

**IMPACT OF BURSARY SCHEMES ON RETENTION OF STUDENTS IN  
PUBLIC SECONDARY SCHOOLS IN GEM DISTRICT, KENYA.**

**BY**

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS  
IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF  
NAIROBI.**

**2012**

## DECLARATION

This research project report is my original work and has not been presented for a degree in any other university.

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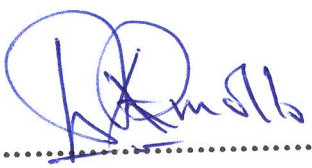
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## **DEDICATION**

This document is dedicated to my mom Mrs. Beatrice Onuko and my late Dad Mr. Ambrose Onuko. I thank them for the firm academic foundation they laid in me.

## **ACKNOWLEDGEMENTS**

I would like to acknowledge the various people who offered their generous support to the production of this research project report. I am deeply grateful to my supervisors Dr. Wanjare Joshua and Mr. Ochieng Michael for their guidance and suggestions. Their professional guidance which assisted my academic growth is appreciated. I owe exceptional gratitude to Dr. Rambo Charles for offering his sincere comments towards the development of this research document behind his busy schedule. My deep appreciation also goes to Dr. Odundo Paul for his helpful comments. I also thank Dr. Nyonje Raphael and Dr. Ouru Nyaegah for their honest opinions on my research document.

Heartfelt thanks to my family members for their patience as I was developing my research document. My aunt Mrs. Dorcas Bonyo was particularly helpful and she gave me the confidence to press on. My sisters were very understanding and more so my brother Fredrick Ojwang and his friend James Otumba. Thanks for their constant support and encouragement.

I am immensely grateful to the Principal of Sinaga Girls Mrs. Eva Odhiambo for occasionally granting me the permission to meet my supervisors and to collect data. The colleagues from Sinaga Girls who offered useful advice behind their busy schedule are profoundly appreciated. The ones who performed the delegated duty are appreciated too. My classmates at Kisumu campus plus former students whose invaluable insights shaped this research document are handsomely thanked.

Officers and junior clerks at Gem District offices who provided data that shaped this research document cannot be left unmentioned. Their dedication and spirit of urgency was remarkably evident and I am grateful. Above all I thank God for the gift of life and the wisdom He bestowed in me.

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## LIST OF ABBREVIATION AND ACRONYMS

<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>CDF</b>	Constituency Development Fund
<b>CBF</b>	Constituency Bursary Fund
<b>CBFC</b>	Constituency Bursary Fund Committee
<b>DEO</b>	District Education Officer
<b>MOEST</b>	Ministry of Education Science and Technology
<b>MOE</b>	Ministry of Education
<b>YPLA</b>	Young People Learning Agency
<b>EFA</b>	Education For All
<b>BoG</b>	Board of Governors
<b>UNDP</b>	United Nations Development Programme
<b>UNICEF</b>	United Nations Children Education Fund
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>SESBAF</b>	Secondary School Bursary Fund
<b>IPAR</b>	Institute of Policy Analysis and Research
<b>CBFC</b>	Constituency Bursary Fund Committee
<b>NOVOC</b>	Network of Organizations for Orphaned and Vulnerable Children
<b>PSS</b>	Public Secondary school
<b>KES</b>	Kenya shillings

## ABSTRACT

The secondary schools bursary scheme was introduced by the Government in the 1993/1994 financial year. It was issued directly from the Ministry of Education to Schools to enhance access, ensure retention and reduce disparities and inequalities in the provision of secondary school education. In 2003 Ministry of Science Education and Technology in line with government policy on decentralization, devolution and empowerment of communities, suggested that from financial year 2003/2004, the funds would be administered to constituency and district levels (MOEST, 2003). Fortunately, the same year NARC government came up with a secondary school bursary scheme for the same purpose though it was by CDF with funds from the Ministry of Planning. In particular, both bursaries are targeted at students from poor families, those in slum areas, those living under difficult conditions, those from pockets of poverty in high potential areas, districts in Arid and semi-arid lands (ASAL), orphans and the girl child. This study sought to examine the impact of bursary schemes on retention of students in public secondary schools in Gem District. The study was guided by the following objectives: To assess how adequacy of bursary schemes fund impact on retention of students; to examine the extent to which consistency of bursary schemes fund impact on retention of students; to assess how socio economic background of students impact on retention of students in public secondary schools; to determine the level at which public sensitization on bursary schemes impact on retention of students. The study was guided by the theory of socialist economics of education. A theory whose proponent is Louis Blanc. The theory emphasizes the need to create an economy that redistributes income from the rich to the poor so as to create equality of being. The study sourced requisite data from 322 students' beneficiaries, 24 senior teachers and 12 Principals. The respondents were drawn using a combination of random and purposive sampling procedures. The study adopted descriptive design which was used to analyze primary data. Data was analyzed using frequency distributions, cross tabulations with SPSS and MS-Excel software packages. Qualitative data in form of experiences, opinions and suggestions, were analyzed using qualitative procedures and were used to strengthen quantitative findings. The results of the study indicated that majority of beneficiaries were funded from CDF 78% and then followed by SESBAF 14%. Similarly, other students received both 6%. Bearing this in mind it found out that the total fees was too high as compared to the bursary that this providers were giving out being KES 3000 for day scholars and KES 5000/8000 for boarders. Even so, there were very strong convictions that bursary schemes were only supplementing students' fees and not generally paying school fees wholesomely. On the contrary, the data collected from schools further revealed that significantly higher number of beneficiaries 63% got bursary from other bursary providers, well-wishers and parents supplement respectively. Further findings revealed that students were not assured of continuous funding and that the disbursements were not in line with the school calendar year. This therefore motivated this study to recommend for allocation of more funds to constituencies and financing of a few beneficiaries adequately to completion, disbursement of funds to constituencies in line with schools calendar year. On the same note, without good governance and efficient management of Constituency Bursary Committees in relation to allocation of bursaries to beneficiaries in schools and financial management in particular, investment in education from any source would not bear the necessary fruits. Consequently, a research could be carried out to investigate the impact of NGO bursary scheme on retention of students in public secondary schools and a further study on school initiative programmes to ensure students retention in public secondary schools.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Secondary school bursary scheme is an initiative of the government aimed at helping students from poor backgrounds to obtain education. The scheme is also aimed at ensuring that students are retained in school after enrolment. Non completion of secondary schooling continues to be a matter of concern for policy makers and practitioners worldwide (Gray *et al*, 2009). Concern related to increasing the time a student stays in school is a global issue. A recent report into school retention (White,2003) summarized the position in the following way; compared to young people who complete secondary schooling, those who don't finish secondary schooling are more likely to experience extended periods of unemployment, obtain low paid and low unskilled jobs, they are more likely to earn less, rely on government assistance and not likely to participate in community life(Pg. 4).Similarly, Kenya incurs a loss whenever students are unable to be retained in any education sector. The drop out signifies unfulfilled aim, objective and goal for the individual, community and nation as a whole. For every drop out the country loses potential work force towards the target year, 2020 for national industrialization and vision 2030.

The beginning of the 1990s was marked by several international conferences emphasizing the importance of education. It is worth noting the Jomtien, Thailand World Conference on Education for All sponsored by several international institutions, the World Bank, UNDP, UNESCO, and UNICEF and the Mexico World Congress on Educational Management and Development, both held

in 1990. At the Jomtien world conference of Education for All (EFA) in 1990, most developing countries reaffirmed their commitment to providing to their school age children, universal access to the first cycle of education. Following this declaration enrolment expansion at the primary school level throughout the developing world increased. Unfortunately, the Jomtien conference paid little attention to the consequences of enrolment expansion at the primary school level in relation to the resources needed for secondary schools. However, it was clear then that in many developing countries, secondary school participation rates could not grow rapidly without changes in the structure and the nature of funding (Lewin and Caillods, 2001). That made many government bodies in the world to review how secondary education was going to benefit the poor and thus a lot of bursaries and scholarships were availed.

In Singapore, the government through the Ministry of education has a bursary scheme in place known as Edusave Merit Bursary that is meant for students whose household income is less than \$4000 a month. They provide \$300 for secondary 1 to 5. Eligibility is for students who are already in secondary school and whose performance are good that is 25% in a stream (M.O.E, 2012). This goes a long way to retain students who could have otherwise dropped due to lack of school fees.

In UK, a key priority of the Government is to eliminate the gap in attainment between those from poorer and more affluent backgrounds, and to ensure every young person participates in and benefits from a place in 16-19 education and training known as YPLA Bursary Scheme.



The Government provides funding to tackle disadvantage both through the YPLA's funding formula and through support to help young people meet the costs of participating in education and training post-16 19 (YPLA, 2012). This further helps students to be retained in schools.

In India, the National Scholarship Scheme has been implemented since 1961. The objective of this Scheme is to provide scholarships to the brilliant but poor students so that they can pursue their studies in spite of poverty. The Scholarship Scheme for Talented Children from Rural Areas for Class VI to XII is an on-going scheme since 1971-72 with the objective to achieve equalization of educational opportunities, and to provide fillip to the development of talent from rural areas by educating talented rural children in good schools. The schemes were implemented as Centrally Sponsored Schemes up to IX Plan. The Department then merged these schemes to form the 'National Merit Scholarship Scheme' for implementing within an approved outlay (Ahmed, 2007). When such schemes are ongoing there is one goal which is the retention of students in schools. In this scheme the parent or guardian has to swear an affidavit to establish that they are genuinely needy.

In 1994, government of China directed bursaries to minority areas for their educational needs. Similarly, the government of Mexico directs bursaries to help indigenous students pay for textbooks and other learning materials. Related to targeted bursaries are school improvement funds, which are used in Armenia, Chile, India, and Paraguay. Such funds are usually provided on a competitive basis to initiatives designed locally to promote increased school participation and autonomy.

In Zambia and Malawi, studies show that close to close to 70% of secondary school students are entitled to bursary schemes which are supposed to cover 75% tuition fees for most beneficiaries and up to 100% for vulnerable groups such as double orphans .Bursary schemes are also favored to improve retention of girls in the schools(Sutherland-Addy,2008;World Bank 2006).Even though bursary schemes are designed to improve retention of students in public secondary schools some students drop out of school because of extreme poverty levels which the scheme does not address like provision uniform and other personal effects.

In South Africa, schools are compelled to inform parents of the school fee exemption for poor learners. In 2006, the country undertook to develop a framework which allows disadvantaged schools to receive subsidies if they enrolled non-fee paying learners as the number of exemptions granted to poor learners at certain schools was becoming a burden to school finances. A 2003 Review On Resourcing, Financing and Cost Of Education in public secondary had revealed that parents who are unable to pay school fees were treated unfairly and schools came up with all sorts of hidden expenses among others .Also schools did not inform parents on their right to apply for exception and schools discriminated against learners whose parents did not pay or were unable to pay.

In Kenya, the government introduced the bursary scheme for secondary schools during 1993/1994 financial year. The bursary targets the vulnerable groups namely; orphans, girls, children from slums and poor in high potential areas and in arid and semi-arid lands (ASAL) districts (Republic of Kenya 1992, 1994, 1997).

The prime purpose of bursary at this time was to cushion households from rising impact of poverty, unstable economy and the devastating effects of H.I.V/AIDS pandemic ( Nduva,2004).This portrays that the Kenyan government is committed to ensuring that students from less privileged families access and complete their education through bursary scheme .On contrary, many students from poor families drop out of school even when they had performed exemplarily well in primary school .i.e. Scoring high on the KCPE (Odebero et al, 2007). The challenge that most parents from poor backgrounds face is the fact that secondary schools are not actually free of charge. The drop out problem has caused a negative economic development and resulted into wasted talents (Gachathi Report, 1976).This is supported by (Todaro, 1987) who stated that the major problem facing developing countries is high rate of school dropout. School enrolment and retention in public secondary education are directly related to family income (Central Bureau of Statistics et al, 2004). That is, only rich families can afford to send their children to secondary school. It's against this backdrop that bursary schemes should address reasons behind their conception that is to support needy students to stay in school.

The sources of government initiated bursary schemes in Kenya for secondary education are SESBAF and CBF. Given the foregoing policy statements in regard to equalizing educational opportunities through bursary subsidies among children from poor households, Gem District is not an exception. There was need for an analysis of the concrete reality in which provisions of bursaries was being carried out and determine its influence on retention of students in public secondary schools.

## **1.2 Statement of the Problem**

Lack of school fees is a perennial problem to students from low socio economic households. Success in retention of students from low socio economic groups require a strong policy commitment to access and retention backed by practical action (Mantz and Liz , 2003).In relation to this, Kenya is among the countries that need to achieve Millennium Development Goals by 2015 and educating children up to this level has private benefits that accrue to the individuals and households, and most of which cannot even be quantified (Manda, Mwabu & Kimenyi, 2002).The society benefits through increased productivity of well-educated labour force (Sianesi, 2003; Blundell, Dearden & Sianesi, 2001).

Equity consideration and retention necessitates public intervention which is necessary to safeguard against inequalities in access to this public good, given the relatively high household poverty incidences, estimated at 46 per cent (Kenya National Bureau of Statistics, 2007). Left to the market, social selectivity will set in to favour privileged households. Similarly, Nyanza province has a poverty index of 46.5% and about half of the population in the province are currently living below poverty line (KIHBS, 2005/2006).Moreover, Gem district had a poverty index of 42% as at 2006.

The Government introduced the Secondary school bursary scheme to create equal opportunities in access to secondary school education among the poor. The government has stated this in its policy documents (Republic of Kenya, 1992, 1994, 1997). Other studies establish that bursary is not equitably distributed to the recipients.

For instance, it is important to mention that a government scheme which existed prior to the introduction of free secondary education policy as stated by Njeru and Orodho (2003) was skewed in terms of access in favor of children already enrolled in secondary school. Further findings revealed that the information about the bursary was unequally disseminated. This locked out many students who were eligible. Similarly, concerns have been raised that students from poor families are unable access secondary schools even after showing good performance in KCPE (Odebero *et al*, 2007).This is despite the availability of government bursary scheme.

In regard to the above, a lot of research has consistently found out that there is a strong correlation between education and socio-economic status of households (Bagwati and Kamati, 1973).Furthermore, house hold socio-economic status is a powerful predictor of school achievement and drop out behavior (Rumberger, 1995).Akengo (2007) looked at Factors that Influence Students Drop Out in Primary Schools in Homabay District. The research findings included: repetition of class based on poor performance, indiscipline cases leading to suspension/expulsion; poverty at household level due to high prevalence of HIV/AIDS. In addition, the GOK(2008) report on Achieving Millennium Development Goals notes that some regions including Nyanza have low enrolment and high dropout rate among girls due to customary values, limited infrastructure and pregnancies. Moreover, Onginjo (2010) looked at Factors Influencing Retention of Girls in Kisumu West District. This particular research only looks at the monetary reason that makes students not to be retained in school despite the availability of government initiated bursary schemes.

