. These costs are significant in many countries. It is therefore not surprising that faced, in addition, with severe competition for places and concerned about the perceived decline in the quality of instruction, transmission of social values and safety in government schools, many parents enroll their children in private schools. It is estimated that 13% of the secondary students in SSA are enrolled in private institutions. In reality this proportion is likely to be significantly higher, since many private schools are not registered. There are large differences between private schools: some are high cost elite schools, while others are traditionally church

sponsored schools that usually offer programs of acceptable quality at medium or low cost. More recently, an increasing number of for profit institutions offer programs of varying but often low quality and cost.

Due to the limited financial support by the governments, households are shouldering a large share of the cost of secondary institutions. In Kenya, Uganda, and Tanzania more than half the total cost per student is financed through fees and other contributions (Lewin, 2006). In Zambia, private sources of income accounted for 48% of total expenditure at government urban high schools, 33% at government rural high schools, 52%, and 57% in grant aided urban and rural high schools, respectively. In Francophone countries, the privately funded share is usually less, but represents still 30% in Benin for example, in a region where GNI per capita in a majority of countries is less than \$500, participation in secondary education with a cost equivalent of US\$ 200-3000, represents a heavy financial burden, even for middle income families. In many countries fees and private cost often make it impossible—in the absence of effectively targeted financial support- for the few poor children that complete primary education to enroll in secondary school (Lewin, 2006) further skewing participation towards wealthy households.

2.4 Challenges Facing Secondary Education in Kenya

In Kenya, as in other developing countries, the provision of quality education and relevant training to all is important for achieving the national development agenda. The government of Kenya has therefore focused its main attention on formulating appropriate education policies to ensure maximum development of the human resources who are essential for all aspects of development and wealth creation through industrialization. All education stakeholders recognize that quality education at all levels will enable Kenyans to utilize their natural resources efficiently and effectively in order to attain and maintain desirable lifestyles for all Kenyans (Munavu, Ogutu, and Wasanga, 2008).

There are, however, many challenges which threaten the sustenance of a robust educational regime in Kenya. The key challenges include low enrolment and retention rates, constricted access and equity at higher levels, establishment and maintenance of quality and relevance, and myriad inefficiencies in managing the limited resources allocated to the education sector (Republic of Kenya, 2005). Implementation of the free primary education (FPE) has been responsible for the recent upsurge in the secondary school enrolments since 2003. Enrolment trends in secondary schools show a steady growth from 30,000 in 1963 to 860,000 students in 2003, and to over 1 million in 2006 (Munavu et al., 2008). Similarly the number of public secondary schools increased from 151 in 1963 to 3660 in 2005 (Republic of Kenya, 2005). One of the factors limiting growth in Gross Enrolment Ratios (GERs) at the secondary level is the limited number of secondary schools compared to the number of primary schools. The current gapping mismatch between the capacities at these levels is approximated by comparing the number of primary and secondary schools. The number of public primary schools was 18,081 in 2003 compared to 3,660 public and 641 private secondary schools in the same year (Republic of Kenya, 2005). This mismatch will pose a major challenge in implementing the declared government policy of free secondary education with effect from 2008 (Munavu et al., 2008).

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

revealed that free education at the primary level brought about problems related to over-enrolment, lack of physical facilities, and inadequate teachers.

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

In relation to the structure of physical facilities, Olembo and Ross (1992) indicate that the development efforts of school head teachers have sometimes been frustrated because of lack of space for extension of the school, lack of housing for teachers and worse still lack of essential facilities like desks, chalk, books and so on. Some schools do not have adequate classrooms and where they exist they are sometimes in very poor condition, which are hazardous to students and staff.

Other key challenges facing education in Kenya relate to the attainment of Education for All (EFA). The key concerns for the government are access, retention, equity, quality and relevance, and internal and external efficiencies within the education system (Achoka, Odebero, Maiyo and Mualuko, 2007). The effectiveness of the current 8-4-4 structure and system of education has also come under increasing scrutiny in light of the decline in enrolment and retention particularly at the primary and secondary school levels. The Government has shown her commitment to the provision of quality education and training as a human right for all Kenyans through the introduction of Free Primary education in 2003 and Free Secondary Education in 2008.

The launch of Free Secondary Education (FSE) in 2008 was meant to address illiteracy, low quality education and low completion rates at the secondary level, high cost of education and poor community participation (Republic of Kenya, 2005). Unlike the FPE initiative, which has reference to enormous conventions, resolutions and literature, FSE initiative was triggered by the politically charged climate that engulfed the country during the 2007 general election, which implies that the country may not have been very prepared for its implementation. However, there was government commitment to increase transition from primary to secondary by seventy percent in all districts (Ohba, 2009). The FSE policy is in line with the government commitment to ensure that regional special needs and gender disparities are addressed (Ohba, 2009). What is not clear is whether FSE is capable of ensuring high levels of retention at the secondary school level.

According to the Free Secondary Education policy, the government is expected to meet the tuition fees of Kshs 10,265 per students, while the parents are required to meet other requirements like lunch, transport and boarding fees for those in boarding schools, besides development projects. In order to cushion those from poor households from dropout due to lack of boarding and associated costs, the constituency bursary fund is still operational in every constituency in the country. The study will assess the effectiveness of the Constituency Bursary Funds in enhancing needy students' retention in secondary schools education.

2.5 Government Expenditure and on Education in Kenya

Education financing in Kenya has been a shared responsibility between the public sector and NGOs, religious organizations, development partners, communities and individuals (Wainaina, 2005). Between 1963 and 1974 due to the high demand for primary education, communities were able to put up primary schools which they subsequently funded. These schools were however taken over partially by the government through

payment of teachers' salaries while the communities were left to continue meeting other costs of running the schools (Wainaina, 2005). The government introduced free primary education up to standard four in 1974. This was to change in 1988 when the cost-sharing policy was introduced in education (Republic of Kenya, 1988). The cost-sharing policy required most costs in education to be met through partnerships between public sector and NGOs, religious organizations, development communities, individuals and private sector. Within this funding policy framework, overall government role included professional development, teachers' remuneration in public institutions, provision of infrastructure, administration and management, and provision of bursaries and scholarships for needy students (Republic of Kenya, 1988).

In 2003, Kenya introduced the Free Primary Education (FPE) policy with a view to meeting the goal of Universal Primary Education (UPE). This move led to a sharp increase in government spending in education. The average government spending on education and training, excluding the share by households, has ranged between 5 and 7% of the Gross Domestic Product (GDP) for the period 2000-2004 (Republic of Kenya, 1988).

According to Onsomu et al (2006), recurrent government spending on education has been higher than any other social sector. Education spending constitutes 73% of the social sector total expenditure. In addition, education recurrent budget has risen from 33% of public sector recurrent budget in 2000 to about 35% in 2005, with about 79% going towards administration and planning. Out of the 79%, 86% goes towards salaries and wages, especially for primary and secondary school teachers.

Furthermore, out of the total allocation to the Ministry of Education, 56% of the resources go to primary education (this figure is above the Fast Track Initiative (FTI)-benchmark of 50%), with about 86% of the fiscal resources to primary schools being

used to pay teacher's salaries. Also, development expenditure has increased from 3.41% in 2001/02 to 8.02% in 2005/06 and more so since 2003 as a result of the implementation of FPE, leaving little allocation to other sub-sectors. According to Government of Kenya Expenditure Estimates both recurrent and development costs over a six year period from 2002 to 2007 increased by 46% from 283 billion in 2002 to 413 billion in 2007. Over the same period the share of budgetary allocation going to education increased from 19% to 23%.

The Ministry of Education had received on average 75% of allocations to recurrent expenditure in the social services sectors over the period (2002 – 2007). While these allocations had increased by 173%, that for the Ministry of Education had increased by 177% from 54 billion in 2002 to 95 billion in 2007. Funding to free primary education and revisions to teachers' salaries account for a significant proportion of the increase in expenditure over this period (Onsomu, 2006).

The Government Expenditure Estimates indicates that in development expenditure, the trend is also similar to the earlier situation where the ministry of education is second only to the Ministry of Health. Allocations had also increased from a partly 825 million in 2002 to a high of 9.7 billion in 2006. Within the Ministry of Education, there was an increase on recurrent expenditure of 54% from 60 billion in 2002/2003 Financial year to 93.7 billion during the 2006/2007 Financial year. Out of this amount, 47% was spent on primary education alone and thus an indication that resource allocation has been skewed in favor of primary education over the same period.

Despite its importance in poverty reduction as highlighted earlier in this chapter, it is obvious that secondary education had not been given a lot of priority terms of funding. The 1999 census indicated that 2.8 million youths who were supposed to be attending secondary education were out of schools (Republic of Kenya-2005). Though the

Government of Kenya was concerned about the low transition rates from primary to secondary schools, the planned intervention measures could not make a lot of impact to ensure that more students attend secondary education. Table 2.1 below gives a breakdown of expenditure trends and projections of future expenses for selected vote heads in secondary education over a five year period.

Table 2.1: Trends in Expenditure on Secondary Schools (Kshs in millions)

	2006	2007	2008	2009	2010	Total
Strategy development	30	10	0	0	0	40
Bursaries and scholarships	1,013	1,013	1,121	1,233	1,356	5,736
Grants to ASAL schools	223	200	250	300	300	1,273
School construction	150	300	300	300	300	1,350
Open distance learning	50	200	130	100	100	580
Science equipment	244	315	374	415	456	1,804
Provision of ICT	250	400	400	400	400	1,850
Total	1,960	2,438	2,575	2,748	2,912	12,633

Source: Government of Kenya Estimates and Education Sector Support Programme

Projections (2005)

Although the amount to be allocated to bursaries as indicated in Table 2.1 was to increase by 133% from 1 billion in 2006 to 1.3 billion in 2010, other programmes of funding were not to be increased substantially. Table 2.2 below indicates the planned expenditure for pro-poor programmes in the Ministry of Education

Table 2.2: Trends in Financing Core Poverty Programs in Secondary schools (kshs in millions)

	2006	2007	2008	2009	2010	Total
Bursaries	800	800	1,121	1,231	1,356	5,308
Grants to ASALS	165	200	250	300	300	1,215
Pockets of poverty	45	50	55	60	0	210
Classroom – ASALS and slums	1,141	300	300	300	300	2,341
Equipment to targeted school	170	316	374	415	400	1,675
Total	2,321	1,666	2,100	2,306	2,356	10,749

Source: Government of Kenya Estimates and Education Sector Support Program me Projections (2005)

It was however noted that the Government had planned to increase allocations to pro-poor expenditure programs as Table 2.2 above indicates. Of the 12.6 billion that was to be allocated to secondary education, 10.3 billion was to be spent on pro-poor programs.

2.6 Current Secondary Education Funding Structures

2.6.1 Free Secondary Education

The Government of Kenya introduced the policy of Free Secondary Education in January 2008. The policy was introduced in order to ensure increased access to and retention in secondary education (MoE Circular, 2008). Under this policy all public secondary schools were to receive Kshs. 10,265 to cater for tuition expenses only. Payment of support staff salaries, co-curricular activities, repair and maintenance and administrative

expenses were to be catered for by the parents or guardians. The ksh 10,265 was to be allocated in the various vote heads as tabulated in the table below:

Table 2.3 Free Secondary Education Vote-head Allocation per Student (2010)

Vote Head	Amount (Kshs)
Tuition	3,600
Personal Emoluments	3,965
Repairs and Improvement	400
Administrative costs	500
Electric Water Conservancy	500
Activity Fees	600
Local Travel and Transport	400
Medical	300
Total	10,265

Source: Ministry of Education Circular (2010)

2.6.2 Secondary School Bursary Scheme

The Secondary Schools Bursary Scheme was introduced in the 1993/1994 financial year with the objective of cushioning the poor households from the impact of poverty, inflation and the effects of HIV/AIDS (MoE, 2003). According to the Ministry of Education (2005), the major objective of the scheme was to enhance access to, and ensure high quality secondary school education for all Kenyans. The philosophy behind the scheme was to translate into reality the idea that no child who qualifies for secondary education should be denied access due to inability to pay school fees.

At inception of the scheme, funds were disbursed directly to secondary schools from the Ministry Headquarters, based on the school's student enrolment. Schools were expected to distribute the bursary funds in accordance with guidelines issued by Ministry of Education. The general MOE guidelines directed schools to allocate money to poor students on the basis of academic records and discipline. At the school level the management board with the help of teachers identified needy students to benefit from those funds. There were however, concerns then that the school authorities were not in a better position of identifying the needy students. There were further allegations that these funds were not being disbursed transparently. In most cases head teachers ultimately decided on who was to receive bursary without making reference to the Board of Governors or the teaching staff (MoE Circular 2005). Prior to 2003, the following criteria were used to allocate bursary funds to schools;

- National schools received 5% of the total National allocation.
- An amount equivalent to 25% of the 95% total National allocation was set aside for ASAL Districts.
- The remaining 75% of the 95% was allocated to all public schools including ASAL districts.

In 2003, the Ministry and other stakeholders decided to modify the scheme in line with government policy on decentralization and to respond to complaints of mismanagement and lack of impact. Instead of sending funds from headquarters direct to schools, the funds go through constituencies (MoE Circulars, 2005). Some of the scheme enhancements included:

- Use of constituency poverty indices to ensure a more comprehensive consideration of poverty in targeting the needy

- Beneficiaries identified by Constituency Bursary Fund Committees that include a broader participation by various education stakeholders in a constituency. This was expected to enhance transparency in the process of identification of needy students.

Table 2.4 gives a breakdown of Ministry of Education allocation of bursary funds per province over a four-year period and indicates a total disbursement of Kshs 3.13 billion.