This therefore motivated this empirical study on the Impact of Bursary Schemes on Students' Retention in Public Secondary Schools in Gem District, a void that this research intended to fill.

### **1.3 Purpose of the Study**

The purpose of the study was to examine the impact of bursary schemes on retention of students in public secondary schools in Gem District.

### **1.4 Objectives of the Study**

The study was guided by the following objectives-;

1. To assess how adequacy of bursary schemes fund impact on retention of students in public secondary schools in Gem District.
2. To examine the extent to which consistency of bursary schemes fund impact on retention of students in public secondary schools in Gem District.
3. To assess how socio economic background of students impact on retention in public secondary schools in Gem District.
4. To determine the level at which public sensitization on bursary schemes impact on retention of students in public secondary schools in Gem District.

## **1.5 Research Questions**

The study sought to answer the following research questions-;

1. To what extent do bursary schemes fund adequate in retaining students in public secondary schools in Gem District?
2. How do bursary schemes consistency in allocation of funds impact on retention of students in public secondary schools in Gem District?
3. Does a bursary scheme fund influence students from poor background to be retained in schools in Gem District?
4. Does the level of public sensitization about bursary schemes influence retention of students in public secondary school Gem District?

## **1.6 Significance of the Study**

The ministry of education plays a significant role in overseeing educational activities in the country. It is hoped that the findings of this study would be found useful by the ministry of education. This is because by providing bursaries to many beneficiaries in their secondary education, literacy levels are achieved which sparks economic development. Moreover, it is hoped that the findings of this study will add knowledge to the existing literature on the subject. Similarly, it is also hoped that the study would provide an impetus upon which other related studies could be anchored. Finally, it is hoped that this document would act as a source of reference to all stake holders in educational playing field.

### **1.7 Basic Assumptions of the Study**

For the purpose of this study, the following assumptions were made; That bursary schemes impact on retention of students in public secondary schools in Gem District. That the respondents, who took part in the study, gave truthful and accurate information to the researcher and that they participated willingly and gave responses that were genuine and free from biasness. That the instruments which were used for the study appropriately measured perceived levels of impact of bursary schemes on retention of students in public secondary schools. Finally, the sample chosen was a fair representation of the entire targeted population.

### **1.8 Limitations of the Study**

The study would have been conducted in all secondary schools in Kenya to improve its external validity. However, this was not possible due to the vastness of the country. For this reason, the findings of the study cannot be used for generalization in all secondary schools in Kenya. Instead, the findings can only be relevant to secondary schools within Gem district. Moreover, there were constraints in availability of relevant literature and materials. The researcher hence used internet search and library materials severally in order to search for relevant literature in this field and consulted with supervisors a lot to improve the quality of the outcome.



## **1.9 Delimitations of the Study**

The study was carried out in Gem District Nyanza Province of Kenya. Gem District is purposely selected because it is the smallest district in Siaya County. Convenience Sampling was used to select the schools that participated in the Study. The districts public secondary schools whose students were represented in the study were 12: Sinaga girls, St. Marys Yala, Sawagongo High, Aluor Girls, Kambare mixed, Wagwer mixed, Dienya Mixed, Nyamninia Mixed, Sirembe Mixed, Kagilo Mixed, Anyiko mixed and Sagam Mixed. Twelve schools, 322 students beneficiaries and 12 head teachers were used .Approximately 24 senior teachers were used. The study was de-limited to use questionnaires and interview schedules as the main instruments of data collection.

## **1.10 Definitions of Significant Terms Used in the Study**

**Retention of students** - to refer to the numbers of students who remain in

school for period of three and four years. They are the beneficiaries of a government initiated bursary scheme who have stayed longer in school preferably form 3s and 4s.

**Adequacy of Bursary Scheme** –This refers to whether funds are enough to

cater a whole years school fees.

**Consistency of Bursary Scheme**-This is the frequency of disbursement of

bursary to the beneficiaries. It is to establish regular allotment.

**Background of Students-**This is the socio economic background of students

The nature of their parentage i.e. orphans

**Public Sensitization on Bursary Scheme-**This refers to awareness that

students have concerning the bursary

schemes. The nature of disposable information.

within their reach.

### **1.11 Organization of the Study**

The study was organized into five chapters. Chapter one comprised of background to the study, statement of the problem, and purpose of the study and objectives of the study and research questions.

It also included basic assumptions of the study, limitations, delimitation and definition of significant terms and organization of the study. Chapter two dealt with literature review related to the study thematically as per the study objectives, the theoretical frame work, conceptual framework as well as summary of literature review. Chapter three presented the research methodology. It described the research design, sampling techniques and sample size, research instruments validity and instrument reliability, data collection procedures, data analysis techniques and used in the study. Chapter four consisted of data analysis, presentation and discussion while chapter five contained the summary of findings, conclusions and recommendations to be undertaken for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed literature related to the study based on the following thematic areas; The concept of Bursary Schemes Kenya, Adequacy of Bursary Schemes Funds on Retention, Consistency in Allocation of Bursary Schemes Fund on Retention, Socio-economic Background on Retention, Public Sensitization on Retention, Theoretical Framework, Conceptual Framework and Summary of Literature Review.

#### **2.2 The Concept of Bursary Schemes in Kenya**

Kenya is in the category of countries, which have chosen a capitalist path to development, but at the same time, subscribing in its policy statements commitments to socialist principals. The Sessional Paper No. 10 of 1965 (Republic of Kenya, 1965), which provides guidelines about the aims of Kenyan society, point out the most systematic policy statements on Kenyan egalitarian principles to be pursued within the framework of African Socialism. In the Development Plan of 1979 - 1983, the government stated that during this period the educational opportunities would have to be substantially improved to reach target groups such as the pastoralists, small scale farmers, landless rural workers and urban poor (Republic of Kenya, 1979).

According to Gravenir (1991), the amount of money allocated for recurrent expenditure in education in 1987/1988 was 55 times what it was in 1963/1964, and that for development expenditure in education during the year Report (Republic of Kenya, 1999), reveal that the high cost of learning and teaching facilities have proved unaffordable for students from poor families thus leading to low participation rates and high dropout rates for the poor. This contrasts with the government policy to direct bursary allocation to the poor but academically talented students commensurate with their academic achievements in order to enhance their access and participation rates in secondary school education (Republic of Kenya, 1997).

Although this was an indication that the government might not be achieving parity in secondary school participation, empirical studies have not been documented on the actual status of bursary schemes on retention of the recipients. Given the foregoing policy statements in regard to equalizing educational opportunities through bursary subsidies among children from poor households, there was need for an analysis of the concrete reality in which provision of bursaries influenced retention rates in public secondary schools.

Types of Government initiated Bursary schemes which actually does the same work though released from different ministries include;

Constituency Bursary Fund (CBF -CDF); The government of Kenya introduced the Constituency Bursary Fund in 2003 so as to enhance students' access to and retention in secondary schools, by supporting the needy and bright cases. Through this scheme, the exchequer allocates money annually to each constituency to fund secondary education.

The constituency bursary fund was established by the National Rainbow Coalition (NARC) government of Kenya, through an act of parliament. The CBF strategy was in line with the government's policy on devolution, decentralization of power and empowerment of local communities (Kimenyi, 2005). Under this allocation to each constituency (parliamentary jurisdiction) new scheme, the central government makes an annual budgetary the following; annual provisions by the ministry of allocations to the constituencies vary depending on education, the number of students enrolled in secondary schools, total national secondary school enrolments and poverty indices. Consequently, the funds are channeled to schools through the constituencies. The CBF mandates members of the community, through a committee of officials to select recipients of the fund. The rationale for this arrangement is that, members of the community know best and those in their midst who deserve financial support.

The fund is administered under the guidelines of the ministry of education. These guidelines specify application procedures, evaluation criteria and allocation ceilings. In addition, the ministry has provided further guidelines as to the minimum amounts to be awarded to applicants from the various categories of secondary schools. The recommended amounts are; day secondary schools – KES.5, 000, boarding secondary schools- KES.10, 000 and national schools` – KES.15, 000. Contrary to the high expectations about the constituency bursary fund, complaints abound about its effective. The CBF strategy was in line with the government's policy on devolution, decentralization of power and empowerment. However according to reports in CDFs offices (CBR, 2011) recipients receive an

allocation of KES.3000 for those in day schools and KES.5000 for those in provincial boarding schools.

Secondary School Bursary Fund (SESBAF); the secondary school bursary scheme was introduced in 1993/94 financial year in order to increase access to secondary education. In view of the impact that it has in extending opportunities to the poorer households, the government is committed to maintaining its existence. The selection of bursary beneficiaries is made by the school BOG in consultation with teachers and principals. In FY 2003/2004 KES 770 million was allocated for approximately 200,000 students. According to the plan, Five percent of the bursary budget is earmarked for the national schools, another five percent is earmarked for girls' schools in needy areas, and the remaining amount is allocated for other schools – provincial and district – based on criteria including: (i) merit, (ii) poverty index; and (iii) good conduct. It is estimated that about two percent of the bursary budget is used for monitoring, evaluation and contingencies. The value of the bursary that each school receives is determined by a formula that takes into account the factors of school enrolment and the District Poverty Index. The current scheme has limitations in effectively and consistently ensuring that only students in genuine need actually benefit from these subsidies.

The CBFC is charged with the responsibility of issuing and receiving bursary a FORM A as well as vetting and considering bursary applicants using the established criteria in FORM D. In Form A, the applicant provides information on the amount of money required for fees and information on their family's socio-economic status.

This form provides for verification of the information by the Chief/ Sub-chief/ Pastor and the head teacher. The applicants rating form [FORMD] gives the guidelines on how to rate a bursary applicant based on the information provided in the application form [FORM A]. As provided for in the evaluation criteria, applicants who are classified as either complete orphan needy or partial orphan needy or with both parents but needy are given preference in that order. (FORM A and D are attached as appendix vi and vii respectively). These two forms are aimed at reducing subjectivity in the identification of needy students and their evaluation and subsequent allocation of bursaries. The current process of targeting and identifying of beneficiaries involves: awareness creation on the Scheme regarding the application process, evaluation and award process, and communication of results. The management of the bursary scheme as is done at various levels (Republic of Kenya, 2008).

A lot of Government effort has gone into attempts to improve the implementation, management and performance of the fund. To improve the efficiency of the fund, the government has developed and circulated relevant guidelines in the form of circulars. Between 2003 and 2010, five such circulars had been issued by the Ministry of Education. However, these efforts are yet to yield the desired results in terms of improved efficiency in the performance and equity in the implementation of the fund.

### **2.3 Adequacy of Bursary Schemes Funds on Retention of Students**

A study was conducted by Odebero *et al* (2007) on the effectiveness of the criteria set by the Ministry of Education, Science and Technology and circularized to all the secondary schools through the District Education Office.

The criteria include; academic performance, good discipline, family background and Orphan hood. These are distributed to the school heads through the District Education Office. The fund was found to experience the following set-backs namely; the amount of bursary disbursed to the constituency was insufficient and could not meet the demands of the high number of the needy applicants. This prompts this research to further investigate the matter hence come with a suggestions that is likely to benefit stake holders.

The findings of a survey reveal that the bursary is experiencing a number of challenges, notably: inadequate funds disbursed from the Ministry of Education to the constituencies with more than 58 percent of the demand unmet (IPAR, 2008). Similarly there is poor use of allocation guidelines resulting in more than 84 percent of the beneficiaries getting the minimum allocation of KES. 5,000. A similar scenario could possibly be witnessed in Gem District the findings that are yet to be revealed.

Onyango and Njue (2004) observe that, constituency Bursary Fund is not serving its purpose. They posit that, since the bursary fund is under the direct control of members of parliament, it has been transformed into a political instrument, thus compromising its effectiveness in the following number of ways; One, the parliamentarians give bursaries to friends and political supporters who are not necessarily needy. Two, the parliamentarians split the fund into tiny amounts so as to reach as many people as possible. This makes the fund inadequate hence lowers retention rate.



Further findings reveal that the level of funding is also not adequate with the school fees requirements. An estimated 83 percent of the bursary beneficiaries got KES. 5,000 or less as bursary.

This is way below the government approved fees for day schools, boarding provincial secondary schools and national schools which is KES. 10,500 and KES.22, 900, and KES. 28,900, respectively ( Oyugi, 2010). This makes students from poor families to drop out of school a situation that warrants research.

#### **2.4 Consistency of Bursary Schemes Funds on Retention of Students**

Inconsistent and fluctuating funding allocations from the national level and inconsistent support to needy students disrupt the learning programme when students are sent home to collect fees. This makes many students supported by the scheme to drop from school altogether. A survey carried out in Nairobi Province (IPAR, 2008) revealed that except for Langata constituency where beneficiaries are consistently financed, in other constituencies, beneficiaries are not guaranteed continuous funding. The application procedures were found to be cumbersome and the allocation schedules not in line with the school calendars, forcing funded students to miss most learning lessons as they go about searching for fees.

According to Mwangi (2006), giving out money through the constituency is fraught with pitfalls. To him, students who deserve never get the money because of political interference. He further observes that, the process of sending money from the central government to the constituencies then to schools takes long. By the time students get the money, many would have been sent away from school or had wasted a lot of time trying to look for it. He concludes by asserting that, the constituency is not the best avenue for disbursing the funds to students.

Further, the CBFC and the beneficiaries recommended that it is better for the government to finance a few students but guarantee them adequate four-year funding that to thinly fund many students without any assurance of continuity (IPAR, 2008).

Youth Initiative Kenya (2011) in a study titled Gender Responsive Budgeting assessed that there has been constant fluctuations in the amount of bursary finances allocated to the bursary fund, nationally, over time. Overall, there has been a general decline in the amounts allocated for the fund by the treasury since 2006. Notably, even after an initial allocation of KES 1.3 billion to the fund during the 2011/12 FY, the treasury ended up reallocating KES 0.4 billion away from the SEBF leaving only KES 0.9 billion for the fund. These trends only intensify the demand and competition for the fund with the net result being that more and more children from poor received households seeking secondary education will remain excluded even after they have initial bursary resulting in low retention. It further states that for purely practical and circumstantial reasons, the constituency bursary committees have had to operate outside the policy guidelines. This mode of operation has often distorted the intended retention outcomes of the fund.

Based on timeliness of the allocation, a report by the MOEST (2003), Report of the National Conference on Education and Training documented that a new method or system of allocating bursary funds to deserving students should be devised as the current arrangement involving the constituency takes too long to reach the students and their respective schools.

The current arrangement may also be prone to political abuse. This is because parliamentarians have undue influence over the funds.

Oyugi (2010) on a study of Public Expenditure Tracking of Bursary Schemes in Kenya remarks that the major objective of the bursary scheme is to enable children from poor families' access education. However, there is no consistency in supporting children from poor families. This is because students seeking for bursary funding from the secondary education bursary fund are not guaranteed continuous funding to completion of high school education. It's because those seeking for funding are required to reapply for funding. Each time they reapply, they also are re-evaluated along with other applicants. Though 14 percent of the CBFC indicated that continuing students qualified for subsequent funding, they also indicated that this was based on their reapplication. The CBFC justifies this on the basis of the fact that no one is permanently poor because social and economic situation of individuals and families are bound to change over time. As such one can always justify that they are still in need of further funding.

Further findings reveal that the level of funding is also not consistent with the school fees requirements. An estimated 83 percent of the bursary beneficiaries got KES. 5,000 or less as bursary. This is way below the government approved fees for day schools, boarding provincial secondary schools and national schools which is KES. 10,500 and KES.22, 900, and KES. 28,900, respectively. As a result of the huge number of applicants who qualify for bursaries, students seldom get a bursary more than once a year to ensure a greater spread of the bursary fund in the constituency. This implies that the current level of bursary allocation hardly meets a quarter of the required fees.

This makes students miss learning classes as they go about looking for financiers to supplement the allocations they receive from the CBF (Oyugi, 2010). Unlike the funding through the secondary education bursary fund that does not guarantee beneficiaries of continuous funding, other bursary providers, especially foundations guarantee beneficiaries of continuous funding to completion of secondary education. Discussion with the Jomo Kenyatta Foundation scholarship providers revealed that the application requirements for bursary funding are the same with those required under the secondary education bursary fund. The only difference is that beneficiaries are awarded the maximum required fee and are guaranteed for funding for a period of four years to enable them complete secondary education. Low level funding only keeps students in school for a while before they are sent away from schools to find other ways of clearing their fees. According to the CBFC, because the applicants are too many, one can only receive a bursary once in an academic year and the bursary is spread thinly so that majority of the applicants evaluated as poor and needy can benefit. Further, the CBFC notes that the bursary is only meant to assist the children from poor families and this should not be misinterpreted to mean that the government is financing the education of all children from poor families.

To complement the government initiative on ensuring that bright children from poor families are retained in schools, various schools have their own initiatives. From the survey data, 81 percent of the schools surveyed indicated that they have come up with various modalities of ensuring that students are retained in school.

These include: requesting for funding from prominent politicians; church organizations; seeking for scholarships from Foundations and well-wishers; retaining the students in school; allowing parents to pay in meager installments; writing off balance by the board of governments for the very poor students; work for fee initiatives; food for fee initiatives; offering employment opportunities within the school to parents etc. However, these initiatives have brought about another secondary problem in schools- unpaid huge fees balances due to inability of parents and donors to honour their pledges. To address the problem of fees balances in schools, the CBFC, school Principals and beneficiaries of bursaries are of the opinion that there is merit in providing full sponsorship by all bursaries providers to ensure that students are retained in school to concentrate on their studies (IPAR, 2008).

## **2.5 Socio Economic Background on Retention of Students**

According to statistics, family background plays an important role in determining the beneficiaries of a bursary scheme. The question for pondering is who is really needy? In United Kingdom, Edusave Bursary scheme which is initiated by the government through MoE states categorically that for a student to qualify for bursary the gross monthly house hold income should be below \$4000. It then goes without say that there are parameters put in place to ensure that this is adhered to. The scheme ensures that the beneficiaries are retained in school though their stay in school and any student who discontinuous does so under his/her own will (MOE,2012). A study done by (Barat, 2009) on Bursary Schemes in Financing Secondary Education in Kenya reveal that bursary schemes only enhance secondary completion by 5.4%.

In Malawi, for one to benefit under the MoEST bursary scheme, the expected beneficiary should be genuinely needy, and already selected to a secondary school; in addition one should be well behaved, not recipient of another scholarship, should have positive attitude towards education and should have completed a bursary application form (NOVOC, 2009). These are the policy guidelines that guide the provision of bursary schemes. This ensures that students are retained in the respective schools.

The bursary fund is basically meant to benefit the poor bright children. The Kenya integrated budget household (KIHBS) conducted in the year 2005/06 estimated that about 46.7 percent of the Kenyan population live on less than one dollar a day. Following the election violence that rocked the country in 2007 that resulted in displacement of thousands of people and massive destruction of poverty, the percent of the poor people must have definitely gone up (Oyugi, 2010).

To deal with the inability of poor and vulnerable households to pay secondary school fees, the Government of Kenya created a bursary scheme in 1994. The underlying rationale is that no child who qualifies academically for secondary education should be denied access to secondary education because of the inability to pay school fees. The objective therefore is to provide financial assistance to economically and socially needy students in all public secondary schools (Republic of Kenya, 2002c). In order to achieve a fair and equitable allocation of the bursary, the government set up the following formula when the scheme was established: 25% of all bursaries were to be allocated to arid and semi-arid land (ASAL) districts; 70% of all bursaries were to be allocated to schools in

all districts (including ASAL); 5% of the bursaries were to be allocated to the national schools to cater for students who come from disadvantaged areas. However, the Ministry of Education gradually deviated from the original formula in terms of the proportion of allocations, and gave two percent of the bursary allocation to needy students whose parents are among the staff of the Ministry of Education (Republic of Kenya, 2002c).

Moreover, a government report by the controller and auditor found that as much as 14 percent of the bursary allocation was given to needy students of Ministry staff in 2001/02. The report underscores that “the above share out of bursary funds clearly contradicted the original cabinet policy decision on the issuances of Bursaries” (Republic of Kenya, 2002c: 157). Furthermore, the report concludes that “the Ministry has not established a proper and reliable system for monitoring the disbursement of bursaries to ensure that the money reaches the intended beneficiaries” (Republic of Kenya, 2002c: 157). Thus, it was not known whether the bursary reached the targeted students. This demonstrates concern for the effective and equitable distribution of the bursary scheme that supports retention.

Another study by Njeru and Orodho (2003) on the bursary scheme found that although there were students who benefited from bursaries, this had no significant impact on enrolment and retention by the poor.

They concluded that because the scheme targeted students already enrolled in secondary school, it missed students who had failed to raise the initial school fees, so the scheme ignored students who had not already been able to gain access, despite their academic eligibility.

These reports raise critical questions about whether government bursaries reach intended beneficiaries and in so doing expand access for those who are excluded, or whether the government reinforces the exclusion of the poor by awarding bursaries to financially able groups whose children are already in secondary school. Since children from the bottom wealth quintiles have fewer chances to enroll in secondary school than children from the top wealth quintiles, it is important that government bursaries reach the poor. However, a number of complaints were leveled against the manner in which the fund was being administered prior to 2003. These included undeserving students benefiting from the fund, very few beneficiaries being reached, ghost students being awarded bursaries and beneficiaries being awarded insignificant amount.

According to a study conducted in Busia District, recipients from high socio-economic backgrounds received more bursary support than their counterparts. This method of bursary allocation was severally faulted for inordinate bureaucracy and for perpetuating unfairness by giving bursaries to the undeserving students and to those that were well connected (Odalo, 2000). A study carried out by Odebero (2002) on bursary allocation in Busia district revealed that, the bursary allocation in Busia district was not equitable. According to this study, recipients from high socio-economic backgrounds received more bursary support than their counterparts from the humble backgrounds. This anomaly was attributed to the flawed criteria of selecting the bursary recipients. Complaints raised against the foregoing style of bursary allocation, prompted the government of Kenya to introduce the Constituency Bursary Fund (CBF) in 2003.



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 directly to schools, the funds are channeled through constituencies. Some of the scheme enhancements included use of constituency poverty indices to ensure that a more comprehensive consideration of poverty in targeting the needy, beneficiaries identified by Constituency Bursary Fund Committees (CBFC) that include a broader participation by various education stakeholders in a constituency and comprehensive guidelines issued by the Ministry of Education on allocation and disbursements of bursary funds.

Some student applicants whom proper background information lacked were not allocated any funds. Indeed some students may have benefited from the funds without necessarily having been qualified. There is glaring lack of institutional checks and balances on the funds management at constituency level. Moreover the government had no proper machinery on the ground to monitor how the funds were being disbursed. With the change in the disbursement policy in the 2003/2004 Financial Year, bursary funds are now being channeled through the constituencies. This is an example of decentralization of service by the government with an aim of improving efficiency. With proper management, the administration of this new mode of funds disbursement should go a long way in assisting the poor. To further alleviate the cost burden borne by parents while enhancing access to secondary schooling, the government could provide teaching and learning materials and consider measures such as increasing bursary allocations (IPAR, 2008).

Consequently, a study done by KIPPRA (2008 )found that given the relatively high fee levels in secondary schools, it is evident that the set minimum bursary award is far below the fees charged, leading to some beneficiaries dropping out. The parents and school managers have publicly stated that schools countrywide were owed about Ksh 10 billion in fees arrears by 2006. This has two immediate implications that are of policy concern to parents, education managers and the government. One, a student who completes secondary school education while in fees arrears (a defaulter) is most likely to be denied access to the school certificate by the affected school and two, the school cannot fully implement its development plan, which is normally financed from revenue mainly collected from fees.

## **2.6 Public Sensitization on Bursary Scheme on Retention of Students**

In UK, Edusave bursary scheme is relayed over the internet then completed forms are submitted to the constituency. This applies to various schemes that can be downloaded over the internet from different countries with this improved technology and the fact that the world becoming a global village (MOE,2012).

In Malawi, the administration of the bursary scheme is decentralized. At the beginning of each financial year, Head Teachers of various secondary schools are supposed to provide the Education Division with number of needy children to benefit based on completed and verified bursary application forms collected. The Education Division Managers, who manage secondary schools directly, then forward their requests and budgets to the MOEST Headquarters. MOEST then makes all arrangements to make sure that the bursaries are remitted to the schools within the academic term (NOVOC, 2009).

The policy for the secondary school level is to expand the opportunities available in order to improve access and enrolments. The major policy concern for secondary education is, therefore, to address the issue of low participation, with the GER being as low as 22.2 % in 2002. This poor performance by the sub-sector is part attributable to the high cost of secondary education and increased household poverty. Strategies for realizing this policy desire include, providing targeted bursary schemes to benefit particularly those in the poorest quintile. It will also involve learning materials to schools (MOEST, 2003). If the needy are aware of what the government policy states they will reach out for the bursaries.

Dissemination of information on bursary fund scheme (Information on eligibility of beneficiaries, procedure of application and deadlines of application) is available from different sources. According to the CBFC secretaries, information is disseminated on public notice boards especially at the educational and chiefs' offices, at the places of worship, in Barazas, especially those held by the provincial administration and in school functions by school heads. Students who wish to apply for bursary consideration could get forms either from their schools, educational office or from the provincial administration offices (IPAR, 2008). Similarly, the finding from a study carried out by Price water house coopers states that cheques for beneficiaries are delivered directly to schools timely with clear instructions that the funds should not be diverted to any other use other than for the beneficiary. The funds which are not claimed are returned to the CBFC or other providers for reallocation (Pricewaterhouse coopers, 2008). Additionally, a research carried by (IPAR, 2008) using data from the school principals states that the CBFC remits funds to beneficiaries through their schools. That is, 96 percent of

allocations are done by sending cheques in school name accompanied by a list of beneficiaries and the amount that each student has been allocated. This is meant to avoid diversion of funds to other uses other than school fees.

A study carried out by Kippra (2005) on the accountability and performance of the constituency bursary fund revealed that, only 15.7% of the respondents rated its accountability as good. Majority of the respondents expressed high levels of distrust in the CBF managers.

As an alternative, to complement the allocations from the secondary education bursary, students have resorted to applying for bursaries from other providers. They also apply for the secondary education bursary in more than one constituency. This other bursary providers though specific to regions, a number of them are national. They include: The Jomo Kenyatta Foundation; World Vision; Local Authority Transfer Fund; Faith Based organizations; Constituency Development Fund; Chandaria Foundation; Youth Sponsorship Programme (YSP); Forum for African Women Educationists (FAWE); KENWA; Kenya Professional Association of Women in Agriculture and Environment (KEPAWAE); Aga Khan Foundation; World Vision; Plan International; Cooperative Bank ; Care International; AMREF ; USAID; UNICEF; among others. Of these providers, the beneficiaries of the Jomo Kenya Foundation are the majority and those benefiting from the Foundation are guaranteed full bursary for their secondary schooling once evaluated as poor and needy (IPAR,2008).

## **2.7 Theoretical Framework**

This study was guided by the theory of socialist economics of education, a theory that was propounded by a French writer and historian called Louis Blanc. The theory underscores the need to create an economy that redistributes income from the rich to the poor so as create equality of well-being (Selowsky, 1979). According to the socialist economics of education theory, bursary allocation can help enhance equity in access to secondary schools. Otherwise, if education were offered without bursaries only those who can afford to pay school fees and other related costs would enroll and be retained in school. Under such circumstances, inequalities would be perpetuated. In this particular study, if the recipients are identified impartially based on their parentage and socio economic status, the Lorenz curve will not show a lot of sagging, an implication of retention of students.

However, in the event of partiality in allocation of bursaries, the sagging will be distinct; implying the presence of drop out of students, consistency and adequacy of funds allocation can help in retention of students. The enhanced retention of students on the other hand helps redistribute income and to raise the incomes of the poor. As a consequence of these, an equitable society is created.

## 2.8 Conceptual Framework

This section describes the perceived conceptual that guided the study.