Table 2.4: Bursary Allocation by Provinces (2003-2007)

Provinces	Allocations in Kshs (2003/04 to 2006/07)				
	2003/2004	2004/2005	2005/2006	2006/2007	Total
Nairobi	29,269,799	29,046,158	28,826,158	31,717,656	118,859,771

Coast	53,385,493	47,686,882	55,631,413	48,678,942	205,382,730
North Eastern	21,580,802	15,578,592	17,776,416	14,211,896	69,147,706
Eastern	152,690,239	158,376,219	140,117,251	137,692,380	588,876,089
Central	88,165,523	81,009,803	134,806,044	142,806,408	446,787,778
Rift Valley	163,486,159	154,774,112	174,705,821	169,602,560	662,568,652
Western	106,729,109	112,416,260	102,728,973	104,618,636	426,492,978
Nyanza	152,413,566	163,487,327	145,407,924	150,671,392	611,980,209
Total	767,720,690	762,375,968	800,000,000	800,000,000	3,130,096,658

Source: Bursary Disbursements (2003/2004 to 2006/2007) (MoE, 2005)

2.7 Organization of the Current Bursary Scheme

According to the Ministry of Education circular Ref No G9/1/VIII/101 dated

22nd April 2005, the central Government of Kenya is the main source of the bursary

Funds received in secondary schools. The custodian of the Secondary School Bursary

Scheme is the Ministry of Education and its role is to:

- i. Create awareness on the existence of the bursary scheme and intended objectives
- ii. Prepare National Budgetary allocations for bursary funds based on a needs assessment
- iii. Issuance of clear guidelines on the management, disbursement and utilization of Bursary funds to all stakeholders

- iv. Disburse bursary funds to the various constituencies based on the allocation criteria developed
- v. Monitor the use of funds to ensure expenditure is in line with the guidelines
- vi. Based on this monitoring role, provide recommendations to the Government on the improvements necessary for the scheme to achieve its objectives consistently.

The Constituency Bursary Committee (CBC) is charged with the responsibility of evaluating and awarding bursaries to students at the constituency level in accordance with the guidelines issued by the Ministry of Education. The functions of the CBC as stipulated in the guidelines are-

- To issue and receive bursary application forms (FORM 'A')
- To vet and consider bursary applicants using the established criteria (FORM D)
- To verify and ensure that all bursary cheques are dispatched to the schools
- To prepare and submit reports on the Constituency bursary scheme to the Permanent Secretary, Ministry of Education

The Constituency Bursary Committee has a maximum of sixteen members, a third of who should be women. The Committee is made up of:

- The Area Member of Parliament (Patron)
- The Area Education officer (Secretary)
- Three representatives of religious organizations
- Two chairpersons of PTA's of two secondary schools
- One chairperson of Board of Governors
- One councilor
- District Officer
- One representative of an education based NGO or CBO

- KNUT representative
- Three co-opted members to include, two head teachers, one of whom must be from a girls' secondary school.

The DEO is required to preside over the elections of the CBCs Chairpersons and Treasurers. The Chairperson should be a professional who is well versed in Education matters with a minimum of form four level of education. The Treasurer on the other hand should have knowledge of accounting procedures/Financial management where possible. Both the Chairperson and the Treasurer must be elected from amongst members who do not hold elective political offices. According to the guidelines the CBCs are supposed to serve for a period of 3 years which can be renewed once.

2.8 Procedure of Bursary Allocations

The Ministry of Education has clearly stipulated the criteria to be followed in the allocation of bursaries in secondary schools. According to the guidelines students are required to fill a Form A which capture the student's bio data, economic background of the parents where applicable and some information on the student's performance in school. There is also provision for the area chief or a religious leader to comment on the status of the student's family background. Once these forms are filled, they are submitted to the Area Education Officer who is also the Secretary of the CBC. The AEO is supposed to prepare these forms after which a meeting of the CBC is called. The main agenda of this meeting is to discuss the bursary applications and allocate bursaries strictly in accordance with the guidelines. The CBC is supposed to first award marks to the applicants where various variables are considered. These include family status, affirmative action/special circumstances, discipline and academic performance. Based on these criteria, students who are total orphans score higher marks while the girl child scores more than boys. Similarly, bright and disciplined students earn high marks than

those who may be undisciplined and academically challenged. After this exercise the applicants are ranked and the neediest are awarded bursaries based on the type of school they attend. Students in National schools are awarded a minimum of Kshs 15,000; those in other boarding schools are awarded Kshs 10,000 while students in day schools are awarded a minimum of Kshs 5000. However, in the latest guidelines issued by the PS Ministry of Education, a minimum of Kshs 8,000.00 is to be awarded to a needy secondary school student in a boarding school. The focus has therefore been shifted to needy students in boarding secondary schools (MoE Circular, 2008).

When the list of the beneficiaries is fully agreed on, it is submitted to the DEO together with the minutes of the CBC duly signed by the Chairman, Secretary and the Treasurer. Cheques are then prepared and should be dispatched to the schools within one week of the date of preparation. The DEO is thereafter supposed to make returns within two months after receipt of the funds to the Permanent Secretary Ministry of Education.

2.9 Studies on the Impact of the CBF

Not many studies have been conducted to find out the impact of constituency bursary funds on retention. One of the studies identified was conducted by Kirigo (2008) to assess the effectiveness of bursaries in enhancing retention in secondary schools in Mombasa District. The study established that schools and constituency bursary committee in Mombasa District followed the laid down criteria by the Ministry of Education and that 42% of the deserving students received bursaries, 60% of who were female. Kirigo (2008) further established that bursary fund had no significant impact on the retention in Mombasa District, based on the fact that 53.3% of those who received bursaries were sent home over three times due to inadequacy of funds set aside for bursary and unpredictability of the funds.

In another related study, Mwawughanga (2008) set out to assess the impact of Constituency Bursary Fund on girl-child secondary education in Wundanyi Division of Taita District. The study established that the Constituency Bursary Fund did not have a significant impact on girl-child's access and retention in secondary school in Wundanyi Division of Taita District. The main reasons for this were that the bursary fund allocated to individual girls is not adequate to sustain girls in school, and as such most girls were still sent home for fees; poor academic performance of girls disqualifies most of them from accessing the fund; there is lack of information about the bursary fund as evidenced by students who reported that they did not know how to apply for the fund; and the attitude of the community towards education for the girl-child education was negative, as reported by 76.7% of the teachers, and thus girls were not encouraged to take advantage of existing opportunities.

Ngware, Onsomu, Muthaka, and Manda (2006) conducted a study to examine strategies for improving access to secondary education in Kenya. They concluded that persistently low participation rates from low income households indicates that the bursary fund has limited impact in ensuring that the beneficiaries are adequately supported for a full cycle. Consequently, they proposed that the government initiative in decentralizing and reviewing bursary funds management to constituency level should be closely monitored. Clear guidelines should be developed to ensure efficiency and effectiveness in order to increase access to secondary education. Further, they suggest that to address income inequalities in the society, a special assistance scheme and preferential policies should be developed to target vulnerable groups such as students from marginalized communities, those with special needs, and orphaned and vulnerable children.

Mellen (2004), in a study on the role of government bursary funds in enhancing girl participation in Nyamira District found that the Ministry of Education bursary had not

sustained any girl for four years. She too noted that it had failed to meet the gender equity objective and that more boys received slightly higher bursaries than girls.

Mwaura (2006) in his study on government bursary scheme and its role in enhancing secondary school participation of the poor and the vulnerable learners in Thika District found that the CBF was ineffective in that it was inadequate (thinly spread, unpredictable and very few students had been retained by the fund up to Form Three in 2005. He also observed that the awarding criteria were not very clear especially on how to finally arrive at a student to be awarded a bursary in each category. On the other hand, the award criteria released by the government were not followed and it was not fair since it was said not to target the poor. He also noted that the government did not monitor the allocation procedure giving room for inefficiency.

2.10 Summary

This chapter has covered a review of literature related to the factors influencing the effectiveness of constituency bursary funds in enhancing access and retention of needy students' in public secondary schools. The literature review has shown that bursary funds can improve access and retention in secondary schools. The literature gaps have also been identified and which this study seeks to fill. The study by Njeru and Orodho (2003) was conducted when disbursement of funds was under school heads and BOGs while that of Mwaura and Ngware et al (2006) was conducted when the government had not come in with new guidelines which are geared towards improving the efficiency of the scheme and enable it meet its objectives of increasing access for the poor households to secondary schools, ensure the retention of those who enter secondary schools, enhance completion rates and reduce disparities and inequalities in the provision of secondary education.

The studies by Mwawughanga (2009) and Mellen (2004) were conducted to assess the effects of bursary fund on girl-child access to secondary education. These studies did not consider the boy-child. Furthermore, the studies by Mwaura (2006), Mellen (2004), and Ngware, Onsomu, Muthaka, and Manda (2006) were conducted before the government introduced free day secondary education, and none of the identified studies was carried out in public boarding secondary schools in Eldoret East. To fill these gaps, the study assessed the effects of Constituency Bursary Funds in enhancing access and retention of needy students' in public boarding secondary schools in Eldoret East Constituency of Uasin Gishu county

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section presents an overview of the methods that were used in the study. Areas covered included research design, target population, sample size and sampling techniques, research instruments, data collection procedures and methods of data analysis.

3.2 Research Design

The study used the descriptive survey research design. Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or a group. This research design was used because the researcher must be able to define clearly, what he/she wants to measure and must find adequate methods for measuring it along a clear cut definition of the study population (Kothari, 2004). The role of researcher is to report the findings as they are gathered from the field. According to Kothari (1993) the design is concerned with describing, recording, analyzing and reporting conditions that exist naturally. Descriptive studies are not only restricted to fact findings but also to formulation of important principles of knowledge and solution to significant problems. It is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2008).

3.3 The Study Area

Eldoret East Constituency is a moderately populated area. Its population comprises of various tribes from other parts of the country although the Kalenjin speakers are the

majority .many of the people are small scale farmers who normally practice subsistence farming and are fairly poor. Eldoret East District was one of the 3 districts created from the previous Uasin Gishu District now Uasin Gishu County. Residents of this area are fairly poor due to limited economic activities and high cost of farm inputs like seeds and fertilizers. (GOK, 2014)

3.4 Target Population

The researcher visited District Education office in Eldoret East Constituency and confirmed that there were 28 public boarding secondary schools in the constituency. The target population included all the twenty eight public boarding secondary schools and their head teachers, the constituency bursary fund committee members, members of PTA and students enrolled in the secondary schools during the time of study in Eldoret East Constituency

3.5 Study sample and sampling procedure

The researcher used stratified random sampling to select ten schools from the twenty eight public boarding/day secondary school and purposive sampling to select students, head teachers, members of PTA and CBF committee members for the study. The National, Extra county, county and Sub county schools were treated as the strata and the boy schools, girl's schools and the mixed schools as the sub-strata. The researcher randomly sampled one Extra county boys boarding secondary schools, one Extra county girls boarding secondary schools, one Sub county boys' boarding schools, one Sub county girls' boarding schools and three sub county mixed school. This came to a total of ten schools to be studied as shown below.

Table 3.5 Sampling Frame

School Category	School Type	Total	Sample
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National schools	Girls boarding	1	1
Extra county schools	Boys boarding school	1	1
	Girls boarding schools	1	1
County Schools	Boys boarding school	4	1
	Girls boarding schools	2	1
Sub county schools	Boys boarding school	4	1
	Girls boarding schools	4	1
	Mixed Day & Boarding school	11	3
TOTAL		28	10

Source Author 2014

The researcher used purposive sampling to select 200 students who had previously applied for bursaries from the schools per category for the study. Purposive sampling was used to allow the researcher involve the students who had previously applied for bursaries. The researcher visited each of ten schools a few days before data collection to determine the number of students per school as well as the availability of the head teacher during the time of data collection. In selecting the students, the researcher requested head teacher to avail a list of all students who applied for bursaries for the last four years. The study sample therefore also comprised of ten head teachers from the ten sampled secondary schools, three constituency bursary committee members (chairperson, treasurer and one member) and three PTA members chosen purposively from the committee members.

3.6 Research Instruments

Data collection was done by use of two instruments namely; questionnaire and interview schedule.

3.6.1 Questionnaires

The researcher constructed two questionnaires; for head teachers and for students. Questionnaires were considered ideal for collecting quick data from the head teachers and students in the target schools. The questionnaire for head teachers comprised of three parts. Part one sought information on the school's background; the division and constituency in which the schools were located whether in the rural or urban. Part two was designed to capture information related to enrolment fees, any drop outs and if so the reasons, while part three focused on information regarding the bursary scheme in terms of amount granted opinion about the criteria, the effectiveness of government bursary and the current constraints encountered.

Questionnaire for the students was used to elicit information on their financial ability, the students' awareness of the eligibility criteria, and opinion on effectiveness of the fund and suggestions on ways of improving the funding mechanism. Gall et al (1996) points that questionnaires are appropriate for research studies since they collect information that is not directly observable. They are less costly in terms of time.

The questions in the questionnaires were both open ended and closed ended Kothari (2008) emphasize that whereas the open ended types of questions gave informants freedom of response, the closed ended types facilitates consistency of certain data across information. The question was used for data collection because as Kiess and Bloomquist (1985) observe, it offers considerably advantages in the administration. It presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions.

3.6.2 Interview Schedule

The researcher used interview schedule to gain a thorough insight into the bursary issues from the committee members who are in charge of the CBF. The committee interview schedule captured information on bursary disbursement criteria, number of bursary awardees in the Constituency, effectiveness of the program and constraints faced by the disbursement committee. The interview is a flexible measurement device in which an individual can offer a fairly free response (Orodho 2008). The interview can pursue response with the individual and ask for elaboration of responses if they appear ambiguous. An interview schedule is considered appropriate when the sample is small since a researcher is able to get more information from respondents than would be possible using a questionnaire (Mugenda and Mugenda, 1999). The researcher also conducted documents analysis whereby records of students who applied for bursaries and those who had benefited from the bursary scheme for the period were analyzed.

3.7 Pilot Study

The researcher pre-tested the research instruments before field research. Piloting was conducted in a different school from the sampled schools. This was done to ascertain the reliability and validity of the research instrument.

3.7.1 Reliability

Reliability is the extent to which a test gives consistent result after repeated trials (Mugenda&Mugenda 2003). In order to ensure reliability of instruments, questions in the questionnaire and interview schedules was constructed and first pre-tested to ensure consistency in measurement. The test-retest technique of assessing reliability of a research was involved in administering the same instruments twice to the same group of subjects. This was after a lapse of two weeks. Spearman rank order correlation was

employed to compute the correlation coefficient in order to establish the extent to which the content of the questionnaires was consistent in eliciting the right responses every time the instrument was administered. A correlation coefficient (r) of 0.75 was considered high enough in judging the reliability of the instruments

3.7.2 Validity

Validity answers whether the data collected are accurate enough to reflect the true happenings in a study (Mugenda&Mugenda, 1999). The content validity of the instrument was measured. The researcher's supervisors helped the researcher to assess the concept the instruments were measuring in order to determine whether the set of items accurately under study. The recommendations of the supervisor enhanced the validity of the instruments.