Independent variable

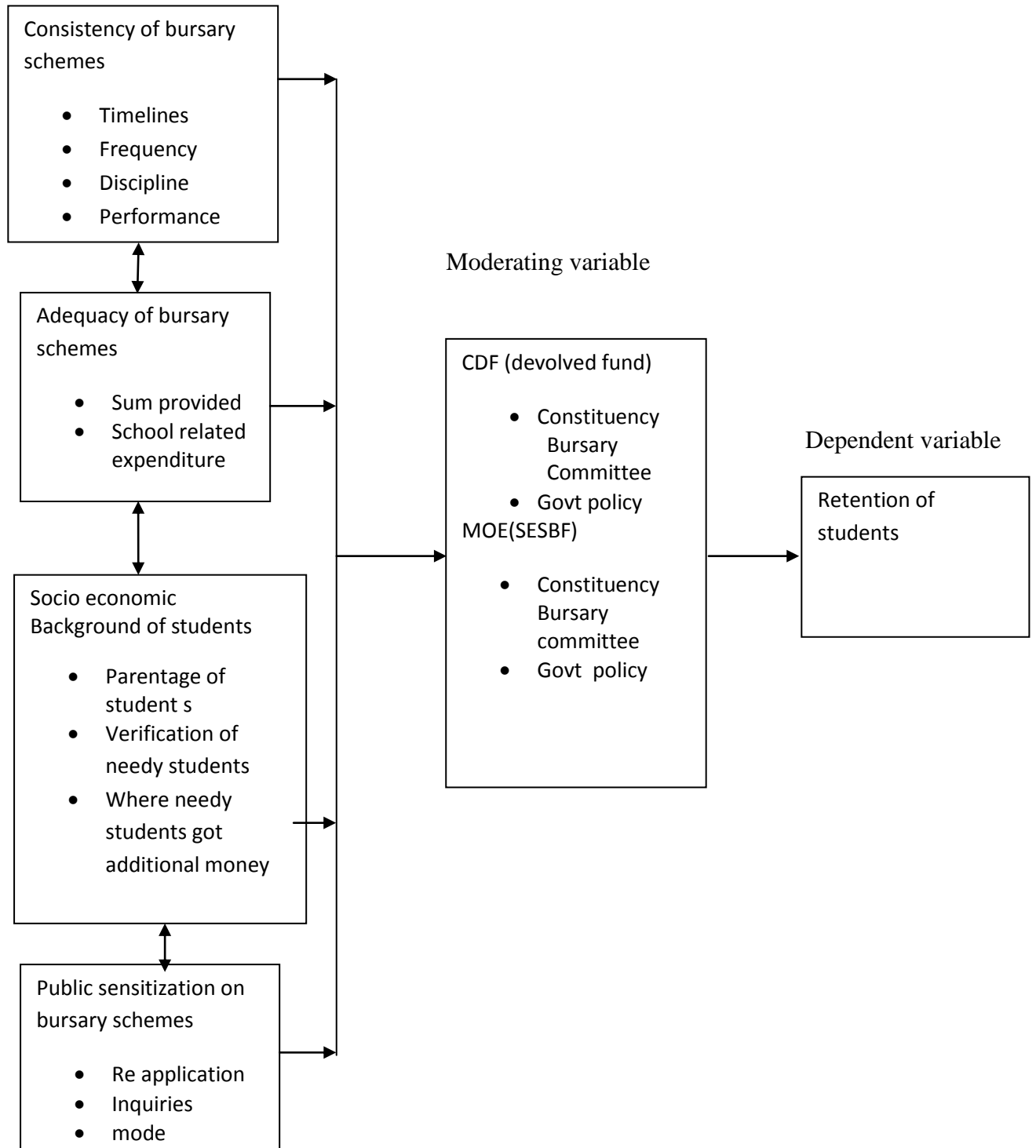


Figure 2.1: Conceptual Framework showing relationship between variables

It reflects the concept of impact of bursary schemes on retention of 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. Background of students lays emphasis on the kind of parentage that students have. While some are total orphans others are partial orphans with others having all parents but extremely poor together with the level of income. Public sensitization will lay emphasis on number of applicants, the inquiries of application procedure and mode of informing the public and potential beneficiaries.

The independent variables interplay with other variables (moderating variables) in order to enhance students' retention in public schools. These moderating variables include Constituency Development Fund (Bursary) which is a devolved fund .It is administered through Constituency Bursary committee where all applications are made with guidelines from the Ministry of Education. Secondary Education Bursary scheme is bursary provided by the ministry of Education. It is administered through Constituency bursary committee who vet applicants' forwarded by the heads through respective schools. When all variables interplay there will be retention of students of students in secondary schools.

## **2.9 Summary of literature Review**

The literature captured in this section has touched on the bursary schemes that are initiated by the Kenyan government and their impact on retaining students in public schools in Gem District. The first section has dealt with the concept of bursary schemes in Kenya in terms of policy statements and the two types of bursary schemes initiated by the government. The second section has dealt with adequacy of bursary funds in relation to the amount given to students versus the annual fee, the disbursement from the ministries that are dwindling making most beneficiaries to get the bare minimum, political interference making the sum to be split in tiny amounts hence most beneficiaries get the minimum. The third section has dealt with consistency of provision of bursary funds in terms of timeliness of allocation, the guidelines that point out those funds have to be given on the basis of performance, discipline etc. The fourth section has dealt with socio economic background of students based on family status and household income. The fifth section has dealt with public sensitization based on mode of transmission, re application process and nature of inquiries. Lastly, there is theoretical framework followed by conceptual frame work.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research procedure and techniques that will be used in the study. It describes the research design, target population, sample size and sample selection. It also describes the procedure for application of research instruments, data analysis technique as well as ethical issues in research.

#### **3.2 Research design**

The study adopted descriptive survey research design with both qualitative and quantitative approaches. Descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals hence suitable for extensive research. It is an excellent vehicle for the measurement of characteristics of large population (Orodho,2003).It maintains a high level of confidentiality, it is convenient and enables data to be collected faster, enables questions to be asked personally in an interview or impersonal through a questionnaire about things which cannot be observed easily. It also gives the study an opportunity to get accurate view of response to issues as well as test theories on social relationship at both the individual and group level (Kothari, 2003).Descriptive design was appropriate for the study because it enabled the collection and analysis of both qualitative and quantitative data.

On quantitative approach the study used the close ended sections of the questionnaires to collect data on the impact of bursary scheme on retention of students in public secondary schools.

On the qualitative side, the study employed interview and the open-ended sections of the questionnaire to collect data on the same parameters.

### **3.3 Target population**

The study was conducted in Gem District, Siaya County. Gem District has two administrative divisions-Yala and Wagai Divisions. The study targeted 1824 students' beneficiaries, 82 secondary school senior teachers and 41 principals. The total target population was 1947 respondents.

### **3.4 Sample size and sample selection**

This section describes the sample size and sample selection used in the study.

#### **3.4.1 Sample size**

The study used a sample size of 322 students that were drawn from all selected schools. According to Kregie and Morgan (1970), a population size of 1824 beneficiaries(D.E.O ,2012) uses 322 respondents as appropriate target population.24 senior teachers 2 each from the 12 schools,12 principals were drawn from 41 public secondary schools principals. Total number of respondents was 358.

#### **3.4.2 Sample selection**

The study employed 30% proportion of the total public secondary schools to arrive at 12 public secondary schools as suggested by Mugenda and Mugenda( 2003 ). There are 41 public secondary schools in Gem District. The schools are divided into two administrative divisions namely Yala and Wagai.Yala Division has 20 PSS while Wagai division has 21 PSS. The researcher employed stratified random sampling to select 12 schools targeted for the study based on the assumption that what the study was investigating would be equally experienced in

all schools in Gem District. The district was divided into two stratus i.e. Divisions (Yala and Wagai).In Yala division, the study used a total of 6 schools with a sample size of 145 respondents. In Wagai division the study used a total of 6 schools with a sample size of 177 respondents. From the 6 sampled schools in Yala division the study targeted 24 students as respondents from every school. Similarly, from 6 sampled schools in Wagai division the study targeted 30 students as respondents. This was distributed equally in both forms 3 and 4 since they had stayed longer in the school system. The sampled schools were selected randomly. In Yala division 1 only boys school was selected while in Wagai 1 out of 2 boys school was selected. On the other hand in Yala division, 1 out of 2 girls school was selected while in Wagai division, 1 out of 3 girls school was selected. In mixed secondary schools category, 4 out of 18 mixed secondary schools was selected in Yala division while 4 out of 16 mixed secondary schools was selected for the study in Wagai division.

Similarly, 2 senior teachers were selected randomly from the targeted 12 PSS .The researcher adopted purposive sampling technique in selecting 12 secondary school principals. According to Oso and Onen (2008), purposive sampling is a technique whereby the researcher consciously decides who to include in the sample.

Table 3.1;

*Distribution of Schools and Number of students*

<b>Division</b>	<b>No. of Schools</b>	<b>No. of schools sampled</b>	<b>Total no. of Students</b>	<b>Sample size Proportionate method</b>	<b>Sample size per Division</b>	<b>Sample size per school (equal ivision)</b>
Yala Division	20	$\frac{30}{100} \times 20 = 6$	823	$\frac{823}{1824} \times 322$	145	$\frac{145}{6} = 24$
Wagai Division	21	$\frac{30}{100} \times 21 = 6$	1001	$\frac{1001}{1824} \times 322$	177	$\frac{177}{6} = 30$
<b>Total</b>	<b>41</b>	<b>12</b>	<b>1824</b>		<b>322</b>	<b>54</b>

**3.5 Research instrument**

The study used 2 semi structured questionnaire and 1 semi structured interview schedule as the main instrument of research. The two sets of semi structured questionnaires were administered to both senior teachers and the students. The questions were both close ended and open ended. The selection of tools was guided by; the nature of data that was supposed to be collected, the time available for research as well as objectives for the study. The 2 questionnaires targeted senior teachers and the students while the interview schedule targeted the principals. For these questionnaires there was an introductory letter for the study, the importance of the respondent's contribution to it and the assurance that the information would be handled ethically (Kombo and Tromp, 2006).

The questionnaires were organized into sections intended to extract specific information from respondents .

The first section, Section 1 sought to obtain information related to demographic characteristics of respondents. Section 2 addressed questions related to adequacy of bursary schemes and retention of students in public secondary schools in Gem District. Section 3 focused on questions related to consistency of bursary schemes and retention of students in public secondary schools in Gem District. Section 4 captured information related to socio economic background of students in relation to bursary schemes allocation in public secondary schools in Gem District .Lastly; Section 5 captured information related to public sensitization of bursary schemes allocation in public secondary schools in Gem District.

Semi structured interview for principals was organized into 2 sections. Section 1 collected data on demographic information. Section 2 collected data based on adequacy, consistency, socio economic back ground and public sensitization of bursary schemes on retention of students. Semi structured interview schedules enabled the researcher to collect a lot of information within a short time (from close ended sections). Consequently, the researcher collected detailed qualitative information (from the open ended sections).

### **3.5.1 Pilot Testing**

According to Mugenda and Mugenda (2003), a pretest sample of a tenth of the total sample with homogenous characteristics is appropriate for the pilot study. This study considered 4 schools in Siaya District. Ngiya Girls, Barding Boys , Siaya Township Mixed and Kogelo mixed Secondary school. A total of 36 questionnaires were used; each school was given 9 questionnaires, 6 for students, 2 for senior teachers and 1 for the principal. This number was selected purposively to reflect the same characteristic as targeted population.

These schools were considered for pilot testing because they are situated in a neighboring District. For this reason the respondents from the school were most likely display similar characteristics as the actual study respondents Pilot testing is an important step in research process because it reveals vague questions and unclear instructions in the instruments. It also captures important comments and suggestions from the respondents that enable the researcher to improve on the efficiency of research instrument. The process of pilot testing commenced by the researchers identification and training of four enumerators. As part of training, the researcher guided enumerators to understand the context of the questions in the questionnaires. Questions were precise and concise to enhance validity of the instrument.

The researcher ascertained the validity of the instrument by studying responses to the questions by the respondents to determine that they got the same meaning out of the questions.

### **3.5.2 Validity of the instrument**

Validity of an instrument represents the degree to which a test measures what it purports to measure (Kothari and Pall, 1993). A research instrument is valid if it actually measures what it is supposed to measure and when the data collected through it accurately represents the respondent's opinions (Amin, 2005). Validity of the research instruments was ascertained by conducting a pilot study. This ensured that instructions were clear and all possible responses to a question were captured.

Content validity of a measuring instrument is the extent to which it provides adequate coverage of the investigative questions guiding the study (Mugenda, Mugenda, 2003).

In this study, content validity was determined by consulting experts in research methods in the School of Continuing and Distance learning of the University of Nairobi. These experts looked at every question in the questionnaire and did their own analysis to ascertain that the questions answered research objectives of the area under study. Recommendations from the experts were taken into consideration in order to improve the instruments.

### **3.5.3 Reliability of the instrument**

Reliability is the measure of degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). The research adopted split half technique of assessing reliability because it requires only one testing session. This technique was also preferred because it eliminated errors due to respondents ease in remembering responses from the first test. The split half technique overcame this problem by developing one scale for each variable and then dividing the scale into two halves which were scored separately for each respondent. Since split half procedure is based upon a correlation between scores obtained on only half the test, a correlation was needed to determine the reliability of the entire test. The Spearman-Brown Prophecy was used to make correlations as follows;

$$r = 2r / 1 + r$$

Where R is the corrected reliability Co-efficient

r is the reliability Co-efficient from original calculation.

According to Dalen (1979), a co-efficient of 0.6-0.8 indicates that there is high degree of reliability.

Using SPSS, the test for this study yielded a correlated reliability co-efficient of 0.83, thus indicating a high degree of reliability of the instrument.

### **3.6 Data Collection Procedures**

In order to collect data from the targeted respondents, the researcher obtained an introductory letter from the University of Nairobi and a permit from the National Council of Science and Technology. The permit was presented to the District Education Officer who granted permission for the research to be conducted in Gem District Schools. Due to the expansive coverage area, the researcher recruited four research assistants who were trained on how the forms were supposed to be filled based on objectives and how to administer the instruments. The researcher purposively collected data in 12 sampled schools within Gem District with research assistants. Questionnaires were collected immediately after being filled by the respondents. To ensure a high response rate, the researcher explained the purpose of the study to the respondents, made questions precise and concise, clarified difficult questions and assured participants of total confidentiality.

### **3.7 Data Analysis Techniques.**

Data analysis is the process of systematically searching and arranging field findings for presentation (Bogdan and Bilken, 1992). It involves organizing the data, breaking the data into categories and units and then searching for trends and patterns before deciding to report. It seeks to fulfill the research objectives and provides answers to research questions. The choice of analysis procedure depends on how well the technique is suited to the study objectives and scale of measurement of the variable in question.



Before data entry, questionnaires were checked for completeness and data cleaning was done to enhance data quality. Data was analyzed using descriptive statistics such as frequencies and percentage tables. Statistical package for social sciences (SPSS) will aid in analyzing quantitative data. The number of respondents in one column and percentage calculated and recorded in another column. The strength of percentages indicated the preferred response .Qualitative data has been transcribed, organized into various emerging themes and reported narratively.

### **3.8 Ethical Issues in Research**

A permit and research authorization letter was obtained from the National Council for Science and Technology in the Ministry of Higher Education, Science and Technology. Thereafter, the District Education Officer –Gem District was notified of the research before the study was undertaken. An introductory letter seeking respondent’s permission to be part of the study was given to all potential participants (Refer Appendix 1 for letter of Transmittal).A copy of the permit approving the study was attached to the research instrument together with the Letter of Transmittal as a confirmation that the study was legitimate. Written informal consent for participation was obtained from all participants .For confidentiality purposes, respondents names were not required.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents research findings of the study which have been discussed under thematic sub-sections in line with the study objectives. The thematic areas includes; Questionnaire return rate, Demographic characteristics of respondents, Adequacy of bursary schemes on retention of students, Consistency of bursary schemes on retention of students ,Socio Economic background of students on retention of students and Public Sensitization on bursary schemes on retention of students.

#### **4.2 Questionnaire Return Rate**

The researcher went to the field to collect data by administering questionnaires to the students, senior teachers and principals. These were the main respondents who could give objective view on the variable under the study. The return rate is shown in table 4

Table 4.1:

*Questionnaire Return Rate*

<b>Category of Respondents</b>	<b>Administered</b>	<b>Returned</b>	<b>Percentage</b>
Students	322	268	83.23
Senior teachers	24	19	79.17
Principals	12	9	75
<b>Total</b>	<b>358</b>	<b>296</b>	<b>82.68</b>

Table 4.1 presents the rate of questionnaires returns by students, senior teachers and principals in 12 schools. As indicated in Table 4.1, a total of 322 questionnaires were administered to the student respondents, only 268 Questionnaires were returned for analysis which formed 83.23% return rate. Similarly, 9 out of 12 principals responded hence response rate was 75.00%. On the same note, 19 out of 24 Senior teachers responded hence the response rate was 79.17%. Mugenda and mugenda, (2003) notes that a response rate of 50% is adequate for analysis and reporting, a response rate of 60% is good and that of 70% and above is very good. This therefore meant that the questionnaire return rate of 83%, 75% and 79% which equals 82.68% was appropriate for the study. The questionnaire return rate was high because the researcher ensured that the respondents had been sensitized prior to administration of the questionnaires. The questionnaires were then administered and collected on the same date from the same date by the researcher.

### 4.3 Demographic Characteristics of Respondents

This section presents data on demographic characteristics of three categories of respondents that were identified, namely, students, senior teachers and principals. The demographic characteristics that were considered in this section included gender, age, class, category of schools, experience and level of education of the participants. This gave deeper insight on understanding the relationship between variables under study.

#### 4.3.1 Distribution of Students by Gender

The student respondents were asked a question based on their gender. The researcher sought to establish whether they were male or female. This was relevant as it could give insight on the category of students who were beneficiaries. This is due concern of gender on policy pronouncements. This is shown in table 4.2

Table 4.2:

*Distribution of Students by gender*

<b>Gender</b>	<b>frequency</b>	<b>Percentage</b>
Male	120	44.68
Female	148	55.32
<b>Total</b>	<b>268</b>	<b>100</b>

There were 120 (44.68%) male students and 148 (55.32%) female students. The female students were the majority this confirms the Policy pronouncements by

Republic of Kenya (1992, 1994, and 1997) that bursary schemes should enhance girls' access to and retention in schools. It also affirms the study on gender responsive on budgeting which stated that bursary schemes favored to improve retention of girls in schools (Sutherland-Addy 2008, World Bank, 2006). This particular research though gave equal opportunities to both girls and boys respondents from girls was higher 148(55.32%) which can be attributed to level of support they get.

#### 4.3.2 Distribution of Students by Age

The students were asked to give out their respective age brackets from the options that were available to them to choose from. This was crucial in determining the age of school going students as it is stated in the constitution that a certain age bracket qualifies one to be an adult that is eighteen years and above. This is shown in Table 4.3

Table 4.3:

*Distribution of Students by age* n = 268

Age	Frequency	Percent
15 and below	0	0.00
16 -18	220	82.08
19-25	48	14.92
<b>Total</b>	<b>268</b>	<b>100</b>

The majority of students 220 (82.08%) students were between 16 -18 years old followed by 48 (14.92%) students whose ages ranged between 19-25 years and none in 15 and below category. This is slightly similar to the bursary scheme in UK known as YPLA. It helps to meet the cost of education of students between 16-19 years. The key priority of the government is to eliminate the gap in attainment between those from poorer and affluent background ,and to every young person who participates in and benefits from a place in 16-19 education and training( YPLA,2012).In Kenya 16-18 is the age when most students get their secondary education.

#### **4.3.3 Distribution of Students by Class**

The students were asked to give out the respective classes in which they were. Contrary there were only two options. The options were whether they were in form three or form four. This was necessary because they were senior students in a school set up having stayed in school longer than the form ones and twos. They were the beneficiaries who could give objective view on the impact of bursary schemes on students retention. This is shown in Table 4.4

Table 4.4:

*Distribution of Students by Class* n = 268

<b>Form</b>	<b>Frequency</b>	<b>Percent</b>
3	117	43.65
4	151	56.34
<b>Total</b>	<b>268</b>	<b>100</b>

In this study the leading number of students 151 (56.34%) respondents were in form 4, followed by 117(43.65%) form 3 students. This was despite equal chances that was given to students from both classes. This portrayed that forms fours were sensitized than the form threes since they had stayed in school longest.

#### **4.3.4 Distribution of Students by Type of School**

The students were asked the typed of school where they were studying. This was necessary in getting the background information of the beneficiaries. This is shown in Table 4.5

Table 4.5:

*Distribution of Students by Type of School n = 268*

<b>Type of school</b>	<b>Frequency</b>	<b>Percent</b>
Day	100	37.31
Boarding	108	40.29
Day/boarding	60	22.38
<b>Total</b>	<b>268</b>	<b>100</b>

The data in Table 4.3 shows that the leading number 108 (40.29%) of students were in boarding schools, 100(37.31%) students were in day schools, while 60 (22.38%) students were in day/boarding schools. This could be interpreted to affect retention by making many families to opt for day and day/boarding schools since boarding is expensive (Republic of Kenya ,2008).

#### **4.3.4 Distribution by School Category**

The study sought to know the school category where the students were learning. Among the available options were girls, boys or mixed. This was important to this research in establishing number of beneficiaries on the two bursary schemes availed by the government. This is shown in Table 4.6



Table 4.6:

*Distribution of students by School Category n = 268*

<b>School category</b>	<b>Frequency</b>	<b>Percent</b>
Boys	54	20.14
Girls	54	20.14
Mixed	160	59.70
<b>Total</b>	<b>268</b>	<b>100</b>

The majority of students were in mixed schools 160(59.70) followed by girls schools 54(24.14) and boy schools 55(24.14) concurrently. Majority of students 160(59.70%) attend mixed schools most of which are day schools because they come from poor families. The fee limit for day schools being KES 10800 (Republic of Kenya, 2008). They no longer qualify for SESBAF given that the government has already provided their fee requirements. Free tuition secondary policy is complementary to secondary education bursary policy that is meant to ensure that all students who qualify to join secondary education are not constrained by the high cost of education in Kenya. This affects retention due to affordability.

#### **4.3.1.1 Demographic Characteristics of Principals and Senior teachers**

The study sought to know demographic characteristics of senior teachers and principals based on gender, age, academic qualification and experience. This was essential since principals were considered as school managers and senior teachers as those who have served longer in the TSC.

Their objective view was essential since they are endowed with responsibility of overseeing school projects or activities one of which is the bursary schemes. First the respondents were asked about their gender. The researcher wanted to establish whether they were male or female. This is shown in Table 4.7

Table 4.7

*Distribution of Principals and Senior Teacher's by Gender*

<b>Gender</b>	<b>Principals</b>		<b>Senior teachers</b>	
	<b>n = 9</b>		<b>n = 19</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Male	7	77.78	13	66.67
Female	2	22.22	6	33.33
<b>Total</b>	<b>9</b>	<b>100</b>	<b>19</b>	<b>100</b>

The results indicated that there were 7(77.78%) male principals and 2(22.22%) female principals. On the other hand, among senior teachers 13 (66.67%) were male and 6 (33.33%) were female. Since both were sampled it can be attested that response of the principals and senior teachers on the impact of bursary schemes on retention of students in public secondary schools in Gem District had the perspective of both male principals and female principals male/female senior teachers respectively.

#### 4.3.1.2 Distribution of Principals and Senior Teachers by Age

The principals and senior teachers were asked about their age .The study sought to know the age bracket of this category of respondents to know the personnel that were in various schools. This is shown in Table 4.8

Table 4.8:

*Distribution of Principals and Senior Teachers by Age*

Age bracket	Principals n = 9		Senior teachers n = 19	
	Frequency	Percent	Frequency	Percent
26 – 35	0	0.00	2	10.54
36 – 45	3	33.33	4	21.05
above 45	6	66.67	13	68.42
<b>Total</b>	<b>9</b>	<b>100</b>	<b>19</b>	<b>100</b>

The results showed that the age bracket amongst the Principals was as follows; 3(33.33%) of them were between 36 to 45years old, 6 (66.67%) were above 45 years. Similarly, senior teachers were generally older, 13(68.42) were above 45 years followed by middle age teachers 36 to 45 years 4(21.05) and lastly those whose age bracket were between 26 to 35 years 2(10.54).From the findings on average majority of principals and senior teachers were mature enough and had enough experience required to understand the impact of bursary schemes on retention of students.

### 4.3.1.3 Distribution of Principals and Senior Teachers by Academic Qualification

The respondents were asked about their academic qualifications. This was crucial in establishing the level of education that they had as it could give objective insights in the variables under study. This is shown in table 4.9

Table 4.9:

*Distribution of Principals and Senior Teachers by Academic Qualification*

Academic Teachers Qualification	Principals		Senior	
	n=9		n=19	
	Frequency	%	Frequency	%
Diploma	0	0.00	3	15.78
Degree	6	66.66	15	78.94
Masters	3	33.33	1	5.26
PHD	0	0.00	0	0.00
<b>Total</b>	<b>9</b>	<b>100</b>	<b>19</b>	<b>100</b>

The findings reveal that majority of principals were degree holders 6(66.66) while others had masters 3(33.33).On the other hand 15(78.94) senior teachers were degree holders 3(15.78) were diploma holders and 1(5.26) was masters holder.

#### 4.3.1.4 Distribution of Principals and Senior Teachers by Experience

The respondents were asked about their years of experience in a school set up. This was relevant to the study because it could give broader perspective o the objectives under the study. This is shown in table 4.10

Table 4.10:

*Distribution of Principals and Senior Teachers by Experience*

Experience	Principals n = 9		Senior teachers n = 19	
	Frequency	Percent	Frequency	Percent
Below 5 years	4	44.44	0	0.00
6-10years	0	0.00	2	10.54
11-15years	0	0.00	4	21.05
Above 16years	5	55.56	13	68.42
<b>Total</b>	<b>9</b>	<b>100</b>	<b>19</b>	<b>100</b>

The majority 5(55.56%) of the principals in the study had experience of above 16years followed by 4 (44.44%) who had experience below 5 years. On the other hand senior teachers 13(68.42%) were above 16years, 4(21.05) were 11to15years while 2(10.54%) 6 to 10 years. This is an indication that the sampled schools principals and senior teachers had been in school and the profession long enough to give reliable information on impact of bursary schemes on retention.

#### 4.4 Adequacy of Bursary Schemes Fund on Retention of Students

The first objective of the study was to assess how adequacy of bursary schemes fund impact on retention of students in public secondary schools in Gem district. This was crucial to this study to actually verify whether the funds were enough to cater for the whole school fee or if the money received through bursary funds only covered part of the fees.

There were various responses to questions related to this under these sub themes: Bursary schemes that did benefit students; Adequacy for the total fees throughout the year; Students initiatives to ensure retention; Senior teachers initiatives to ensure retention; Principals initiatives to ensure retention.

##### 4.4.1 Bursary scheme that did benefit students and Retention of Students

The student beneficiaries from various schools benefit from a number of bursaries provided by the stakeholders in education to finance their education. Government initiated bursaries that students benefit from are CDF and SESBAF. The students were asked the kind of bursary scheme they benefitted from and the responses are shown in Table 4.11

Table 4.11:

*Students response on Bursary Scheme that they benefited from*

<b>Bursary Scheme</b>	<b>Frequency</b>	<b>Percent</b>
CDF	210	78.35
SESBAF	40	14.92
Both	18	6.71
<b>Total</b>	<b>268</b>	<b>100</b>

The majority 210 (78.35%) students indicated that they normally benefit from CDF bursary, 40(14.92%) noted that they benefited from SESBAF while 18((6.71%) reported that they benefited from both CDF bursary and SESBAF.

From the findings it is clearly evident that CDF really benefit the students in accordance with why it was instituted in the year 2003 by the National Rainbow Coalition through the act of parliament to enhance students access to and retention in secondary school by supporting needy and bright cases. Constituency bursary fund strategy was in line with the government policy on devolution, decentralization of power and empowerment of local communities (Kimenyi, 2005). Similarly, CDF could command large following based on what Onyango and Njue (2004) found out that parliamentarians split the funds into tiny amounts so as to reach as many students as possible since the funds are within their sphere. On the other hand only few students benefited from SESBAF that is only given to boarding schools and cannot be manipulated whatsoever. Moreover, some students were even advantaged to benefit from both though they were very few.

To address the problem of duplication of effort among other bursary providers and some students getting double allocation from the two providers while other needy cases miss out on the financial assistance, the MoE should liaise with Ministry of Planning to develop a Bursaries management Information System (BMIS) to capture bursary data/information. The BMIS will be managed at both the devolved and national level. The detailed BMIS data/ information will consist of the name of the student, age, school, form constituency, district, family background, amount awarded, name of provider and the academic period to be covered.

The data will be made user friendly and availed to all other providers who will be required to consult the database before award of bursary as proposed by (Price Water House Coopers, 2008).

#### **4.4.2 Adequacy for the total fees throughout the year and Retention of Students**

The Students were asked whether the money was adequate for their fees throughout the year. This was necessary because the researcher wanted to establish this in relation to retention by getting opinion of the beneficiaries. 228 (85.11%) students' response was NO while 40 (14.89%) of the students response was YES.

Similarly, Senior Teachers were asked if the bursary fund was adequate for the fees. This was necessary because most of them have served the TSC for long based on their experience of over 16 years and age with majority above 45 years. They were able to give an objective view .This is shown in the Table 4.12

Table 4.12:

*The Responses of Senior Teachers' concerning the adequacy of funds.*

<b>Adequacy</b>	<b>Senior teachers n =19</b>	
	Frequency	Percent
Funds to be availed continuously	2	10.53
Inadequate	11	57.89
It does clear fees	3	15.79
Minimal	1	5.26
Very inadequate	2	10.53
<b>Total</b>	<b>19</b>	<b>100</b>



As shown in Table 4.12, 11(57.89%) Senior teachers commented that the bursaries were inadequate, 3(15.79%) commented that it does clear fees, 2(10.53%) noted that it should be availed continuously, 2(10.53%) commented that the funds were very inadequate, while 1(5.26%) noted that it was minimal.

On the same note the principals were asked whether the bursary funds were adequate for meeting the tuition fees. This was very crucial because of the position they hold in school and the influence they have as financial managers in a school set up. The response was that 9(100%) of them unanimously said that it was inadequate.

The findings confirm a study that was carried out by Odebero *et al* (2007) on the effectiveness of the criteria set by the Ministry of Education, Science and Technology and circularized to secondary schools. The fund was found to experience the following setbacks namely; the amount of bursary disbursed to the constituency was insufficient and could not meet the high demand for needy applicants. The study reaffirms that the bursary funds are inadequate for beneficiaries leave alone the applicants who apply and never get as a study by Odebero *et al* (2007) found out.