3.8 Data collection Procedure

The data collection procedure entailed the researcher obtaining an introduction letter from Moi University and a research permit from the Ministry of Education authorizing her to carry out research in Eldoret East Constituency. The researcher also obtained permission from the concerned District Education Officer to visit schools within the area of jurisdiction. The researcher then visited the ten sampled schools to inform the head teachers about the study and make arrangements for issuing questionnaire to the students and the head teachers, and later to the constituency bursary committee members. The respondents were given instructions and assured of confidentiality after which they were given enough time to fill in the questionnaires, after which researcher collected the filled-in questionnaires.

The researcher therefore sourced data from both primary and secondary sources. Primary data was gathered directly from respondents through questionnaires and interview

schedules. Secondly data was used because there is some data from published materials and information e.g. records kept by the schools, books, journals and the internet.

3.9 Data Analysis

Data analysis is the whole process which starts immediately after data collection and ends at the point interpretation and processing data (Kothari, 2004). The statistical packages for social sciences (SPSS) was used; whereby frequencies, percentages, were generated from the various data categories was computed and shown in different graphs, tables and figures (Kothari, 2004).

The researcher perused the completed questionnaires and checked for completeness and consistency. Quantitative data collected by using a questionnaire was analyzed by the use of descriptive statistics using the statistical package for social sciences (SPSS) and presented through percentage, means, standard deviation and frequencies. The information was displayed by use of bar charts, graphs and pie charts and in prose-form. This was done by tallying up responses, computing percentages of variations in responses as well as describing and interpreting the data in line with the study objectives and assumptions through use of SPSS.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results were presented on factors influencing the effectiveness of CBF on access and retention of needy students in public boarding secondary schools in Eldoret East constituency, Uasin Gishu County. The research sought to answer the following research questions: What are the effects of socio-economic background in determining the enrolment of needy students into public boarding secondary schools in Eldoret East constituency Uasin Gishu County? To what extent has the level of public awareness on CBF affected access and retention of needy students in public boarding secondary school in Eldoret East constituency Uasin Gishu County? What are the logistical factors influencing the effectiveness of CBF in enhancing access and retention of needy students in secondary schools in Eldoret East Constituency Uasin Gishu County? To what extend

has adequacy of bursary fund affected access and retention of needy students in public boarding secondary schools in Eldoret East constituency Uasin Gishu County?

The study targeted 300 students and 10 head teachers and three CBF committee members out of which 200 students and 10 head teachers and three CBF committee members responded to the study contributing to the response rates of 66.6% for the students and 100% for head teachers and 100% for CBF committee members. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (2003) stipulation. The chapter covers the demographic information, and the findings are based on the objectives. The study made use of frequencies on single response questions. On multiple response questions, the study used Likert scale in collecting and analyzing the data .The findings were then presented in tables, graphs and charts as appropriate with explanations being given in prose.

4.2 Demographic Information

The study sought to inquire information on various aspects of respondents' background, the respondent's sex, age, family background and other personal characteristics.

4.2.1 Distribution of the students based on Age

The study sought to establish the age distribution of the students.

Table 4.6 Age distribution

Age distribution of the students	Frequency	Percentage (%)
Less than 15 years	28	14
15-16 years	72	36
16-17 years	82	41
17-18 years	18	9

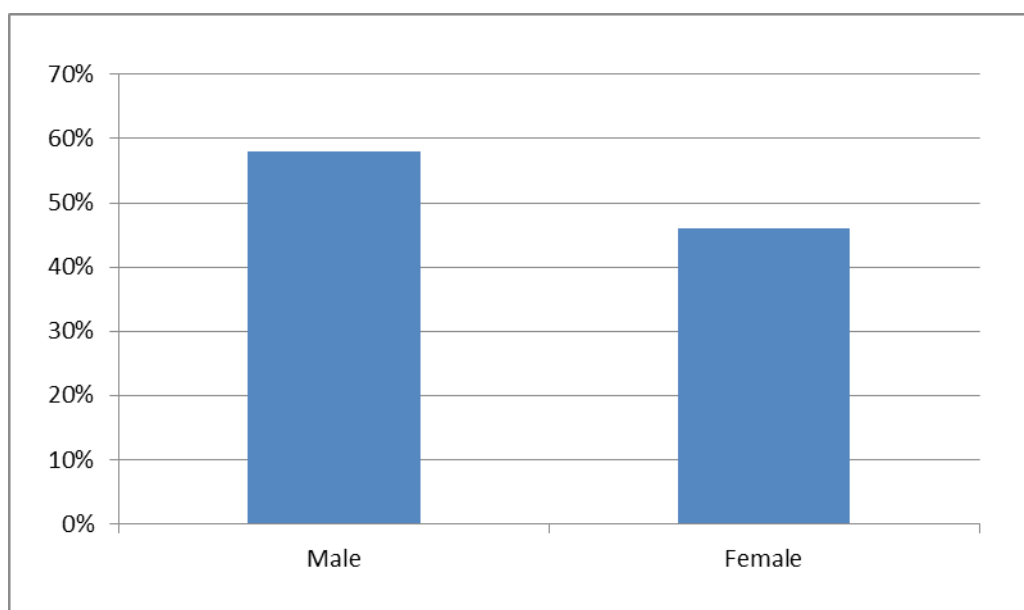
Total	200	100

From the findings above, many of the students (41%) were 16-17 years, 36% were 15- 16 years while 14% were less than 15 years. This shows that the students were young and most of the students are in eligible age bracket for secondary school level.

4.2.2 Students response on gender.

The study sought to establish the gender distribution of the students.

Figure 4.1 Gender distribution

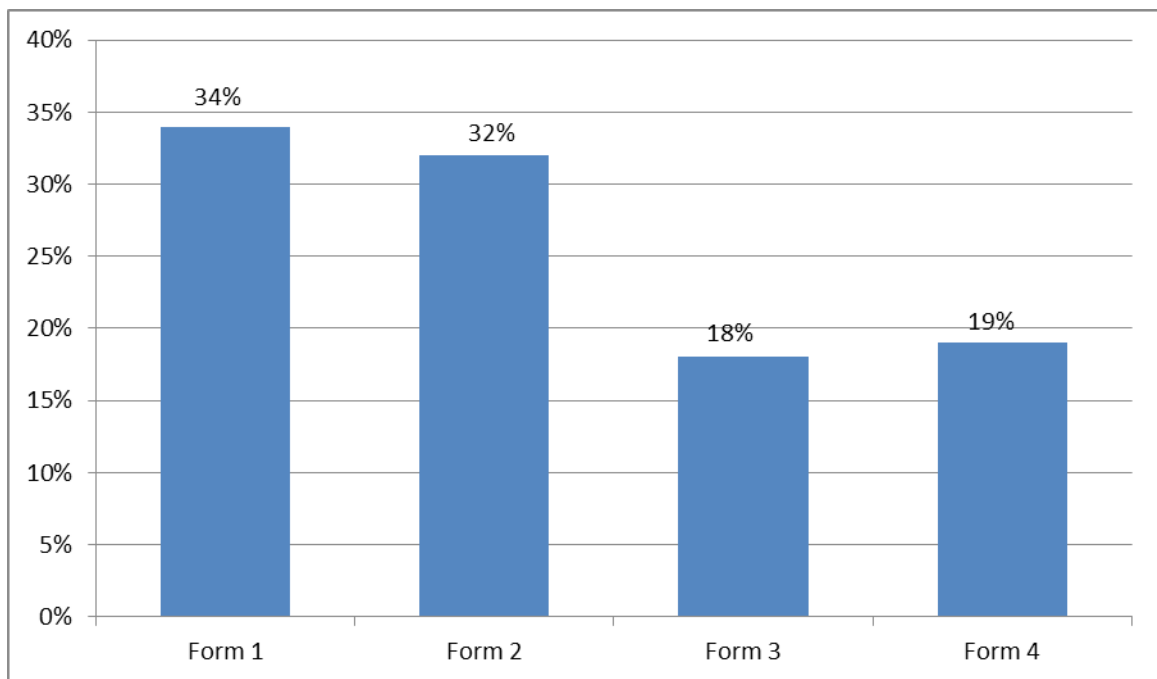


From the findings, 58% of the students were male while 42% were female. This depicts that there is gender disparity in the enrollment of student in Eldoret East constituency where there were more male students than female students in the constituency.

4.2.3 Students response on which class they are in.

The study also required the students to indicate the classes that they were in and the findings as shown in figure 4.2.

Figure 4.2 Class which the students are



From the findings, most of the students (34%) were in Form 1, 32% in Form 2, while 18% were in Form 3 and 19% were in Form 4. This shows that the study included all students in different level of schooling.

4.3 Effects of socio-economic background in determining the enrolment of needy students into public boarding secondary schools in Eldoret East constituency

The first objective of the study was to establish the effects of socio-economic background in determining the enrolment of needy students into public boarding secondary schools in Eldoret East constituency.

4.3.1 Response of students on the person who they lived with

The students were required to indicate the person they live with.

Table 4.7 student's response

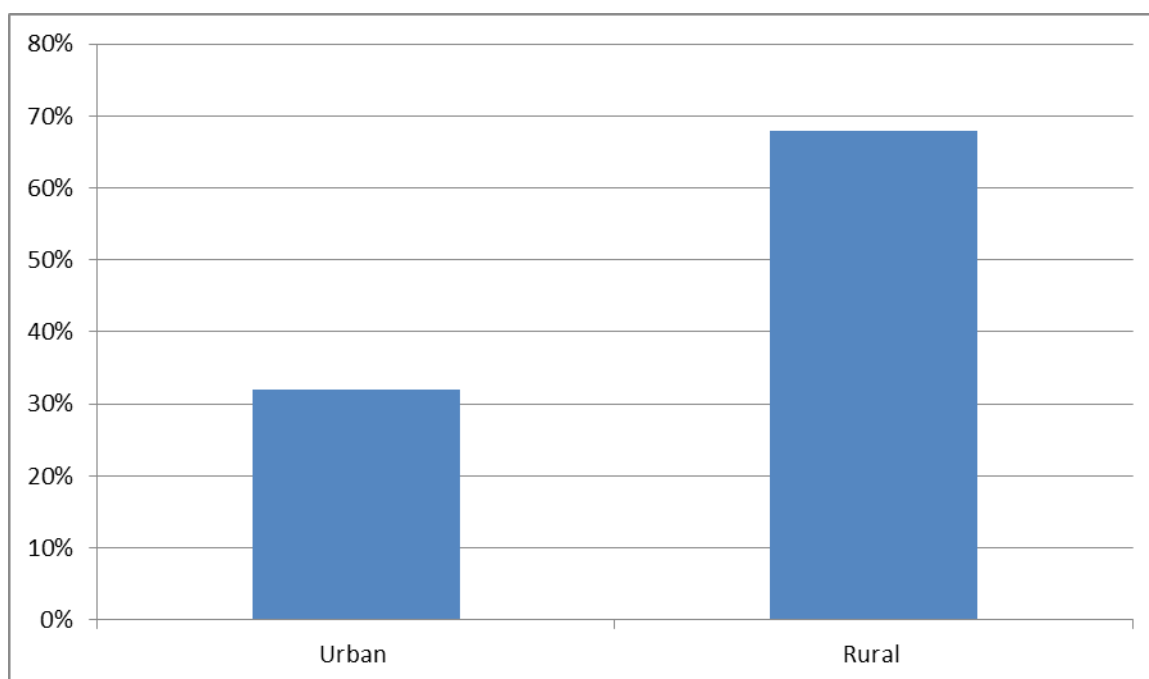
Students' response on the person they lived with.	Frequency	Percentage(%)
Both parents	68	34
Single parent	78	39
Guardian	54	27
Total	200	100

From table 4.7 above, the study established that majority of the students (39%) had single parent, 34% had both parents while 27% lived with their guardians. This shows that majority of the students were supported by single parent in their education in terms of fees payment. This indicates that the students may require external source of finances to pay for their fees as the parent income being single is greatly stretched since they have other obligation to take care of which reduces the disposable income. The findings are in line with Njeru and Orodho (2003).who established that household's income has significant impact on schooling.

4.3.2 The place where the students live

The study further sought to establish the area that the students came from.

Figure 4.3 Students' response on whether they live in the rural or urban area

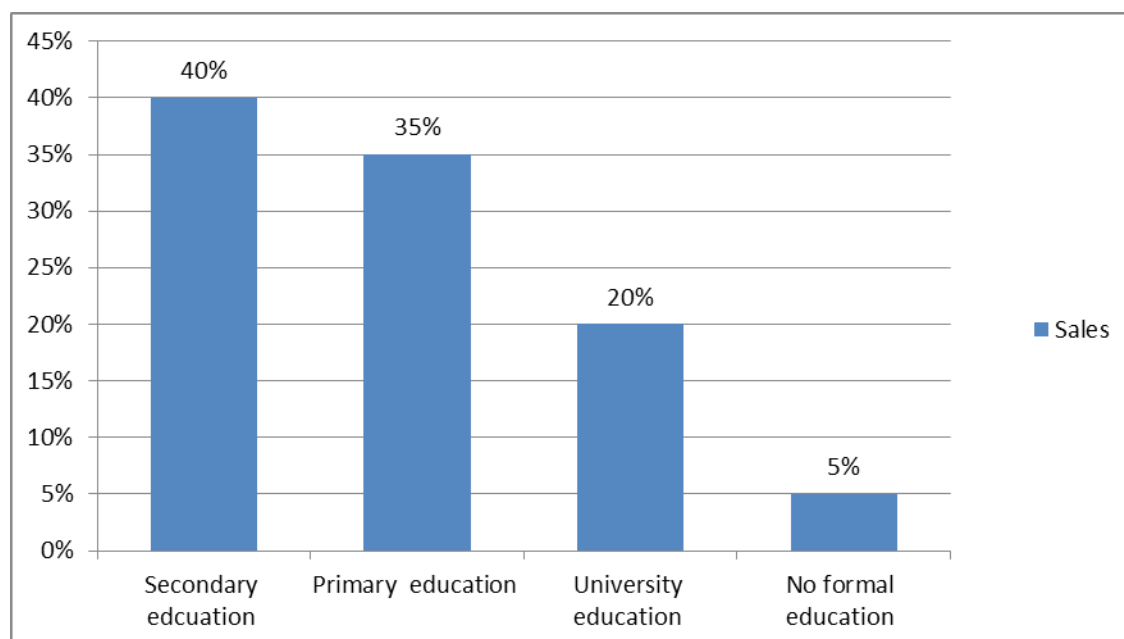


From the findings, the study established that majority of the students (68%) were from the rural areas while 32% were from urban areas. The rural set up that the majority of the students came from are mainly small scale farmers. Majority of whom practice subsistence farming.