#### **4.4.2.1 Students Initiatives to ensure Retention**

There was need to find out what students did to ensure that they were retained in school since they had expressed their dissatisfaction with the funds. Those who did not agree cited various ways of tackling the issue. This is shown in Table 4.13

Table 4.13:

*Students response to initiatives to ensure that they are retained in school*

<b>Initiatives</b>	<b>n= 228</b>	<b>Frequency</b>	<b>Percent</b>
Community and friends assisted		10	4.38
Got money from casual job		14	6.14
Fund raising		5	1.87
Parents took a loan		6	2.63
Lost hope		4	1.75
Did nothing but waited for another chance		39	17.10
Parent or Guardian raised balance		38	16.66
Relatives and well-wishers assisted		84	36.84
Sold bull, cow, goats, maize, trees, beans, house ware		27	11.84
Non response		1	0.43
<b>Total</b>		<b>268</b>	<b>100</b>

According to Table 4.13, 84 (36.84%) students reported that relatives and well-wishers assisted, 39 (17.10%) did nothing but waited for another chance, 38(16.66%) reported that parent or Guardian raised balance while 27 (11.84%) of the students said that they Sold either a bull, cow, goats, maize, trees, beans or house ware to make up for the deficits.

This reveal that secondary education is valued in family level because of its accrued benefits as it acts as a springboard by providing insights, skills ,competencies needed for achieving personal growth and national development.

Concern related to increasing the time a student stays in school is a global issue and a recent report into school retention (White, 2003) summarized the position in the following way; compared to young people who complete secondary schooling those who don't finish secondary schooling are more likely to experience extended periods of unemployment, obtain low paid and low unskilled jobs ,they are likely to earn less, rely on government assistance and not likely to participate in community life. This further point out that there are alternative ways to ensure that students are retained in school.

#### **4.4.2.2 Senior Teachers Initiatives to ensure Retention of Students**

Senior Teachers were asked schools initiatives to ensure that students were retained in school. This was necessary because of the position they hold in school. This could give insight that would shape this issue. This is shown in table 4.14

Table 4.14:

*Senior teachers' response to initiatives to ensure that students are retained in school*

<b>Initiatives</b>	<b>Frequency</b>	<b>Percent</b>
Given time to pay	2	15.79
Look for other sponsors, e.g. AED, MVP , world vision, compassion, plan international	6	31.58
None	1	15.79
Parents supplement	6	31.58
School grown bursary for needy and bright	4	21.05

In Table 4.14 the senior teachers recorded their response on the initiatives to ensure that students are retained in school. Firstly, 6(31.38%) were for looking for other sponsors, e.g. AED, MVP, world vision, compassion, plan international together with 6 (31.58%) who were for Parents to supplement. Similarly, 4(21.05%) senior teachers were for school grown bursary for needy and bright while 2 (15.79%) senior teacher said that the students should be given time to pay. The findings reveal that there are other non-governmental organizations that ensure that students fees can be supplemented making many students to be retained in school. This is a good initiative by the government by allowing other partners to make their contribution in funding students through their secondary education.

Relatively, school fees were supplemented by parents who were requested to pay. This is attached to parentage and the crucial role they play in their children education.

#### 4.4.2.3 Principals Initiatives to ensure Retention of Students

The Principals were asked the initiatives they put in place to ensure that students were retained in school and that they were not sent home to collect the money occasionally. This was important because they are the ones that have authority to authorize students to be sent away. Their response is shown in Table 4.15

Table 4.15:

*Principals response to initiatives to ensure that students are retained in school*

Initiatives	n = 9	Frequency	Percent
It is quite challenging as we don't have enough sponsors and most of our students are orphans		2	22.22
Many have been able to complete theirs		1	11.11
Other sponsors e.g. AED, municipalities, individuals, world vision, CISS		4	44.44
Parents are urged to assist funding		2	22.22

According to Table 4.15, 4 (44.44%) principals noted that they looked for other sponsors e.g. AED, municipalities, individuals, world vision, CISS, while 2(22.22%) principals urged Parents to assist funding. The findings reveal that other sponsors come on board to help finance students secondary education. This is in line with the Millennium Development goals that emphasized on literacy levels.

#### **4.5 Consistency of Bursary Schemes fund Impact on Retention of Students in Public Secondary Schools in Gem District.**

The second objective of the study was to examine the extent to which consistency of bursary schemes fund impact on retention of students in public secondary schools in Gem District. This was crucial because the frequency of allocating bursary funds has a lot of bearing on how a students fee is cleared and eventually the duration a student stays in school. This was discussed under the following sub themes: Number of times students received allocation and retention; Instances when students were sent home collect fees and Retention; Schools treatment of those whose money delay and retention; Instances when students dropped out of school and retention; Students who discontinued because they could not pay fees and retention; Beneficiaries and whether they were guaranteed continuous funding and retention; Consistency of allocation and retention; Frequency of disbursement and retention.

##### **4.5.1 Number of Times a student receives an allocation and Retention**

The students were asked the number of times they received an allocation throughout their stay in school. This was important because the respondents were from threes 117(43.65%) and from fours 151(56.34).This respondents had actually stayed in school for longer hence could give an objective view on the subject. This is shown in table 4.16

Table 4.16:

*No. of times students received allocation*

Allocation received	Frequency	Percentage
Once	49	18.28
Twice	121	45.14
Thrice	96	35.82
None response	2	0.74
<b>Total</b>	<b>268</b>	<b>100</b>

The majority of students received the allocation twice 121(45.14%) followed by thrice 96(35.82%) and lastly once 49(18.28%). From the findings it clearly shows that no student is guaranteed continuous funding even those ones in form four. This confirms a study carried out by (IPAR, 2008) in Nairobi Province that revealed that except for Langata Constituency where beneficiaries were constantly financed, in other constituencies beneficiaries were not guaranteed continuous funding. The application procedures were found to be cumbersome and the allocation schedules not in line with school calendars forcing funded students to miss most learning lessons as they go about searching for fees.

Principals on their part response were as follows; 7 (77.78%) principals response was Once and 2 (22.22%) response was Twice in a year. This reveals that bursary funds only come mostly once that which clearly means that principals cannot peg on this fund on a regular basis. Principals noted that the disbursements were irregular and not consistent. They similarly said that it destabilizes academic performance of needy students.

#### **4.5.2 Instances Students are sent home to collect fee and Retention**

Students were asked whether there were instances when they were sent home to collect fees because the disbursement of money delayed. The information was relevant because the researcher sought to know how students were treated in relation to this aspect. In response 220 (81.91%) of them said YES and 37 (13.83%) had a NO response. This confirms research report by the (MOEST,2003) .The report of the National Conference on Education and training documented that a new method or system of allocating bursary to deserving students should be devised as the current arrangement involving the constituency bursary takes too long to reach the students and their respective schools .

#### **4.5.3 The way schools treat those whose money delayed and Retention**

The students were asked how their respective schools treated those whose money delayed. This was very important because it could act as a spring board in knowing the status of beneficiaries in various schools.

In response, 251 (93.62%) of the students said that they are normally sent home while only 9 (3.19%) were Kept in case the bursaries delay.

#### **4.5.4 Instances when students dropped out of school and Retention**

Students were asked if there were instances when some of their classmates dropped out of school because they no longer received bursary. This was to enable the researcher to find out on continuity of students in relation to their academic progress.



The 120 (47.68%), students confirmed further that there were instances when some of their classmates dropped out of school because they no longer received bursary. However 140 (52.13%) of the students refuted that classmates dropped out of school because they no longer received bursary. This confirms a study done by (KIPPRA,2008) which found out that given the relatively high fee levels in secondary schools, it is evident that the set minimum bursary award is far below the fees charged, leading to some beneficiaries dropping out.

#### **4.5.4.1 Students who discontinued because they could not pay fee and Retention**

Principals were asked if there were instances where students had discontinued because they could not afford to pay school fees. They are the school managers hence were in a position to give statistical information on this issue. This is shown in Table 4.17

Table 4.17:

*Principals response to number of students dropouts due to lack of fees*

<b>No. of student dropouts</b>	<b>Frequency</b>	<b>Percent</b>
Non response	2	22.22
3	3	33.33
4	1	11.11
Records not available	3	33.33
<b>Total</b>	<b>9</b>	<b>100.00</b>

In response 7 (77.78%) of them indicated YES and 2 (22.22%) indicated NO. Amongst the 2 (22.22%) principals that indicated that they were not aware of students' dropouts due to inability to afford school fees further noted that they do conduct funds drive to assist the students. Similarly there were indications however that those cases of dropouts were common due to lack of fees. Specifically 3 (33.33%) confirmed that there were 3 dropouts while the other 3(33.33%) noted that records were not available. The retention of students was not at its peak and this confirms findings from Barat (2010) whose findings were that bursary schemes only supports retention by 5.8%.

#### **4.5.5 Beneficiaries and whether they were guaranteed continuous funding and Retention**

Principals were asked whether beneficiaries were guaranteed continuous funding .This was very essential since it would give scenario on the fate of the needy students who were receiving bursary funds allocation.3 (33.33%) response were YES and 6 (66.67%) responses were NO

##### **4.5.5.1 Senior Teachers response on whether students received continuous funding and Retention**

Senior teachers were asked whether students were guaranteed continuous funding. This was crucial due to the position they were holding in various schools hence were in a position to give an objective view. In relation to this 5 (26.32%) responses were YES and 14 (73.68%) were NO. This concurs with the findings of a study done by ( IPAR,2010).

The survey carried out in Nairobi province revealed that except for Langata Constituency where beneficiaries were consistently financed, in other constituencies ,the beneficiaries were not guaranteed continuous funding.

#### **4.5.6 Consistency of constituency bursary fund committee in allocation and Retention of Students**

Principals were asked if the constituency bursary fund committee was consistent in its allocation of bursary fund to the beneficiaries. They were in touch with the officials and institutions and so were able to respond efficiently to this issue. They responded and 3 (33.33%) response were YES and 6 (66.67%) responses were NO.

#### **4.5.7 Frequency of disbursement in relation to academic calendar year and Retention of Students**

Principals were asked to comment on frequency of disbursement in relation to academic calendar year. This was relevant since they were directly in charge of the financial records. In response, the 5(55.56%) principal noted that the disbursements were irregular and not consistent, 2 (22.22%) principals said that it destabilizes academic performance of needy students while another 2 (22.22%) commented that the disbursement received once in a term and not enough.

#### **4.6 Socio economic background of students and its influence on retention in public secondary schools in Gem district.**

The third objective of the study was to assess the impact of socioeconomic background of students on retention in public secondary schools in Gem District. Socio economic background of students was crucial since bursaries are only supposed to be given to needy and vulnerable students. The researcher wanted to

verify if needy students were actually benefiting by getting allocation and being retained in school.

This was done under the following sub themes based on questions on the questionnaire; Parentage of students and Retention; Information on where needy students got additional money and Retention; whether needy students benefit from the funds on retention; Verification of needy cases on retention; Annual fees against Allocation on Retention.

#### 4.6.1 Parentage of students and Retention

The students were asked if they had both parents. This was essential since the nature of beneficiaries was determined. This is shown in Table 4.18

Table 4.18:

*Students responses to the status of orphans*

<b>Status of orphans</b>	<b>Frequency</b>	<b>Percent %</b>
Total Orphan	43	26.38
Partial Orphan	56	34.36
Single Parent	64	39.26
<b>TOTAL</b>	<b>268</b>	<b>100</b>

It was realized that 94 (35.11%) of the students had parents, 163 (60.64%) had no parents while No and Non response 11 (4.2613%) never responded. According to Table 4.22, 64 (39.26%) students had single parents, 56(34.36%) were partial

orphan while 43(26.38%) were total orphans. The findings slightly disagree with what Odalo (2000) found out in Busia District.

According to his study recipients from high socio economic background received more bursary than their counterparts. The findings were that the method of bursary allocation was severally faulted for inordinate beauracracy and for perpetuating unfairness by giving bursaries to undeserving students and to those who were well connected.

#### **4.6.2 Information on where needy students got additional money and Retention**

The study sought to find out where needy students dot additional money to supplement on what bursary schemes was giving them. This was essential since for them to be retained in their various schools, they had to look for alternative sources on what they claimed was not enough. Most of them cited getting help from relatives and well-wishers 84(36.84%), parents and guardians raised the balance 38(16.66%), sold a bull cow and farm produce 27(11.84%) among others. This was done to make up for the deficit.

#### **4.6.3 Whether needy students benefit from the funds and Retention**

The study sought to find out from the senior teachers whether the needy students `really benefit from the funds, and in response 14 (73.68%) of them indicated ‘YES’ while 5 (26.32%) of them had a response of ‘NO’. Consequently senior teachers gave some reasons why they thought the deserving students never got the funds. Their responses were as recorded in Table 4.19

Table 4.19:

*Senior teachers' response to why needy students never get bursary funds*

<b>why needy students never get bursary funds</b>	<b>Frequency</b>	<b>Percent</b>
They provide irrelevant or insufficient information	3	15.79
Some have never got the bursary	1	5.26
The needy don't benefit because of corruption	1	5.26
Tedious bureaucratic process	5	26.32

According to Table 4.18, the main reasons why needy students never get bursary funds were: they provide irrelevant or insufficient information 3 (15.79%), and corruption 1(5.26%). This confirms a study carried out by Kippra (2005) on accountability and performance of constituency bursary fund which revealed that some student applicants from whom proper background information lacked were not allocated any funds.

#### **4.6.4 Verification of needy cases on Retention of Students**

Senior teachers were asked if there instances when they were told to verify needy cases. This was relevant by virtue of their authority in a school set up. Their responses were recorded as shown in Table 4.20.

Table 4.20:

*Senior teachers' responses on how they verify needy students*

<b>Verification of needy students</b>	<b>n =17</b>	<b>Frequency</b>	<b>Percent</b>
As the class master of the class		2	10.53
By indicating family status total orphans or partial		4	21.05
Check background of the orphans		6	31.58
Interview students to verify those that may be needy		2	10.53
Most of the once i verified benefited		1	5.26
The forms are signed through consultation		2	10.53

Their responses were that 17 (89.47%) of the senior teachers noted that there were instances when they were told to verify needy cases, only 2(10.53%) of the said that they were not involved. Consequently, the senior teachers explained how they had been involved in verifying the needy cases.

This confirms what happens with government initiated schemes in Malawi. The administration of bursary scheme is decentralized and at the beginning of each financial year, head teachers of various secondary schools provide Education Division with a number of needy students who should benefit based on completed and verified bursary application forms that have been collected.

The education division managers who manage secondary schools directly, then forward their requests and budgets to the MOEST headquarters. MOEST then makes all arrangements to make sure that the bursaries are remitted to the schools within the academic term (NOVOC,2009).

#### 4.6.5 Annual fees against allocation and Retention of Students

The principals were asked about the total schools fees the students pay yearly so that it could be compared to the government allocation. This is shown in Table 4.21

Table 4.21:  
*Annual fee against bursary allocation*

<b>The annual fee Allocation</b>	<b>frequency</b>	<b>percent</b>	<b>Bursary</b>
12000	5	41.66	3000
17230	3	25	3000
30000	2	16.66	5000/8000
60000	2	16.66	5000/8000
<b>Total</b>	12	100	

Based on Table 4.21 both principals and senior teachers had the same information on the total fee that students were required to pay. According to the principals, Most of the schools 5(41.66%) charged annual school fee of KES 12000, 3 (25%) schools charged KES. 17230, the others 2(16.66%)schools charged KES 30000 while others charged 2(16.66%). Table 4.10 gives this information. From the above information it is revealed that bursary schemes are indeed inadequate in meeting the students' fee.



With CDF only giving KES 3000 to day scholars and KES 5000 to boarders and SESBAF giving KES 8000 to boarders the balance is a way to much ranging from KES 9000,143000,22000 and 52000 respectively on the lower side that is to be met by guardians or parents. This concurs with the study carried out by( IPAR, 2009).It carried out a national survey on 202 constituencies and findings from 189 schools revealed that the bursary was experiencing a number of challenges notably poor use of allocation guidelines resulting in more than 83% of the beneficiaries getting the minimum allocation of KES 5000 which was inadequate.

#### **4.7 Public Sensitization of bursary schemes impact on retention of students in public secondary schools in Gem District.**

The fourth objective was to determine the impact of public sensitization of bursary schemes on retention of students in public secondary schools. This was very essential since the researcher wanted to establish whether the beneficiaries plus the stakeholders were doing enough to create awareness. It was looked into in regard to the subthemes discussed here in; Information on how Bursary Scheme got to be known and Retention; Other students who have benefitted from the bursary schemes and retention; Requirements for Bursary application and Retention; Information on how schools communicate to beneficiaries and Retention ;Challenges students face in regard to government initiated bursaries and retention; Other Bursary schemes benefiting students and Retention; Information on whether bursary schemes have helped students to finance their education.

##### **4.7.1 Information on how bursary scheme got to be known**

The study sought to find out how the senior teachers and students got to know about the bursary scheme and the procedures involved.

These two categories of respondents were useful for giving information. The responses are discussed below.

#### 4.7.1.1 Information on how senior teachers knew about the bursary scheme

Senior teachers had a way of knowing about bursary scheme. This is shown on Table 4.22

Table 4.22:

*Senior teachers' response on how they knew about constituency bursary fund*

<b>Knowledge about Bursary scheme</b>	<b>Frequency</b>	<b>Percent</b>
CDF office	2	10.53
DEO offices and circulars	12	63.16
Councilors , barazas, chief meetings political rallies	2	10.53
Media through press	5	26.32
Staff meeting principals,	11	57.89
PTA meetings,	7	36.84
Churches	3	15.79
School notice board,	3	15.79
when a few students benefited from the funds in my class	4	21.05

According to table 4.22, 12 (63.16%) learnt about constituency bursary fund from DEO offices and circulars, 11 (57.89%) from Staff meeting principals, 7 (36.84%) learnt of it from PTA meetings, 5 (26.32%)Media through press, 4

(21.05%) when a few students benefited from the funds in my class, 3 (15.79%) churches and 3 (15.79%) School notice board.

#### 4.7.1.2 Information on how students knew about bursary scheme

Students were asked on how they knew about bursary schemes. The researcher wanted to solicit this information to know how such information reach the beneficiaries. This is shown in Table 4.23

Table 4.23:

*Students' source of awareness about bursary schemes.*

Source of awareness	n= 268	Frequency	Percent
Advertisement		13	4.85
CDF chairman		7	2.61
Parents		33	12.31
Fellow students		8	2.99
Former classmates in primary school		3	1.12
Former head teacher in primary school		19	7.09
From barazas, politicians and rallies		12	4.48
Mass media		2	0.75
Principal, teachers and school assembly		91	33.96
Relatives (uncle, grandmother, aunty)		56	20.90
non response		24	8.96

According to table 4.23 91(33.96%) of the students indicated that they knew about the bursaries from principal, teachers and at school assembly, 56(20.90%) from relatives (uncle, grandmother, aunty), 33(12.31%) from parents. Some other 19(7.09%) students knew about the bursaries from former head teacher in primary school, 13(4.85%) from Advertisement and 12(4.48%) from barazas, politicians and rallies.

#### **4.7.2 Other Students who have benefited from the bursary scheme**

The students were asked whether they had any of their relatives or friends who had benefited from the bursary scheme. This was to establish information about other people rather than themselves as it could give an impetus on this beneficiaries. It is shown in Table 4.24

Table 4.24:

*Students' responses to how their relatives and friends gained from bursary scheme*

<b>How relatives gained n = 134</b>	<b>Frequency</b>	<b>Percent</b>
Poor students accesses university	15	11.19
Assisted a relatives in completing form 4	7	5.22
Enable one to complete secondary education	12	8.96
Fees has been subsidized for those can't afford	6	4.48
Friends from poor background joined secondary	14	10.45
Classmates have benefited	23	17.16
Keep the needy in school	5	3.73
Most orphan friends have benefitted	23	17.16
My cousin, brother, sister received	17	12.69
Non response	12	8.96

The responses were as follows; Yes 134 (50.00%), no 123 (45.74%), non-response 11 (4.26%). The 134(50.00%) students who agreed that relatives or friends benefited from the bursary scheme went further to explain specifically how their relatives benefited from the bursary as indicated in Table 4.24.

According to the results in Table 4.24 the students explained how their relatives had gained out of the bursary scheme. It can be seen that 23(17.16%) students notes that their classmates have benefited, 23(17.16%) of then said that most orphan friends have benefitted, 17(12.69%) of the students their cousin,

brother or sister had received, 15(11.19%) explained that poor students accesses university, while 14(10.45%) noted that it enabled Friends from poor background joined secondary.

#### **4.3.3 Requirements for bursary application and retention of Students**

The study sought to find out whether the students were aware of the requirements one has to fulfill to get the bursary. In response 157 (58.51%) replied YES and 63 (23.40%), replied NO, however there were 48 (18.09%) students who never responded

#### **4.7.3.1 Information on where forms are taken once filled and Retention of Students**

Students were asked where they take the forms once they are filled. This was crucial in establishing the level sensitization that students had in relation to where the forms were to be taken.

Table 4.25:

*Students awareness on where to submit the forms once they are filled*

<b>Place to Submit completed forms n = 268</b>	<b>Frequency</b>	<b>Percent</b>
CDF office	105	39.18
Chief's Office	17	6.34
Counselor	6	2.24
DC Offices office	4	1.49
DOE' Office	19	7.09
Head Teacher	42	15.67
School	31	11.57
Teacher Responsible	8	2.99
Non response	36	13.43

The study realized most of the students had some information of where to submit the bursary forms. For example in Table 4.3 the 105 (39.18%) student noted that they take the forms to the CDF office, 42 (15.67%) student forward to head teacher, 31(11.57%) of them submit to school and 19 (7.09%) of the students forward to the DEOs' Office. However there were some 17(6.34%) students who said they submit forms to Chief's Office, while 8 (2.99%) to the teacher responsible

#### 4.7.3.2 Comments about bursary application procedure

Students and senior teachers were asked to comment on bursary application procedure. This is shown in Table 4.26

Table 4.26:

*Students response on procedures to get bursary*

<b>Procedures to get bursary n= 157</b>	<b>Frequency</b>	<b>Percent</b>
Above average student orphan and fee structure	12	4.48
Orphans attach report form, chief and principals to sign	18	6.72
Attach death cert, chief and principal to chief sign	12	4.48
Details of parenthood through parent identification card	21	7.84
Give reasons why you need bursary	7	2.61
Submit application and report form	24	8.96
KCPE results and birth certificate	6	2.24
Chief and officials identify the child	10	3.73
Attach report form to prove good performance in school	39	14.55
Proof of poverty	17	6.34
Attach report form, attach death cert, fee structure, signed by assistant chief,	24	8.96
Non response	78	29.10



Therefore in Table 4.26 of the procedures to get bursary according to the 39(14.55%)students involved attaching report form to prove good perform in school, 24(8.96%) of the students explained that it involved submit of application and report form, another 24(8.96%) noted that to apply for bursary you needed to attach report form, death certificate, fee structure signed by assistant chief. Other 21(7.84%) students reported that the details of parenthood through parent identification card were required, while 18 (6.72%) students commented that orphans had to attach report form signed by the chief and principal.

Based on the findings it was clear that the students almost have the respondents had a general information on the procedure of getting bursary 157(58.58%).This confirms what is in the policy guidelines Republic of Kenya(2008).It states that the CBFC is charged with the responsibility of issuing and receiving bursary application forms FORM A as well as vetting and considering bursary applicants using the established criteria in FORM D.

Similarly the senior teachers gave general comment on the bursary scheme. Their responses were recorded in Table 4.27

Table 4.27:

*Senior teachers Comments on bursary scheme*

comments about bursary application procedures n=19	Frequency	Percent
Bureaucratic and tedious	4	21.05
Fairly complicated	3	15.79
It should be done fairly so that only the needy benefit	8	42.11
More information needed and reduce bureaucracies	6	31.58
Quite involving, need to be decentralized to ease management of disbursements	3	15.79
Should be devolved to schools for identification of needy cases and prior allocation of bursary	7	36.84
Shrouded in secrecy, should be open	3	15.79
Subjective and open to manipulation and falsification	9	47.37
Tedious and confusing to parents	2	10.53
They are a bit hectic. There is need for the forms to be signed from one central place	3	15.79
They are inclusive and thoroughly vetted	3	15.79

According to Table 4.27, 9(47.37%) Senior teachers commented that bursary scheme is subjective and open to manipulation and falsification, 8 (42.11%) noted that bursary scheme should be disbursed fairly so that only the needy benefit, 7 (36.84%) of them commented that it should be devolved to schools for identification of needy cases and prior allocation of bursary .

In addition 6 (31.58%) of the senior teacher noted that more information was needed and bureaucracies to be reduced, yet 3 (15.79%) commented that bursary scheme is shrouded in secrecy, should be open.

The findings confirm research done by IPAR (2008) where beneficiaries unanimously noted with concern that the application process was cumbersome. However, some of their respondents (CBFC) reckoned that for proper targeting to be realized, the evaluation process had to be triangulated. They further ascertained that it was why those seeking for funding had to prove to the committee that they were indeed needy. During the course of their survey, they held discussions with the JKF bursary providers. The information gathered revealed that the application procedures were similar to those followed by the ministry of education. JKF also reckoned that the responsibility of proofing that one was needy rested with the applicants. “If a student is needy and they want assistance, the requirements cannot deter them – they always go an extra mile to provide more information. It is on the strength of the information that one provides that the evaluation process is conducted,” (JKF respondent). Additionally, the beneficiaries in Nairobi province were particularly unhappy with the requirements that a section of the application form has to be completed by their primary schools heads. This requirement implies that those joining form one have to make a trip back to their former primary schools. However, in this particular research it only dealt with beneficiaries in forms three and four.

#### 4.7.4 Information on how schools communicate to beneficiaries

Principals were asked the way they communicate to beneficiaries. This was relevant in gathering information that would help the researcher be aware of different means of communication that were at their disposal and suggest the best and efficient alternative means from the ones currently in use.

Table 4.28:

*Principals' responses on how schools communicate to beneficiaries of bursaries*

<b>Method of communication n = 9</b>	<b>Frequency</b>	<b>Percent</b>
Receipting individually	3	33.33
Letters and phone calls, sms,	4	44.44
Notice boards	5	55.56
Verbal communication not made public	2	22.22

According to table 4.28, the main method principals use in communicating the disbursement of bursaries to the beneficiaries involves notice boards (55.56%), letters and phone calls, sms (44.44%), receipting individually (33.33%), and verbal communication not made public (22.22%). Further oral discussions revealed Cheques containing names of beneficiaries were availed in schools. The findings confirm a study carried out by Price water house coopers that cheque for beneficiaries are delivered directly to schools timely with clear instructions that the

funds should not be diverted to any other use other than for the beneficiary. The funds which are not claimed are returned to the CBFC or other providers for reallocation (Pricewaterhouse coopers, 2008. Additionally, a research carried by (IPAR, 2010) using data from the school principals confirms that the CBFC remits funds to beneficiaries through their schools. That is, 96 percent of allocations are done by sending cheques in school name accompanied by a list of beneficiaries and the amount that each student has been allocated. This is meant to avoid diversion of funds to other uses other than school fees.

#### **4.7.5 Challenges students face in regard to government bursary allocation**

There are challenges that are faced by student beneficiaries as a result of the government initiated bursaries. This has been viewed in terms of principals comments and senior teachers.

##### **4.7.5.1 Principals comment on challenges with government initiated bursaries**

The principals were asked if there were challenges with government initiated bursaries. The responses are shown in Table 4.29

Table 4.29:

*Principals responses on Challenges on government bursary*

<b>Challenges with bursary n = 9</b>	<b>Frequency</b>	<b>Percent</b>
Inadequate and irregular	6	66.67
Money not enough,	4	44.44
Political influence	3	33.33
No proper allocation and system being used is not up to the requirements	4	44.44

Principals noted that challenges with bursary were inadequate and irregular 6(66.67%), money not enough 4(44.44%), no proper allocation and system being used is not up to the requirements 4(44.44%), political influence 3(33.33%).

**4.7.5.2 Senior teachers comment on challenges with government initiated bursaries**

Senior teachers were then asked to give their honest opinions on the problems that students who receive government allocation bursaries get or experience. Problems or challenges are part of a system hence it was important if they could be pointed out. The responses are indicated in Table 4.30

Table 4.30:

*Senior teachers' response on challenges that students face with receiving government bursary schemes*

<b>Challenges n= 19</b>	<b>Frequency</b>	<b>Percent</b>
Bursaries are limited and cannot pay adequately fees in full	2	10.53
Does not arrive in time	5	26.32
Inadequate and inconsistent not	4	21.05
It caters for fees alone excluding uniform, books, meals	2	10.53
Not all that deserve get	2	10.53
Not reliable and they are not sure of the amount and whether they stand a chance to get it or not	4	21.05
Sudden stoppages and variations in amount awarded	2	10.53
non response	2	10.53

The results in Table 4.30 revealed that Senior teachers reported that the Challenges that the bursary scheme faced were that it does not arrive in time(26.32%) , inadequate and inconsistent(21.05%) not reliable and they are not sure of the amount and whether they stand a chance to get it or not, (21.05%), It caters for fees alone excluding uniform, books, meals(10.53%), not all that deserve get(10.53%), Suddenly stoppages and variations in amount awarded (10.53%).