4.3.3 Level of education of students' parent /guardian

The study sought to establish the level of education that the students' parent /guardian had attained.

Figure 4.4 Level of education of students' parent /guardian



From the findings, the study established that majority of the students' parent /guardian (40%) had at least attained secondary school education, 35% had primary school, 5% had no formal education while 20% had higher level of education. This depicts that majority of the students' parent/guardian had average academic background to allow them to understand the effect of CBF on access and retention of needy students in public boarding secondary schools.

4.3.4 Students' response on parents' occupation

The research sought to establish the students' parents' occupation

Table 4.8 Students' response on their parents'/guardian's occupation

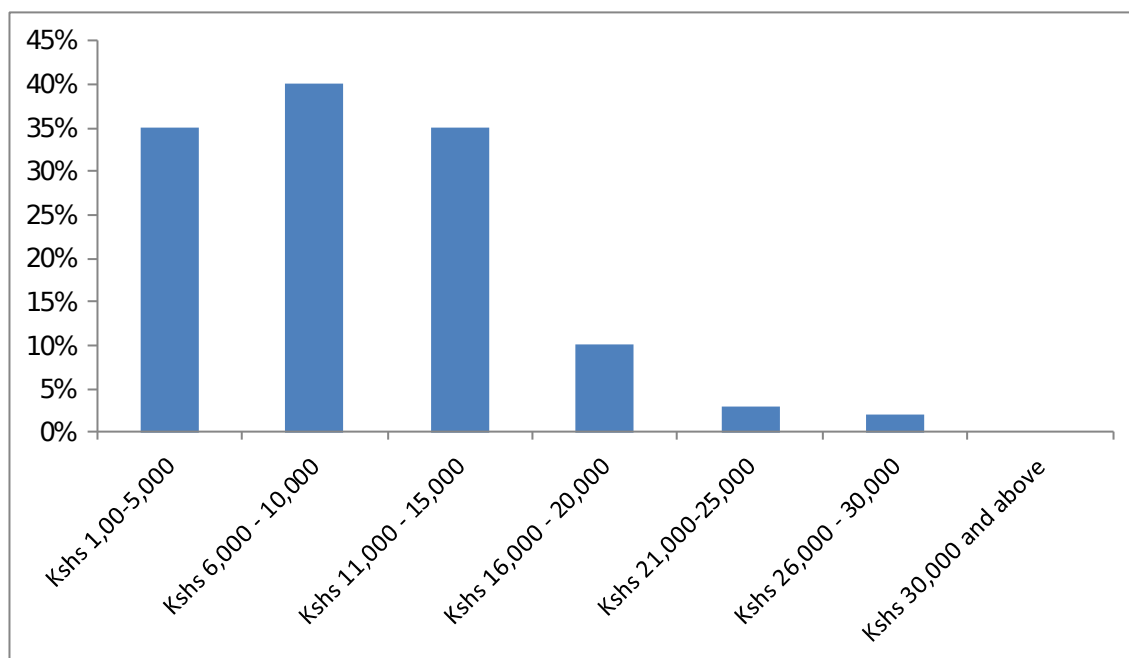
Parents' occupation	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
		(%)		(%)
Employed	40	20	25	12.5
Farmer	80	40	98	49
Business	30	15	41	20.5
Retired	12	6	15	7.5
Unemployed	38	19	21	10.5
Total	200	100	200	100

Table 4.3 indicates that most of the students' parents' occupation (40%) were farmers, 20% were employed, and 38% were unemployed while 30% were businessmen. On the other hand, most of the students' mother's occupation (49%) was farmers, 12.5% were employed, and 7.5% were retired while 10.5% were unemployed. This depicts that majority of the parents /guardian's may require financial assistance to pay for secondary education since their source of income was unreliable hence CBF was a critical source of secondary education funds for the majority.

4.3.5 Students' response on monthly income of their parents/guardians

The study further explored the monthly income of the students' parents/guardian

Figure 4.5 Students' response on monthly income of their parents/guardians



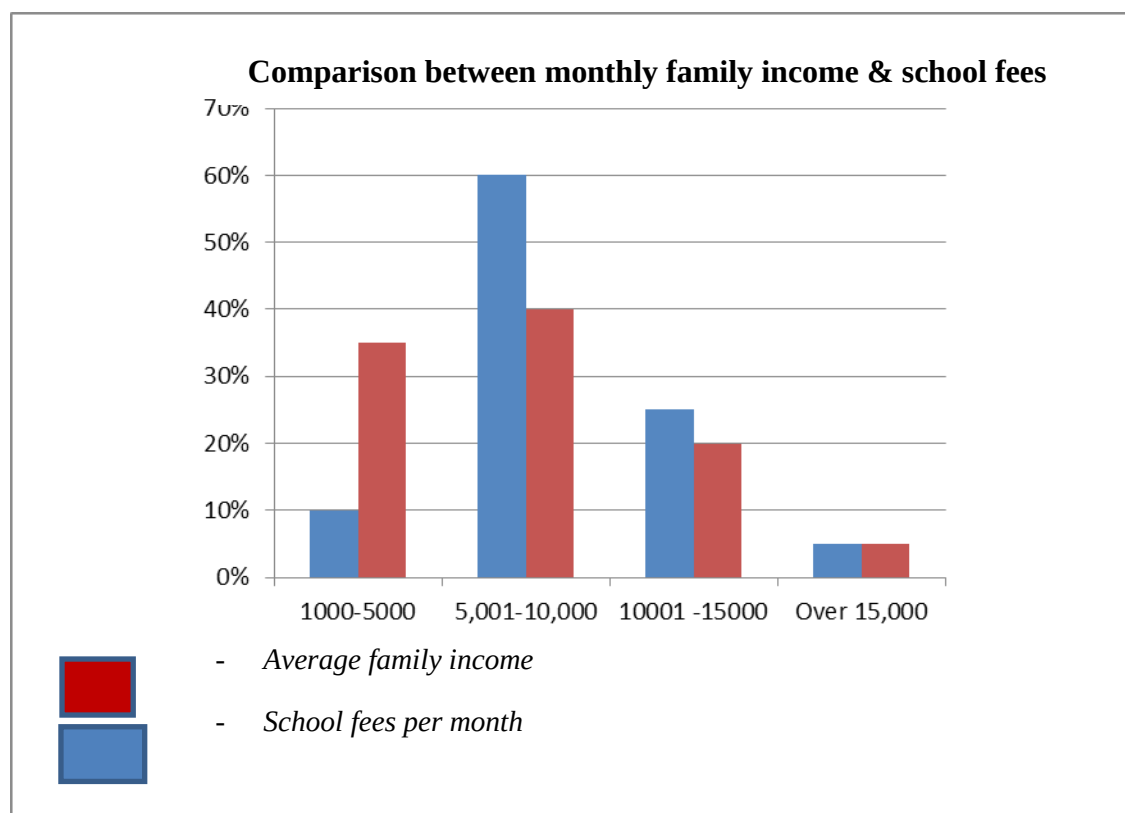
The findings show that, 40% of the students' parents/guardians had a monthly income of Kshs 6,000-10,000, 35% had Kshs 11,000-15,000, 10% had Kshs 16,000- 20,000, 3% had 21,000-25,000. From the above findings most of the parents 40% did not have enough sources of income to sustain their children in school and have to rely on other sources to fund their children's education.

The findings are in line with Njeru and Orodho (2003) whose study indicated that income has significant impact on schooling.

4.3.6 Comparison between family income and school fees per term

The study sought to compare the family income for every term with the school fees charged per term and the findings are as shown in Figure 4.6 below.

Figure 4.6 Comparison between monthly family income and school fees per month



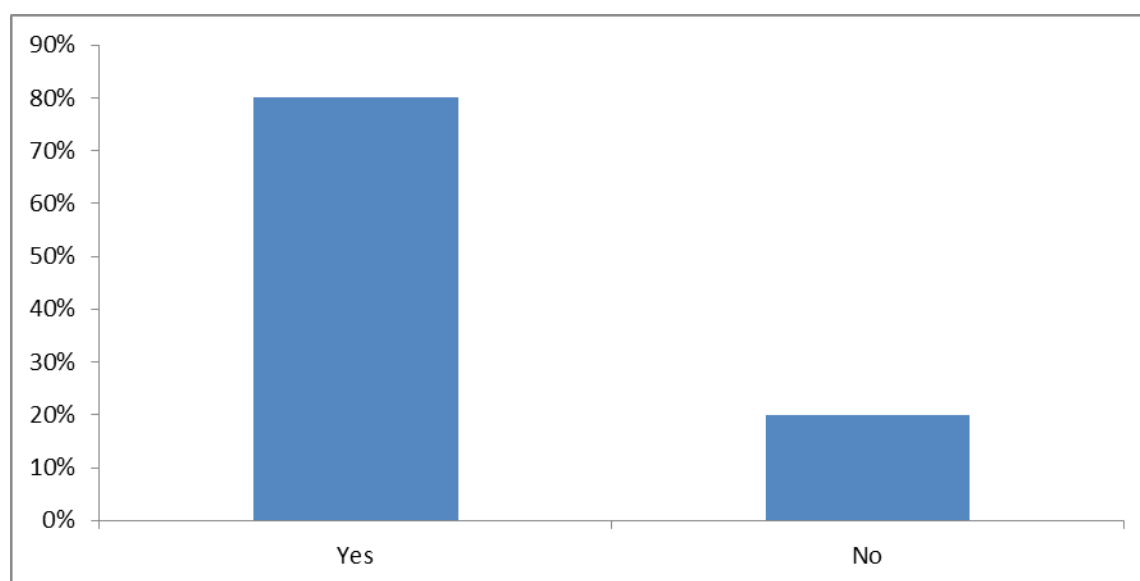
As shown in figure 4.6 above, most of the families (40%) had a monthly family income of Kshs 5,000-10,000, 35% had Kshs 1,000-5,000 while 20% had a monthly family income of over Kshs 10,000- 15000. On the other hand, the study established that 60% of the families paid school fees of Kshs 5,000-10,000 per month while 15% paid Kshs 10,000-15,000. This illustrates that the amount of school fees charged per month (Kshs 5,000-10,000) for 60% of the families was higher than the average family income per month. It also illustrates that majority of the families could not solely fund for the

secondary education of their children and therefore required external sources of funds like CBF to help in financing for the education of the students from such homes.

4.3.7 Students' response on having brothers or sisters in secondary school

The students were asked to indicate whether they had brothers or sisters in secondary school.

Figure 4.7 Students' response on having brothers or sisters in secondary school

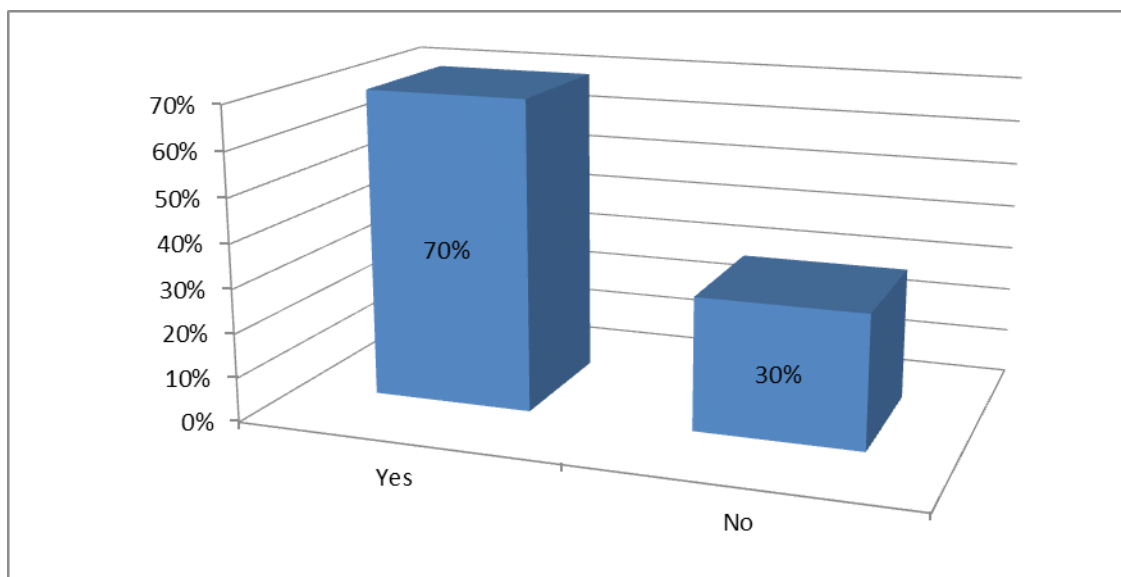


According to the findings, the majority (80%) of the students indicated that they had brothers or sisters in secondary school. Only 20% of the students had no brothers or sisters in secondary school. This shows that the families had other children in secondary schools and that the family's disposable income were shared among all the children in school, with little income constituency bursary fund plays a critical role in enhancing access and retention of needy students in school.

4.3.8 Students' being sent home for lack of school fees

The study required the students to indicate whether they had ever been sent home for lack of school fees.

Figure 4.8 Students' being sent home for lack of school fees



The findings indicate that, 70% of the students had been sent home for lack of school fees while 30% of the students had never been sent home for lack of school fees. This shows that the student's retention in public boarding secondary schools was significantly affected by lack of finances as shown by high rate of students being sent home.

4.3.9 Number of times students had been sent home for lack of school fees

The students were asked to indicate the number of times they had been sent home for school fees since they joined school

Figure 4.9 Number of times students had been sent home due to lack of school fees

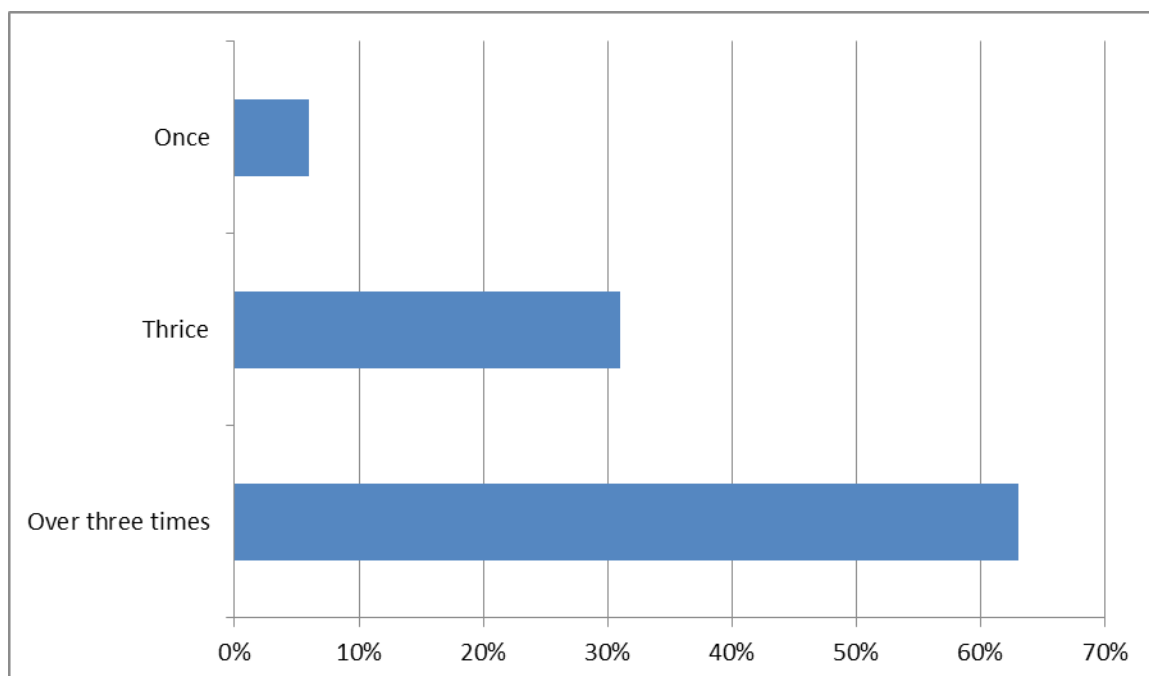


Figure 4.4 indicates that majority of the students (63%) had been sent home for school fees for over three times, 31% for three times while 6% had been sent home for school fees only for once. The finding shows that the majority of the students come from poor households who cannot afford to pay the high cost of education. The findings also show that most student's from poor economic background need to be assisted in terms of fee payments through sponsorship and bursaries for them to be retained in school. Majority of the families require external financial support to afford the financing of secondary education of their children.

4.3.10 Students' response on length of time they took before going back to school

The students were asked to indicate the duration that they approximately took before going back to school when they were sent home for school fees.

Table 4.9 Students' response on length of time they took before going back to school

Length of time students took before going back to school	Frequency	Percentage (%)
1-5 days	40	20
5-10days	24	12
10-15 days	120	60
15 days to 1 month	6	3
Over 1 month	10	5
Total	200	100

From the findings, the study established that most of the students (60%) took 10-15days before going back to school when they were sent home for school fees, 24% took 5-10 days, 40% took 1-5 days while 6% took 15 days to 1 and 10% took over 1 month before going back to school when they were sent home for school fees. This shows that majority of the students come from poor households as shown by the longtime they took before going back to school. The families cannot raise the required fees in time due to poverty. This finding concurs with other researches who established that students from poor families spent a lot of time at home owing to fees problems and therefore bursaries were an effective way of enhancing retention in secondary schools.

4.3.11 Parents /guardians catering for all school requirements

The study required the students to indicate whether their parents /guardians were able to purchase for them all school requirements.

Figure 4.10 Parents /guardians catering for all school requirements

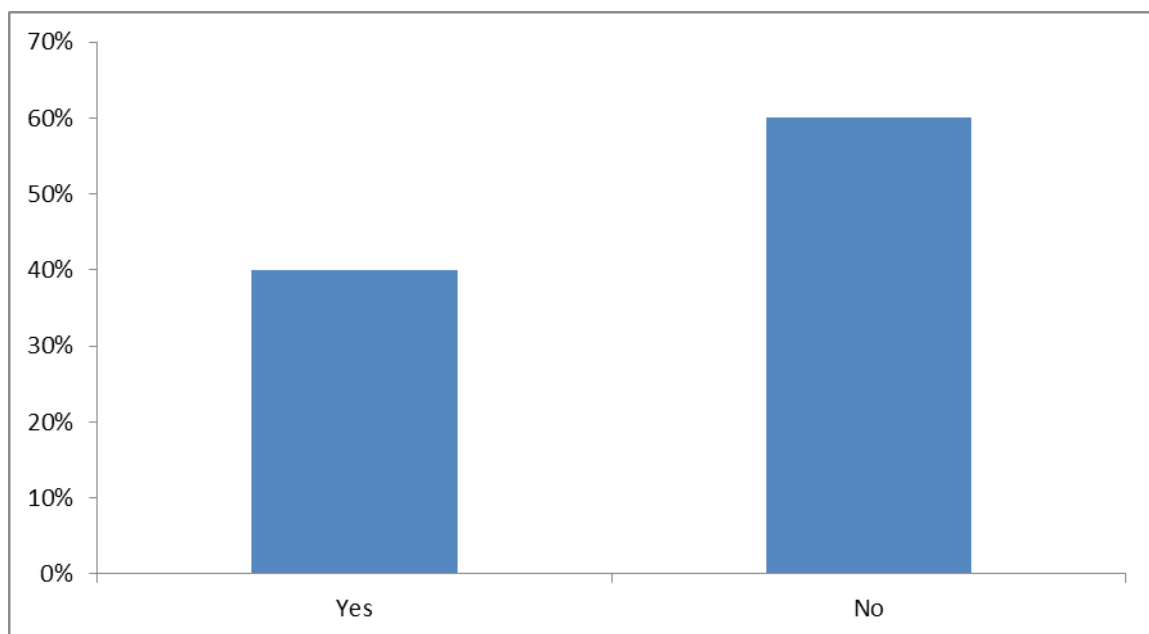


Figure 4.4 shows that majority of the students (60%) indicated that their parents /guardians were not able to buy for them all school requirements. Only 40% of the students indicated that their parents /guardians were able to buy for them all school requirements. The finding concurs with Njeru and Orodho (2003) who established that household spent a significant amount of their disposable income to meet the indirect cost of education. This indirect cost of education has made cost of education to be quite high.

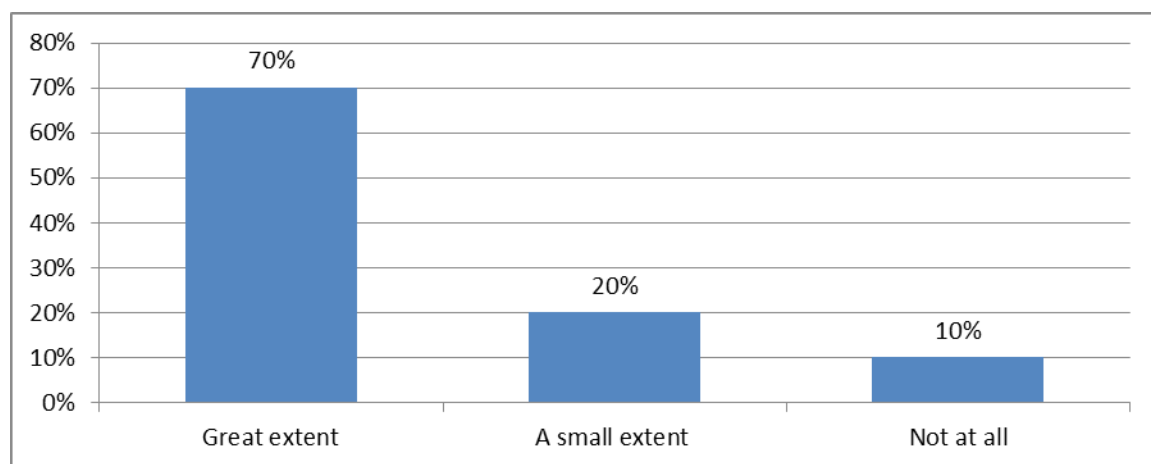
4.4 Extent to which public awareness on constituency bursary fund has affected access and retention of needy students in public boarding secondary school.

The second objective of the study was to establish the extent to which public awareness on Constituency Bursary Fund has affected access and retention of needy students in public boarding secondary school.

4.4.1 Extent to which the lack of the school requirements affect learning

The study also sought to establish the extent to which lack of the school requirements e.g. text books, school uniform, stationery affect their learning.

Figure 4.11 Extent to which the lack of the school requirements affects learning



According to the findings, majority of the students (70%) said that lack of the school requirements affected their learning to a great extent, 20% to a small extent while 10% attested that lack of the school requirements affected their learning to no extent at all. This shows that lack of the school requirements was a major hindrance on access and retention of needy students in public boarding secondary schools. Many families in Kenya were poor and could hardly afford the school requirements which significantly reduced access and retention of students in secondary schools (Fedha Flora, 2008).

4.4.2 Students' response on who should apply for Constituency bursary fund

The study further sought to assess the students' opinion on the people that should apply for bursary fund.

Table 4.10 Students to apply for bursary fund

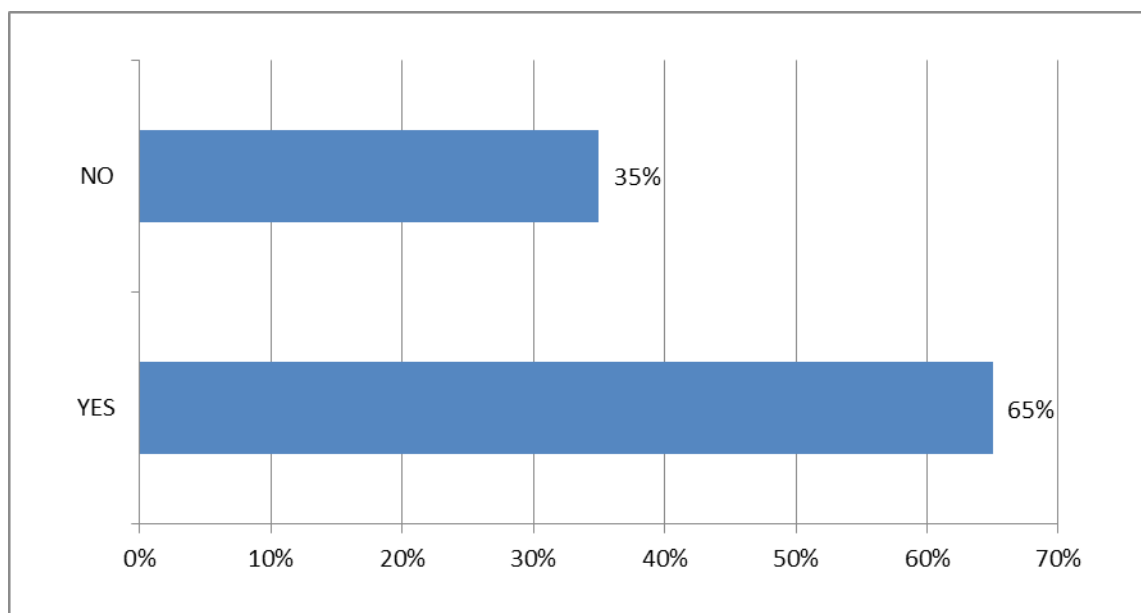
Students to apply for bursary fund	Frequency	Percentage (%)
All students	10	5
Orphans	40	20
Bright students	20	10
Needy students who cannot afford fees	80	40
Disabled students	50	25
Total	200	100

Figure 4.8 shows that most of the students (40%) indicated that the people that should apply for bursary fund were the needy students who cannot afford fees, 20% said that they should be the orphans, 25% indicated that they should be the disabled students while 10% said they should be the bright students. These shows that majority of the students deserved to benefit from the CBF as they considered themselves deserving to have received bursary funds.

4.4.3 Students' response on whether they deserve to benefit from bursary funds

The study also inquired from the students on whether they deserved to receive bursary fund

Figure 4.12 Students' response on whether they deserve to benefit from bursary funds

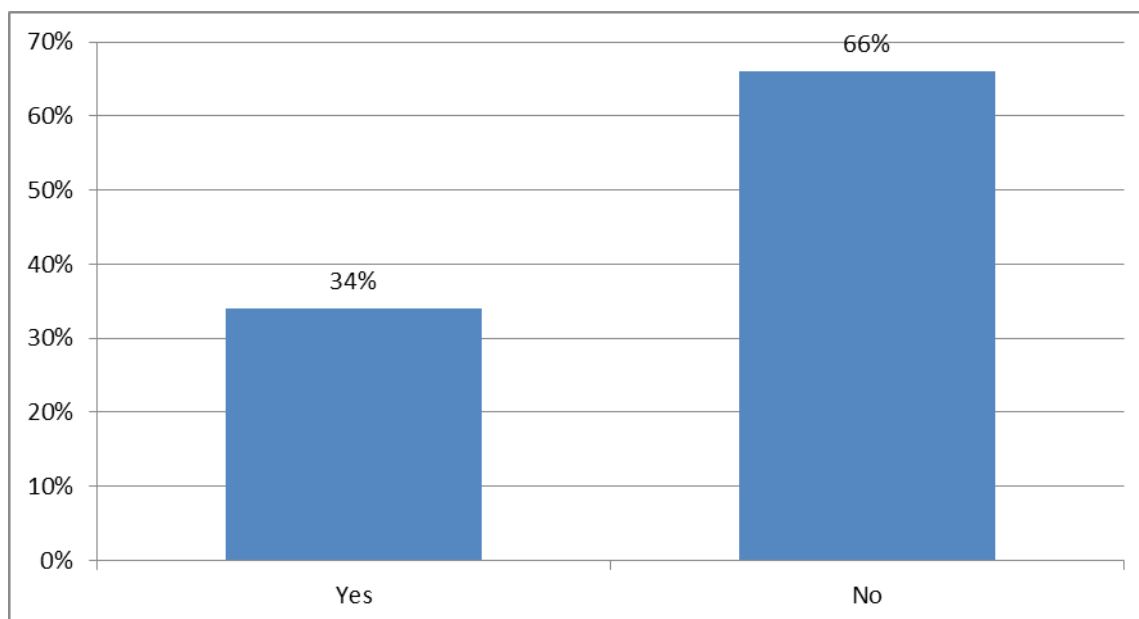


According to the results, 65% of the students indicated that they deserved to receive bursary funds while 35% indicated that they did not deserve to receive bursary funds. This shows that many students come from poor families and require financial assistance for them to complete their secondary education. The findings are similar to Ngware, et al (2006) who concluded that persistently, low participation rates were from low income households and that the bursary fund had limited impact on ensuring that the beneficiaries were adequately supported for a full cycle.

4.4.4 Information on Constituency Bursary Fund

The study required the students to indicate whether they had ever heard of the Constituency Bursary Fund.

Figure 4.13 Information on Constituency Bursary Fund

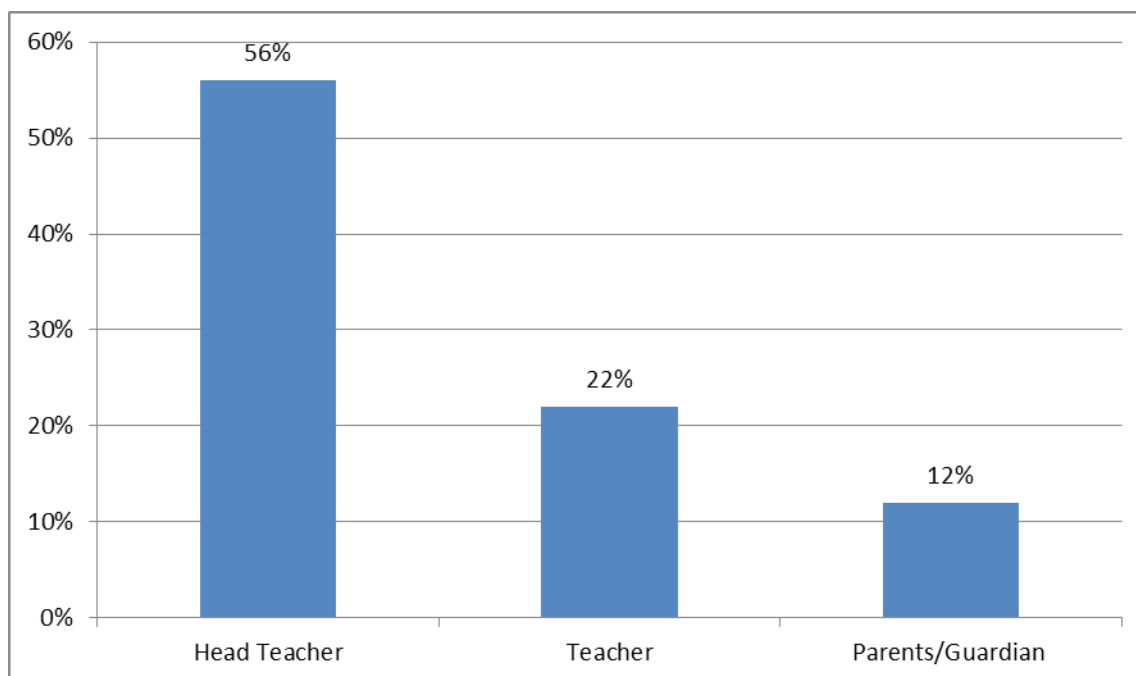


The majority of the students (66%) responded that they had never heard of the Constituency Bursary Fund while 34% said that they had heard of the Constituency Bursary Fund. This shows that the level of awareness on CBF was very low in secondary schools in Eldoret East constituency which may lead needy student's dropping out of school as the deserving students fail to apply for the funds. The results concurs with Orodho and Njeru (2003) who attested that the government bursary fund is yet to achieve its main objective of ensuring access and quality education as the deserving beneficiaries did not fully participate in applying for the bursary owing to lack of adequate information about CBF.

4.4.5 Source of information on the Constituency Bursary Fund

The respondents were further asked to indicate from whom they heard about the Constituency Bursary Fund.

Figure 4.14 Source of information on the Constituency Bursary Fund



According to the findings, 56% of the students attested that they heard about the Constituency Bursary Fund from the head teachers, 22% from the teachers while 12% of the students heard about the Bursary Fund from the parents/guardian. This shows that most students relied on their head teachers and teachers on information about CBF. This indicates that there is low awareness about CBF hence limiting access to bursary funds. Fedha Flora (2008) argues that the level of sensitization among the students and the parents on CBF programme was low as the coordination and the implementation of CBF was only left to the bursary committees.

4.4.6 Response of students on application for bursary fund

The study also sought to establish whether the student had ever applied for bursary fund

Table 4.11 Students' application for bursary fund

Students' application for bursary fund	Frequency	Percentage (%)
Yes	140	70

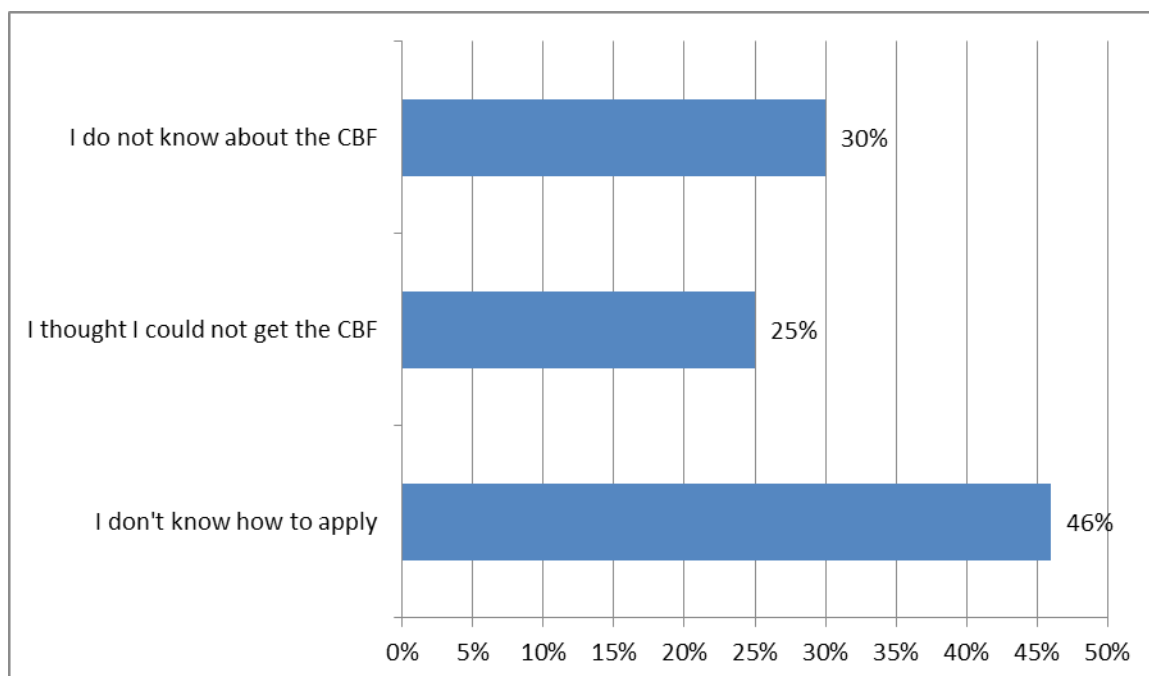
No	60	30
Total	200	100

From the study majority of the student (70%) had applied for Constituency bursary fund while 30% of the student had never applied for bursary fund. The findings shows that majority of the students recognized the CBF as an important source of funds to ensure access and retention of needy students in public boarding secondary schools. According to Njeru and Orodho (2003), funding the secondary education was very costly to majority of the families in Kenya and required external assistance from the government and NGOs to cushion the families from the heavy financial burden of educating their children. Thus bursaries were important sources of funds to ensure access and retention of needy students in public boarding secondary schools.

4.4.7 Students response for not applying for bursary fund

The study required the students to state the reason why they never applied for bursary fund.

Figure 4.15 Students' reason for not applying for bursary fund

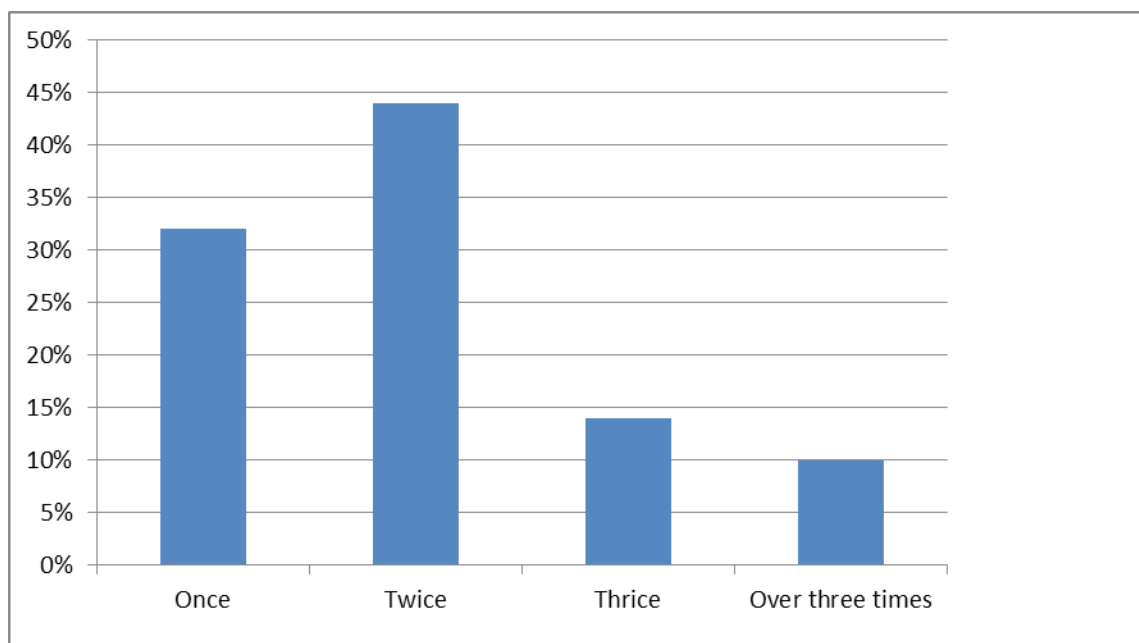


From the findings, 46% of the student did not know how to apply for the bursary fund, 30% did not know about CBF while 25% thought they could not get the CBF. This illustrates that there is serious lack of awareness about CBF. This has led to low access and retention rate among the poor households. The findings are in line with Ngware (2006) who argued that low participation rates from low income households was due to lack of knowledge about the process of CBF application was a major hindrance towards students benefiting from CBF.

4.4.8 Number of the times the students applied for bursary fund

The study also sought to establish the number of times they had applied for bursary.

Figure 4.16 Number of the times the students applied for bursary fund



As shown in Table 4.10, the majority of the students (68%) had applied for bursary for more than two times while 32% of the students had applied for bursary only once. This illustrates that lack of adequate information about CBF was a key challenge facing the disbursement of CBF to needy students in public boarding secondary schools. IPAR (2003) attested that the targeted beneficiaries of bursaries end up not applying for the funds as the application and selection criteria are not known to them, thereby not getting the bursaries.

4.4.9 Students' response on receiving a bursary fund award

The study further explored on whether the students had ever received a bursary award after application.

Table 4.12 Students' response on receiving a bursary fund award

Students' who received bursary fund	Frequency	Percentage (%)

Yes	60	30
No	140	70
Total	200	100

According to the findings, majority of the students had never received a bursary award after application while 30% attested that they had received a bursary award after application. This depicts that CBF only benefited a limited number of students and thus could not significantly ensure access and retention of students in secondary schools in Eldoret East constituency. Meanwhile the majority of the CBF committee members agreed that the bursary scheme impacted on access and retention of students in secondary schools to a small extent. This was owing to the fact that the bursary scheme benefited a small number of students and majority of the students lacked finances to cater for their education. This depicts that the bursary fund had no significant impact on the retention. The findings are in line with Kirigo (2008) who established that bursary fund had no significant impact on the retention in Mombasa District, based on the fact that 53.3% of those who received bursaries were sent home over three times due to inadequacy of funds set aside for bursary and unpredictability of the funds.

4.4.10 Students' response on number of times they received bursary fund award

The study further explored on the number of times that the students had received a bursary award after application.

Figure 4.17 Number of times the students received bursary fund award

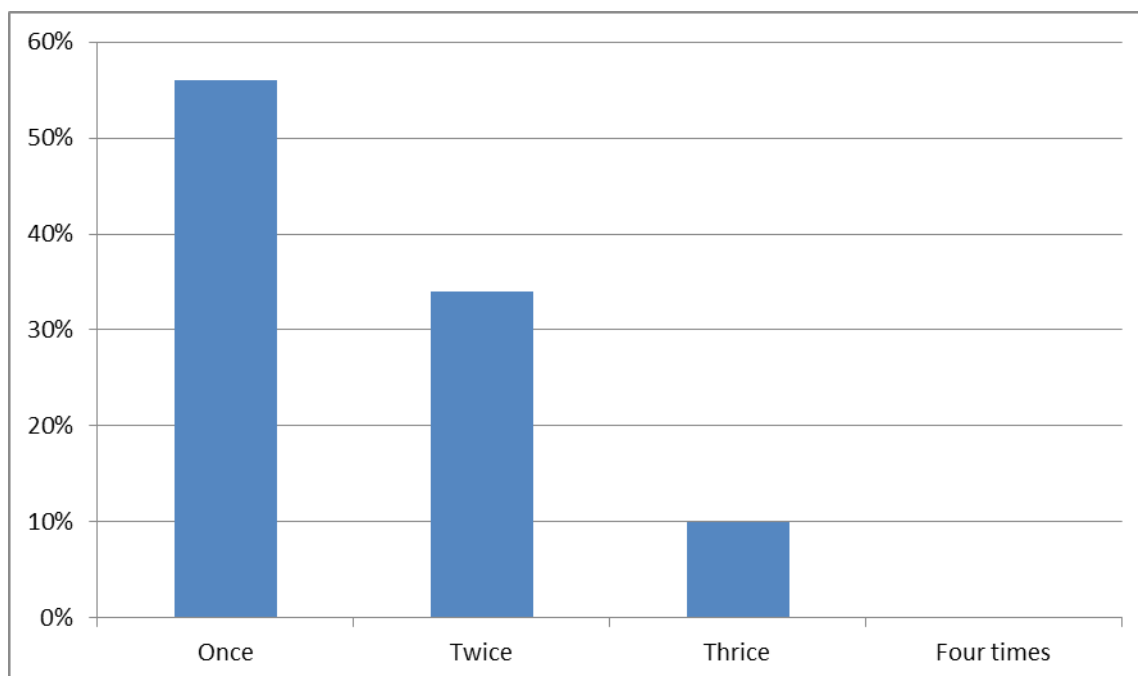


Figure 4.12 indicates that the majority of the students (56%) had received a bursary award once, 34% two times while 10% three times. The findings further show's that CBF was not a reliable source of funding for secondary education as the majority of the students only benefited once. .Manda (2006) established that the CBF had a limited impact in ensuring that the beneficiaries were adequately supported for a full cycle.

4.4.11 Response of P.T.A members on information about constituency bursary Fund

The P.T.A members were required by the study to indicate how they got the information about constituency bursary fund. According to the findings, the study established that members received information about CBF from head teachers, politicians and students. However, majority of the interviewed members indicated that they have never heard of the constituency bursary fund. Lack of information on constituency bursary fund has the

effect of limiting access and retention of needy student's in public secondary schools, in that the needy students who are supposed to apply for the funds fail to do so due to lack of proper awareness. From the above findings it's clear that the level of awareness of CBF in Eldoret East Constituency was very low. The interviewed PTA members also noted that the amount allocated by the CBF was not enough to cater for all the educational costs. Most members were not aware of the application procedure and the criteria for awarding the bursary fund. These findings also show that there is serious lack of awareness on CBF by the parents

4.5.0 Response from CBF Committee members' on communication about bursaries to students and parents

The CBF committee members were required by the study to indicate how they delivered information about bursaries to students and parents. According to the findings, the study established that the CBF committee members work closely with the school head teachers in communicating information about bursaries to needy students and parents. The interviewed committee members noted that some of the school head teachers did not deliver the information concerning bursary fund to needy students and parents on time, hence they remained on the dark. Most of the CBF committee members were in agreement that not all needy students/parents were aware of the existence of the CBF and how they operate. The CBF member's acknowledge that there was no direct link between the bursary committee and the parents and needy students. The school head teachers acted as the link between the bursary committee and the needy students /parents

4.5.5 CBF Committee members response on procedures employed in bursary disbursement

From the interviews with the CBF committee members, they said that they verified whether the applicant was a total orphan and whether the applicant was a needy child of

poor parents. The students were supposed to fill in the bursary application form which was supposed to be signed by the area chief and church pastor. This was meant to support the information written by the applicant. The findings indicated that the CBF bursary committee in Eldoret East constituency followed the laid down criteria by the Ministry of Education in 2008.

The committee members further explained that they determined the students who were to apply for bursary using the guidelines given to them by the government. According to the government guidelines, the needy students and other financially challenged students were supposed to apply for the bursary. The committee members also explained that the bursary money was released to schools in form of cheques which were addressed to the schools with the specific details of the applicants who had been awarded the bursary. The cheques were released to the schools after they were approved by the ministry officials. The committee members further explained that they meet as the constituency bursary committee on monthly and term basis. The meetings were mainly to allocate the bursary funds to the deserving applicants.

4.5 Extend to which Adequacy of constituency bursary fund has affected access and retention of needy students in public boarding secondary schools

The third objective of the study was to establish the extent to which adequacy of CBF has affected access and retention of needy students in public boarding secondary schools in Eldoret East constituency.

4.5. Students response on adequacy of bursary fund

The study required the students to indicate whether the bursary money received was enough to cater for all the educational needs for the whole year.

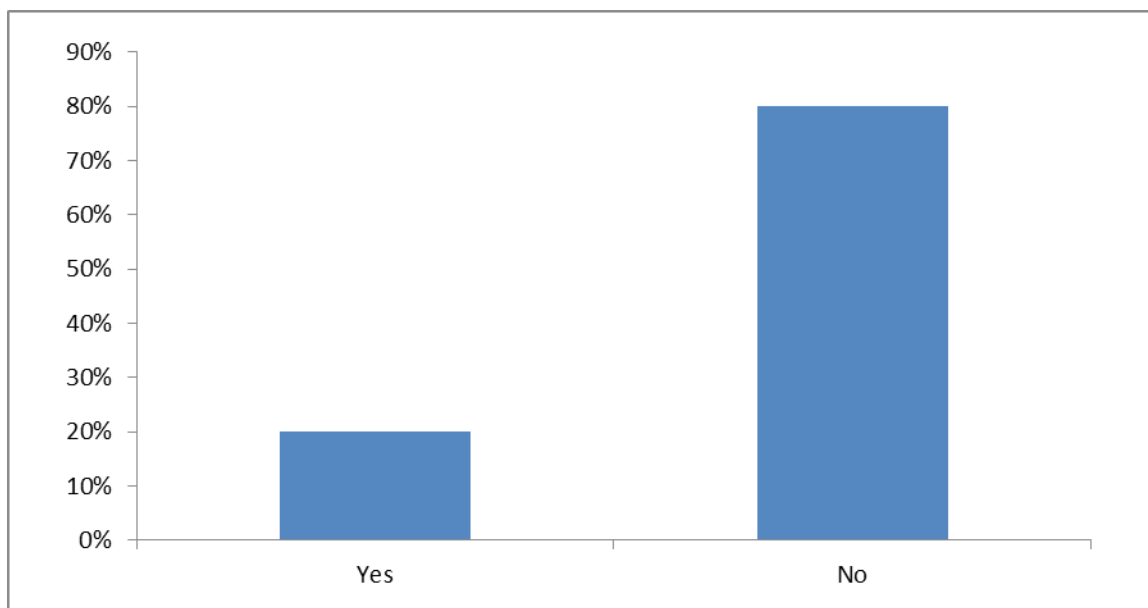
Figure 4.18 Adequacy of bursary fund

Figure 4.18 shows that (80%) of the students posited that the bursary money received was not enough to cater for all the educational needs for the whole year. Only 20% of the students indicated that they received enough to cater for all the educational needs for the whole year. This shows that CBF allocated to each student was inadequate to cover all the education costs for the students and therefore could not guarantee students retention in school.

The CBF committee members further said that the funds provided under bursary scheme was not adequate in meeting the needs of the students' tuition fees. They confirmed that the amount of bursary allocated to the beneficiaries was very small compared to the school fees they were to pay. The findings established that bursary fund had no significant impact on the retention of needy students. The CBF committee members also indicated that the percentages of students who applied for the bursary fund but failed to get the fund was very high and constituted the majority of the applicants. In addition, the

amount of bursary funds was very small which limited the number of the students who could benefit from it.

4.5.2 Head Teachers response on Retention by term

The study further required the head teachers to indicate the retention rate of their schools and the findings are as shown in table 4.17

Table 4.13 Retention by term

Retention by term	Frequency	Percentage (%)
1-25%	3	30%
26-50%	2	20%
51-75%	4	40%
76-100%	1	10%
Total	10	100

From the above findings, most of the head teachers (40%) indicated that their school retention rate per term was 51-75% while 30% of the head teachers indicated that the retention rate per term was 1-25%. This shows that the school retention rate per term in

many public boarding secondary schools in Eldoret East Constituency was average. This further shows that a significant proportion of students faced challenges in raising school fees and therefore CBF was not adequate in enhancing access and retention of needy students'. From the findings, it can be deduced that the amount of CBF allocated to the needy students could not cover the school fees that the schools charged. Therefore the CBF could not effectively enhance the access and retention of the needy students in public boarding secondary schools in Eldoret East Constituency.

Figure 4.14 Comparison between CBF allocation and fees Recommended in schools

Type of school	Recommended fees Kshs.	CBF allocated Kshs.	Average fees paid Kshs.
National Schools	28,900	8,000	10,000
Extra County school	22,900	5,000	8,000
County Schools	10,500	5,000	6,000
Sub County schools	10,500	5,000	3,000

Source G.O.K 2008.

The Kenyan government has over the years instituted a number of measures aimed at promoting access and retention on needy students in public secondary schools, one such measure was the issuance of fees guidelines for public secondary schools which puts a ceiling on the school fees that could be charged by different categories of schools. According to the guidelines National schools charge a maximum of ksh 28,900 followed by provincial schools at ksh 22,900 and District schools at ksh 10,500 per year The guidelines were meant to check against school administrators charging unreasonable high fees, however, the above fees guidelines were floated in many schools over the years and some national schools charging up to over ksh 50,000 per year. It is worth noting that even if schools were to adhere to the government recommended fee guidelines, the amount charged were still very high for most parents bearing in mind that about 56% of Kenyan population was living below poverty line in 2003 (G.O.K, 2004). Figure 4.18 above shows that the amount of fees charged in different category of schools was very high to most needy students this can be attested by the average fees paid. From the above findings it's very clear that the constituency bursary fund has no significant impact on access and retention on needy students in public boarding secondary schools. The amount

of bursary fund awarded to needy students in a year was not enough to sustain the students in school hence the parents had to look for other alternative methods of financing their children's education.

4.5.3 Students response on persons who paid for the school fee balance

The respondents were required by the study to identify the person who paid for the school fee balance.

Table 4.15 Persons who paid for the school fee balance

Persons who paid for the school fee balance	Frequency	Percentage
Never paid	62	31
Parent/guardian paid	112	56
Well-wisher paid	26	13
Total	200	100

Figure 4.19 shows that, majority (31%) of the respondents indicated that the school fee balance was never paid, 56% of the students indicated that the school fee balance was paid by the parent/guardian while 13% paid by well-wisher. This shows that most of the students were retained in schools by the financial support of their parent/guardian as the CBF they received was not always available and was inadequate and to sustain them in school. The findings are in line with a study by IPAR (2008) which revealed that the parents and guardians were the main sponsors of their children's secondary education as the CBF offered by the government was inadequate and unreliable to ensure access and retention of students from poor background (WAR, 2008).

4.5.5 Response of CBF Committee members' on the number of students that benefited from the bursary fund.

The study required the CBF committee members to state what percentage of needy students who applied for bursary fund benefited. The member's response was that only a small percentage of students who applied for bursary funds benefited from the funds. The committee members attested that the amount of the bursary fund was highly limited to cover the many deserving students. This shows that the Constituency bursary fund was not effective in ensuring access and retention of the needy students in public boarding secondary school.

4.6 Logistical factors influencing effectiveness of CBF in enhancing access and retention of needy students in public boarding secondary school

The fourth objective of the study was to assess the logistical factors influencing effectiveness of constituency bursary fund in enhancing access and retention of needy students in public boarding secondary schools in Eldoret East constituency, the school head teachers and students were required to indicate their level of agreement on the extent to which the following logistical factors influence effectiveness of CBF.

Table 4.16 Logistical factors influencing effectiveness of CBF

Logistical Factors	HEADTEACHERS	
	frequency	%
Political interference	4	40%
Corruption	6	60%
Tribalism	7	70%
Nepotism	4	40%
Bureaucracy	7	70%
Untimely disbursement	8	80%
Frequency	7	70%
Targeting of needy students	5	50%

From the above findings, the head teachers attested that the logistical factors influencing effectiveness of CBF included; corruption 60%, nepotism 40%, untimely disbursement of CBF 80%, bureaucracy 70%, political interference 40%, Frequency of bursary disbursement 70% and targeting the needy students at 50% . The findings are in line with IPAR (2008) which revealed that challenges facing the disbursement of CBF include inadequate funds, corruption, nepotism, highly bureaucratic processes among others.

4.5.7 Response of students ‘on logistical factors affecting disbursement of CBF

The study required the students to indicate their level of agreement on the extent to which the various logistical factors influences effectiveness of CBF.

Table 4.17 Response of students on logistical factors

Logistical Factors	STUDENTS	
	Frequency	%
Political interference	60	30%
corruption	120	60%
Tribalism	140	70%
Nepotism	80	40%
Bureaucracy	160	80%
Untimely disbursement of funds	180	90%
Frequency	140	70%
Targeting of needy students	80	40%

From the above findings, the students indicated that the logistical factors influencing the effectiveness of CBF include political interference in the managing of the fund, 30% of the students attested that most politicians dictate the persons to be appointed to the CBF committee and the beneficiaries of the fund. 60% of the respondents indicated that corruption plays a negative role in the effectiveness of CBF in meeting its objectives. 70% of the students attested that its Tribalism. 40% said nepotism, 80% bureaucracy, 90% of the respondents said untimely disbursement of fund, 70% frequency of disbursement and 80% said it is how we target needy students. The findings concur with IPAR (2008) which reported the challenges facing the disbursement of CBF were; inadequate fund, corruption, nepotism during the qualification of beneficiaries, highly bureaucratic processes, among others.

4.6 Strategies for enhancing CBF effectiveness to increase access and retention of needy students in secondary school.

The fifth objective of the study was to establish strategies for enhancing effectiveness of CBF so as to enhance access and retention of needy students in public boarding secondary school.

4.6.1 Students response on ways of improving CBF effectiveness.

From the study students indicated that the amount of bursary allocated to each student should be increased so as to cover all other educational costs, the students also revealed that they should be guided on the application procedure and that the procedure of allocation should be transparent. The CBF committee members further indicated that the amount of bursary allocated to each student should be increased, transparency and accountability should be strengthen ,there should be no political interference in the disbursement process, and that qualified personnel should be employed to handle funds disbursement. The findings are similar to Fedha Flora (2008) who indicated that to enhance the success of CBF, the government should employ competent personnel to properly manage the CBF, stringent disciplinary actions to be taken on corrupt CBF committee members, increase in transparency and accountability of CBF management.

4.6.2 Response of head teachers and students on ways of improving effectiveness of CBF.

The study sought ways of improving the effectiveness of CBF disbursement to needy students in public boarding secondary schools in Eldoret East constituency. The

respondents were requested to indicate their level of agreement on the extent to which the following ways could be effective in improving CBF disbursement so as to increase access and retention of needy students in school

Table 4.18 Response of head teachers and students on ways of improving CBF effectiveness

Ways of improving CBF disbursement	Head teachers		Students	
	Frequency	%	Frequency	%
Increase CBF Allocations	8	80%	180	90%
Adequate awareness to the targeted beneficiaries	6	60%	160	80%
Transparency	7	70%	160	80%
Strict adherence to set guidelines	8	80%	140	70%
Monitoring of the CBF implementation	6	60%	120	60%

From the findings, the head teachers attested that the ways of improving CBF disbursement to needy students included; increase CBF 80%, strict adherence to set guidelines 80%, transparency 70%, adequate awareness to the targeted beneficiaries 60% and monitoring of the CBF implementation 60% respectively. The students indicated that the ways of improving CBF disbursement to needy students included; increase CBF 90%, transparency 80%, strict adherence to set guidelines 70%, adequate awareness to the targeted beneficiaries 80% and monitoring of the CBF implementation 60%.

From the above findings the most significant ways of improving CBF disbursement to needy students were: increasing the CBF allocations to the needy students, strict adherence to set guidelines, increasing the level of transparency in allocation and

increasing the level of awareness to the targeted beneficiaries on the CBF application procedures. Ngware, Onsomu, Muthaka and Manda (2006) proposed that the government initiative in decentralizing and reviewing bursary funds management to constituency level should be closely monitored. Clear guidelines should be developed to ensure efficiency and effectiveness in order to increase access and retention of needy students to secondary education.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings, conclusion and recommendations of the study in line with the objectives of the study. The research sought to establish the factors influencing effectiveness of CBF in enhancing access and retention of needy students in public boarding secondary schools in Eldoret East Constituency, Uasin Gishu County.

5.2 Summary

The findings are summarized according to the research questions and are presented in the following subsections.

5.2.1 Effects of socio-economic background on enrolment of needy students

The study found out that majority (56%) of the students comes from families with single parent who pays for their educational costs. In addition, the majority (58%) of the students were from the rural areas. Majority of the students came from poor economic background. The rural set up that the majority of the students came from was mainly a farming area where majority of the families were small scale farmers mainly practicing subsistence farming. The family income was low and inconsistent as the farming was greatly affected by changes in climatic conditions.

The students' parent/guardian had a sound academic background which made them easier to understand the effectiveness of CBF in enhancing access and retention of needy students in public secondary school. The CBF was critical source of funds for the needy

students as majority (55%) of their parents did not have a stable source of income. Most parents were farmers whose economic activities were prone to climatic changes hence being unreliable source of income. The farming was also on small scale basis which did not fetch a high income for the family. The average family monthly income was Kshs. 3000-5000. Hence the majority (65%) of the parents did not have sufficient sources of income to sustain their students in school and relied on other sources of funds like CBF. The families that the students come from had other sibling in secondary schools and therefore the family finances were shared among the sibling in pursuit of education. The families required extra source of income to sustain the students in school hence the need for CBF. The amount of school fees charged per term was higher (Kshs. 15,000) than the average family income per term. Therefore, the majority of the families could not solely fund for the secondary education of their children and therefore required external sources like CBF to help in financing for the education of the students from such homes. The study established that the majority of the students (65%) had been sent home for lack of school fees. The access and retention of needy students in public secondary schools was significantly affected by lack of finances. Most of the students deserved to benefit from the CBF to ensure high access and retention of students. The majority of the students (53%) spent a significant amount of school time at home due to fees problems and good number of the pupils eventually dropped out as being away from school reduced their interest in learning.

5.2.2 Extent to which public awareness on CBF affects access and retention

The study further found out that the majority (68% of parents/guardian were not able to buy all school requirements like text books, school uniform and stationery. The lack of

school requirement affected learning to a very great extent and thus a major hindrance on access and retention of needy students in secondary schools. The students who should apply for bursary fund were the needy students, the orphans, the disabled students and the bright students. Most of the students deserved to benefit from the CBF as they belonged to various categories of needy students. The study also established that majority (56%) of the students had never heard of the CBF. This depicts that the level of awareness on CBF was very low in secondary schools in Eldoret East Constituency which further made the students drop out of school as the deserving students did not apply for the CBF.

Even though majority of the students (61%) recognized the CBF as an important source of funds to ensure access and retention in secondary school, they were not aware of the application procedure. The lack of adequate information about CBF was a key challenge facing the disbursement of CBF to needy students in secondary schools. The study also established that majority of the students (90%) had never received a CBF. This depicts that CBF only benefited a limited number of students and thus could not significantly enhancing access retention of needy students in public boarding secondary schools in Eldoret East Constituency.

5.2.3 Extend to which adequacy of CBF has affected access and retention of needy students.

The study established that the amount of bursary fund awarded to needy students was not enough to cater for all the educational needs of the beneficiaries and that the bursary application process was long cumbersome and that the needy students were not rightly

identified by the bursary committees. Therefore the effect of CBF on access and retention of needy students was very minimal.

5.2.4 Extend to which logistical factors have affected access and retention of needy students.

The study established that logistical factors influencing access and retention of needy students in public secondary schools include, political interference in the management of CBF, corruption, tribalism, nepotism, bureaucracy ,untimely disbursement of bursary funds ,frequency of bursary disbursement, and targeting of needy students .This factors have negatively affected access and retention of needy students in public secondary schools.

5.2.5 Ways of improving Constituency Bursary Fund effectiveness.

The study established that to strengthen the bursary allocation the amount of bursary allocated to the students should be scaled up to cover most of their educational costs. The students should be sensitized on the application procedure and that the allocation process should be made transparent and free of corruption. The most significant ways of improving CBF disbursement to needy students were; increasing the CBF allocation to the needy students, strict adherence to set guidelines, increasing the level of transparency in allocation and increasing the level of awareness to the targeted beneficiaries on the CBF application procedure.

5.3 Conclusion

Social economic background had a great impact in determining the enrolment of needy students in public boarding secondary schools in Eldoret East constituency. Majority of

the students come from single parents who funded the education in terms of fees payments. In addition, majority of the students were from the rural areas and practice subsistence farming in small scale. The family income was low and unreliable as the farming was greatly affected by the climatic changes. The CBF was a critical source of schooling funds for the needy students.

The level of awareness on constituency bursary fund in Eldoret East constituency was very low thus a major hindrance on access and retention of needy students in public secondary schools. Lack of proper awareness on constituency bursary fund has greatly affected the effectiveness of the constituency bursary fund in meeting its objective of enhancing access and retention on needy students in public boarding secondary schools.

The amount of CBF disbursed to needy students in public boarding secondary school in a year was very low in relation to the school fees charged per year, also only few needy students benefitted from the fund , hence CBF had no significant impact on access and retention of needy students in public boarding secondary schools.

The logistical factors influencing the effectiveness of constituency bursary fund includes corruption, nepotism, untimely disbursement of funds, frequency of bursary disbursement, targeting of needy students. These factors inhibits the smooth operation of the CBF hence limiting access and retention of needy students in public secondary schools

The strategies for enhancing the effectiveness of constituency bursary fund includes increasing the CBF allocations to the needy students, strict adherence to set guidelines, increasing the level of transparency in allocation and increasing the level of awareness to the targeted beneficiaries on the CBF application procedures.

5.4 Recommendation

- i. The study recommends that the Government should increase the amount of CBF allocated to the beneficiaries so as to ensure needy students are retained in school.
- ii. The study recommends that the government should review the criteria on allocation of CBF to ensure that all the needy students benefit from the CBF.
- iii. The study also recommends that the CBF management should increase awareness by conducting a country-wide campaign to educate the people on the importance of CBF.

5.5 Areas of further studies

Since this study explored the factors influencing the effectiveness of CBF in enhancing access and retention of needy students in public boarding secondary school in Eldoret East Constituency, the study recommends that;

- i. Similar study should be done in other constituencies in Kenya for comparison purpose on the effectiveness of CBF on access and retention of needy students in public boarding secondary schools.
- ii. A study on equity in distribution of bursaries should be carried out to establish how bursaries enhances equality of opportunity in terms of access and retention of students in public boarding secondary schools in Uasin Gishu county

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APPENDICES

APPENDIX I: INTERVIEW SCHEDULE FOR CONSTITUENCY BURSARY

COMMITTEE MEMBERS

1. What procedures are employed in bursary disbursement in your constituency?
2. How do you determine the students who are to apply for bursary?
3. When is bursary money released to schools?
4. How often do you meet as the constituency bursary committee?
5. How do you communicate information about bursaries to students and parents?
6. Would you say that all needy students/parents are aware of the existence of bursary schemes and how they operate? Please explain your answer.
7. What proportion of students applying for bursary funds benefit from the funds?
8. To what extent are the funds provided under bursary scheme adequate in meeting the needs of the students' tuition and sustenance?
9. What percentages of students who apply for the bursary fund fail to get the fund?
What are the reasons?
10. What is the composition and education level of the committee members?
11. How do the students benefiting from the bursary scheme and those failing to benefit compare by gender and income groupings?
12. How has the bursary scheme impacted on access and retention of students in secondary schools in Eldoret East constituency?
13. What problems are encountered at the school level, constituency level and district level in relation to bursary allocations?

14. In what ways can the bursary allocation system be strengthened to ensure all needy cases benefit?

APPENDIX II: QUESTIONNAIRE 1 (FOR HEAD TEACHERS)

PART ONE

1. Your gender Male [] Female []
2. Type of school
- [] Boys Boarding [] Girls Boarding
- [] Mixed Boarding [] other (specify)
3. Category of school [] National [] Extra county
- { } county { } Sub county

PART TWO

1. What is the total number of students in this school?
2. How many students are female (If the school is mixed)?
3. How many students are male (If the school is mixed)?
4. When was the last batch of bursary allocation sent to your school?
5. How many students benefited from CBF in last batch of allocation?
6. Form I..... Form 2..... Form 3..... Form 4.....
7. How many were males? (F1-4)

.....

8. How many were female? (F1-4)

9. What are the total number students who have been sent home for school fees more than thrice in a year?.....

10. How do you determine the students who are to apply for bursary?

11. How timely is bursary money released to schools?

12. Would you say all needy students /parents are aware of the existence of bursary schemes and the procedures for applying? Yes No

13. Please explain your answer

14. What procedures are employed in bursary disbursement in your school?

15. What is your rating of the effective of these procedures?

Very effective Effective Ineffective

Very ineffective

16. Briefly explain your rating

.....

17. Who among boys and girls benefited from the bursary scheme for the period 2010-

2013? More boys benefit than girls More girls benefit than boys

18. How many students have dropped out of school because of lack of school fees since 2010?

Form/Year	2010	2011	2012	2013

19. How many students were admitted in your school in form one in 2010?

.....

20. Of the students admitted in Form one in 2010 (as in 19 above), what percentage

Was retained up to Form Four until completion in 2013?

Number of students

Form one (2010)Form two (2011).....

Form three (2012)..... Form four (2013).....

PART THREE

1. What was the highest amount awarded to an applicant?

.....

2. How much was the amount in 12 above?

.....

3. What was the lowest amount disbursed to an applicant?

.....

4. How much was the amount in 14 above?

5. Are there students who depend entirely on CBF for their school fees?

Yes [] No []

1. If Yes in 12 above, how many are such students?

.....

2. How much money is allocated each student in 12 above in one fiscal year?

.....

3. a. Are there students who had dropped out of school but were reinstated in school due availability of CBF?

Yes [] No []

b. If Yes how many

4. Do you give any contributions and suggestions on financial needs assessment of your students?.....

5. Has the CBF contributed to the retention of some students in your school?

Yes [] No []

6. If Yes in 22 above, how many are such students?
7. Are there students who had dropped out of school but were reinstated in school due to availability of CBF?

YES { }

NO { }

8. If yes how many?.....
9. Do you give any contributions and suggestions on financial needs assessment of your students?
10. Has CBF contributed to the retention of some students in your school?

YES { }

NO { }

11. If yes in 22 above how many are such students

PART FOUR

1. What problems do students face in relation accessing bursary funds?

.....

2. What problems are encountered at the school level and at constituency Bursary committee level in relation to bursary allocation?

School level challenges

.....

Constituency level committee challenges

.....

3. What are some of the challenges you have faced as a head teacher in handling CBF?

.....

PART FIVE

4. In your opinion what should be done to improve the effectiveness of CBF in Eldoret East Constituency to enhance retention?.....

5. In your opinion what should be done to improve the effectiveness of CBF in Eldoret East constituency to enhance access?

University [] None of the above []

7. What is your parents' occupation?

Father

Mother

Employed [] Employed []

Farmer [] Farmer []

Businessman [] Businessman []

Retired [] Retired []

No Work [] No Work []

Others (Specify).....

8. What is the monthly income of your parents/guardians?

9. Do you have brothers and sisters in secondary school?

YES { } NO { }

10. How many of the above benefit from CBF?

11. What was your grade last term?

12. Have you ever been sent home for lack of school fees?

YES { } NO { }

13. If yes in 10 above how many times have you been sent home for school fees since you joined secondary school?

Once { }

Twice { }

thrice { }

over three times { }

14. When you are sent home for school fees approximately, how long do you take before going back to school?

1-3 days [] 3-5 days { }

1-2 weeks [] 3 weeks to 1 month { }

Over 1 month []

15. Are your parents /guardians able to buy you all school requirements e.g. text books, school uniform, stationery etc.?

Yes []

NO { }

16. If No in 15 above, please list the items that you lack in, 15 above please list the items that you lack.

17. To what extent does the lack of the above items affect your learning?

Very great extent [] A Great extent []

Small extent [] Very small extent []

Not at all []

18. Who do you think should apply for bursary fund?(tick all that apply)

All students []

Orphans []

Bright students []

Needy students who cannot afford fees []

Disabled students []

Others (specify)

19. Do you consider yourself as deserving to have received bursary funds?

Yes [] No []

Please give your reasons for your answer above

PART THREE

20. Have you ever heard of the School Bursary Fund?

Yes [] No []

21. If Yes in 20 above, from whom did you hear it?

Head teacher [] Teacher []

Parents/guardian []

22. Have you ever applied for bursary fund?

Yes [] No []

23. If No in 22 above, why haven't you applied?

I did not know about bursaries []

I did not know how to apply/the procedure []

I thought I could not get the money []

I don't consider myself deserving a bursary []

24. If you have ever applied for bursary .how many times have you applied?

Once [] Twice []

Thrice [] Four times []

23. Have you ever received a bursary award?

Yes [] No []

24. If yes in 23 above, how many times have you received bursary funds so far?

Once [] Twice [

Thrice [] Four times []

25. Have you ever applied for bursary fund?

Yes [] No []

26. If No in 20 above, why haven't you applied?

I did not know about bursaries []

I did not know how to apply/the procedure []

I thought I could not get the money []

I don't consider myself deserving a bursary []

27. If you have received bursary, indicate the amount received each time

1st time [] 2nd time []

3rd time [] 4th time []

28. Was the bursary money received enough to cater for all your educational needs for the whole year?

Yes [] No []

29. Did you have a fee balance after getting the bursary fund?

Yes [] No []

30. If yes in 27 above, how did you pay the balance?

Never paid [] Parent/guardian paid []

Well-wisher paid []

PART FOUR

31 .In what ways can the bursary allocation be strengthened? Give your opinion.....



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CONDITIONS

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

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

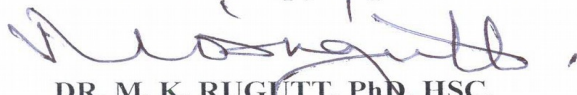
RESEARCH CLEARANCE PERMIT

Serial No: A 3390

CONDITIONS: see back page

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

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


DR. M. K. RUGUTT, PhD, HSC.
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Uasin-Gishu County.