#### **4.7.7 Other Bursary schemes benefiting students**

Senior teachers and principals were asked to list other bursary providers they were aware of apart from government initiated bursary schemes. This information was useful in knowing other key players who were funding needy students in schools. This is shown in Table 4.31



Table 4.31:

*Principals' and Senior teachers' response on other bursary schemes available*

Other bursary schemes	Principals n = 9		Senior teachers n= 19	
	Frequency	Percent	Frequency	Percent
CDF	7	77.78	11	57.89
AED	4	44.44	5	26.32
CISS,	5	55.56	0	0.00
World Vision	3	33.33	0	0.00
LATIF	0	0.00	6	31.58
360 four pillars	2	22.22	0	0.00
compassion,	2	22.22	0	0.00
COG churches	1	11.11	0	0.00
Palm house bursary	2	22.22	2	10.53
Millennium	0	0.00	2	10.53
co-op bank,	2	22.22	1	5.26
equity,	4	44.44	4	21.05
Jomo Kenyatta Foundation	2	22.22	0	0.00
MOE,	5	55.56	3	15.79
IDCS	0	0.00	3	15.79
Nairobi chapel	0	0.00	2	10.53
Gem bursary scheme	0	0.00	5	26.32
IDCS	0	0.00	3	15.79
<b>Total</b>	<b>9</b>	<b>100</b>	<b>19</b>	<b>100</b>

According to the Principals the other bursary schemes were CDF 7 (77.78%), CISS, MOE, 5(55.56%), equity, AED 4((44.44%), World Vision3(33.33%) , 2(22.22%) of each of principals 360 four pillars, compassion, Palm house bursary. On the other hand the main alternative bursary schemes Senior teachers recognized were 11(57.89%) CDF, 6(31.58%) LATIF, 5(26.32%) Gem bursary scheme 2(6.32%) AED, 4(21.05%) equity. This is shown in Table 4.30

#### **4.7.8 Information on whether bursary schemes had helped students to finance their education**

In addition Students were asked to confirm whether the bursary funds have helped them to finance their education. This was relevant since they were viewed as the respondents who could give an honest view because of the gain they were perceived to have gotten. In response an over whelming majority 234(87.27%) said NO while 34(12.77%) were YES. This reveals they expressed dissatisfaction with the bursary scheme in place because of incompetency like inadequacy, irregular disbursement and bureaucratic processes involved in applying for the funds.

**CHAPTER FIVE**

**SUMMARY OF FINDINGS, CONCLUSIONS AND  
RECOMMENDATIONS**

**5.1 Introduction**

This study was designed to research on the impact of bursary schemes on retention of students in public secondary schools. The following were summary of the findings, conclusions recommendations, and suggestions for further studies and contributions to body of knowledge.

**5.2 Summary of findings**

The first objective of the study was to assess how adequacy of bursary scheme funds impact on retention of students in public secondary schools. Data analysis and interpretation of the responses revealed that the majority 210(78.35%) of students indicated that they normally benefit from CDF bursary, 40(14.92%) noted that they benefited from SESBAF while 18(6.71%) reported that they benefited from both CDF bursary and SESBAF.

In relation to adequacy in terms of the total fees throughout the year, most student respondents noted that it was not adequate 228(85.11%).In particular, senior teachers conclusively agreed on its inadequacy but pointed out that it was minimal, very inadequate, it does clear fees and funds to be provided continuously. The principals shared the same view that it was way below the expected school fees and more so in oral presentation some said that they pay “real fees” and relying on a bursary could not keep a student in school.

It was just a supplement. The findings on initiatives to ensure that students were retained in school were varied. Most student respondents 124(53.30%) agreed that relatives and well-wishers assisted together with parents and guardians. Others commented that community and friends assisted while others got money from casual jobs. Similarly, some parents took loan yet other sold farm produce. Senior teachers on the other hand acknowledged that even though parents supplemented 6(31.58%) they also looked for sponsors 6(31.58%) from other organizations i.e. AED, MVP, World Vision, Compassion, Plan International to help needy students to supplement school fees. Principals shared or had the same opinion because a greater percentage said they looked for sponsors.

The second objective was to examine the extent to which consistency of bursary scheme fund impact on retention of students in public secondary schools. The study found out that most student respondents had only received an allocation twice 121(45.14%) during their entire stay in school based on their nature being form fours and form threes. This reveals that not many students were sure of consistently receiving the funds. On the other hand Principals 7(77.78%) noted that they only received the disbursement in form of a cheque once in a year.

Further findings on the instances when students were sent home to collect fees due to the delay of disbursement was thought provoking. 220(81.91%) said they were sent home while only 48(13.83%) said they weren't. On oral presentation, the principals responded that their hands were tied up and could not keep the students in school because they had to get money for smooth running of schools activities.

On the other hand 121(47.68%) of students confirmed that there were instances when their classmates dropped out of school because they no longer received bursary while the majority 141(52.13%) refuted the claim that they dropped out. On the same note, Principals 7(77.78%) concurred that they were aware of students who had dropped out though by a smaller margin.

The study findings also revealed that students were not guaranteed continuous funding 6(66.67%) by both principals and senior teachers 14(73.68%).The principals further noted that disbursements were irregular and inconsistent 5(55.56%).They claimed that this destabilizes academic performance of needy students.

The third objective of the study was to assess how socio economic background of the students impact on retention of students in public secondary schools. The findings on nature of their parentage indicate that most beneficiaries 163(60.64%) were orphans with a greater percentage 56(34.36%) being partial orphans. They confirmed that they mainly got additional funds to pay their school fees from relatives and well-wishers.

The opinion of senior teachers on whether needy students really benefit from the funds indicated that they did 24(73.68%).On the other hand they also gave out their opinion on why some did not benefit by citing provision of insufficient and irrelevant information, corruption among others.

Furthermore, they commented that they are often involved 17(89.47%) in verifying needy cases by looking at the background of students and in so doing ask the class teachers, interview students and sign forms through consultation with the school administration.

The amount of school fees charged in schools was also a matter of concern and it was widely evident that school fees varied from one school to another with other schools charging as low as KES 12000 and others charging as high as KES 60000. When this was compared to what the constituency bursary committee was allocating it was way the school fees below the school fees with CDF allocating KES 3000 to beneficiaries and SESBAF allocating KES 8000. The students were expected to pay the deficit.

The fourth objective was to determine the level at which public sensitization on bursary scheme impact on retention of students in public secondary schools. The study sought information on how bursary scheme got to be known by the respondents. Senior teachers commented that they knew about it from the D.E.Os offices and circulars 12(63.16%). Similarly, others knew about it from the media; from councilors, barazas, chief meetings, political rallies and still others knew through the CDF office. As if this is still not enough others though the staff meetings, P.T.A meeting, churches, school notice boards and student beneficiaries. Students on the other hand responded to this by indicating that they got information from principal, senior teachers and by attending assembly 91(33.96%). Similarly they cited that they were informed by parents, CDF chairman, fellow students, former classmates in primary, former head teachers in primary school among others

Findings revealed that students concurred that their relatives and friends had benefitted from these bursary scheme funds 134(50%). They gave out honest opinions by citing it helped poor students access university, assisted relatives to complete form four, enabled one to complete secondary education, subsidized fees for those who cannot afford, friends from poor background joined secondary school, classmates benefitted, kept needy in school among others

The study solicited information on requirements for bursary application. Majority 157(58.51%) response was YES. They knew where forms were submitted once they were filled. They took their forms to CDF office, forwarded to the head teacher, submitted to school, forwarded to the D.E.Os office, submitted to the chief's office and other to the teacher responsible. The study's findings further noted that students had an idea on the procedure of getting a bursary. Among the necessities as suggested were: attaching report form to prove good performance in school; attaching death certificate, fee structure signed by chief; submit application and the report form; chiefs and officials identify the student and prove of poverty among others. On the other hand senior teachers commented that the application procedure was bureaucratic and tedious, fairly complicated, quite involving, need to be decentralized to ease management of disbursement, shrouded in secrecy and should be open, subjective and open to manipulation among others. Schools

The study findings on how schools communicate to the beneficiaries were varied with principals giving different views. Majority 5(55.56%) said that students got information from the notice boards.

Yet others suggested that they received individuals while others made phone calls, sms and finally others gave a verbal communication thlic.at was not made public.

The challenges of government initiated bursary scheme were also investigated some of the findings according to principals were: it was inadequate and irregular; money not enough; political influence; no proper allocation system being used not up to requirement. On the other hand some senior teachers said that bursary funds are limited and cannot adequately pay fees in time, it caters for fees alone excluding uniform ,books, and meals; not reliable and they are not sure of the amount ,sudden stoppages and variations in amount awarded among others

There was need to actually verify if there were other bursary providers. The findings reveal that other providers include A.E.D,CISS,Worldvision,LATIF,360 Pillars, Compassion, COG churches, Palm house bursary, Millennium, Co-operative bank, Equity bank, IDCS, Nairobi chapel among others.

Lastly the study solicited information on whether bursary schemes had helped students to finance their education .The students expressed dissatisfaction by an overwhelming majority 234(87.27%) saying NO.This could be attributed to inadequacy, inconsistency, needy students who never benefit and bureaucratic processes involved in application.



### **5.3 Conclusions**

The main purpose of this study was to research on impact of bursary scheme on retention of students in public secondary schools in Gem District. In terms of the stated objectives, the following findings emerged from the study;

The findings of the study revealed that there are so many beneficiaries of CDF as compared to SESBAF. Contrary the bursary funds allocated by these providers are inadequate to cater for a whole years school fees with the provision excluding money for buying text books, uniform and other personal effects. This in turn make some students to drop out of school , students whose families cannot supplement the deficit.

The study has also established that the amount of money allocated to the beneficiaries is inconsistent to the schools calendar year and only come once year making many beneficiaries to stay out of school as they look for the school fees arrears. On the other hand principals are also forced to send students home bring the fee arrears since schools activities must move on. There is also evidence that needy students are not guaranteed continuous funding.

From the findings it is evident that needy students benefit from the funds. This can be attributed to the fact that most beneficiaries are orphans and vulnerable students whose parents supplement additional fees by selling farm produce, getting help from relatives and well-wishers together with other sponsors whose schools look out for among others.

Further findings revealed that students were aware of these government

initiated bursaries by getting information from various institutions like schools, churches, public offices like CDF and DEO .They also got from relatives, friends ,classmates and the media. They were also knowledgeable about bursary application procedure and where forms were submitted once they were filled. The senior teachers were however cautious about the bureaucratic processes involved terming it as tedious and time consuming. Similarly they also pointed out that it was shrouded in secrets, a lot of falsification, corruption and that really needy student s do not benefit from it. Similarly, while it uses strict guidelines from the ministry to allocate funds to respective beneficiaries, its efficiency emanates from low levels of transparency in the implementation stage by CBC.

The problems with bursary schemes are cited as inadequacy of funds, irregular and inconsistency in allocation, needy students don't benefit and bureaucratic process open to manipulation by politicians. Despite several challenges, bursary schemes would be a good government initiative to ensure retention as it increases access to secondary education while reducing the cost burden on parents. It is therefore arguable that bedeviling bursary schemes are not targeting problems but merely operationalization problems which are further complicated by stiff competition for inadequate funds, lobbying political patronage and some degree of elite capture on the basis of sensitization.

Other bursary schemes are AED, CISS, World Vision Palm house bursary, Compassion, Millennium, Nairobi chapel among others. Consequently, bursary schemes had helped students finance their education but had not totally exonerated students from dropping from school. The reason being the funds were very minimal hence made students to look for alternative sources to complete

funding their education. Those who depended entirely on bursary schemes fund dropped out of school because of its inadequacy. It is therefore prudent to conclude that bursary scheme is just a supplement and parents should not rely on it entirely to finance their children education.

#### **5.4 Recommendations**

The following recommendations were made from the foregoing discussions in the light of the findings;

1. Efforts should be made by the government to disburse the funds to constituency bursaries committee that which is enough to meet the growing demand as well as finance the beneficiaries .It is better to finance a few beneficiaries and give them enough funds than dividing the money tiny amount that is insignificant. Similarly, the government should allocate more funds to this project to improve its affordability in reducing the school fees balance.
2. The CBC should provide bursary allocations in time and in line with the school term calendar to enable beneficiaries to maximize their time in school to study instead of staying at home to look for additional funds. Similarly, the beneficiaries should be guaranteed continuous funding. On the other hand if followed perhaps the recommendation by the Republic of Kenya (1999;-259) that the ministry strengthens monitoring and supervision of the management of funds in CBCs through measures such as annual audits and impromptu audit inspection exercises this would ensure

efficiency and transparency in the allocation of bursaries as it would go a long way in supplementing secondary education because it would enhance affordability hence continuity.

3. The Ministry of Education should establish standards in regard to continuous funding of the orphaned and vulnerable beneficiaries throughout their study period in secondary school. This can only be bridged once there is verification or establishment that the status of the beneficiaries has changed. This will enable many students who could have otherwise dropped to be retained in school. Moreover, through the ministry of education schools should adhere to the unit costs established for secondary education. Currently most public schools are charging between KES 20000 and 60000 per year which does not compare relatively with 200% Ministry of education guidelines.
4. The government should keep on sensitizing the public on accessibility of this government initiated bursary schemes and how it can supplement students' school fees. More awareness should be done over the internet, radios and even road shows for the very illiterate. Similarly, political interference to be avoided especially at the CBCs where bursaries are awarded. The officials should be appointed based on appropriate vetting order free from favoritism and biasness based on who knows the political big wig. The appointees should have sound academic record and experience in education set up or a similar scenario.

### **5.5 Suggestions for Further Study**

The researcher therefore suggests that some studies should be conducted in the following areas:

1. A study should be carried out to investigate the impact of NGOs bursary schemes on retention of students in public secondary schools in Kenya.
2. A further study should be carried out on school initiative programmes to ensure retention of students in mixed day schools.

### **5.6 Contribution to Body of Knowledge**

Table 5.1 Shows the contribution if the study to the body of knowledge. It highlights the gains to be realized from the study which will add knowledge to the present situation.

Table 5.1 *Contribution to the Body of Knowledge*

<b>Objectives</b>	<b>Contribution to body of knowledge</b>
To assess how adequacy of bursary schemes funds impact on retention of students in public secondary school in Gem District	The study showed that inadequate funds made students to drop out of school and that the amount was a supplement and was not relied on to clear fees.
To examine the extent to which consistency of bursary schemes fund impact on retention of students in public secondary schools in Gem District	The study revealed that beneficiaries were no guaranteed continuous funding. The disbursement was irregular and inconsistent with schools calendar year.
To assess how socio economic background of students impact on retention of student in public secondary schools in Gem District.	Findings from the study revealed that needy students did benefit from the fund though they were frequently sent home to bring fee arrears for smooth running of activities.
To determine the level at which public sensitization of bursary schemes impact on retention of students in Public secondary schools in Gem District.	The findings from the study revealed that students were more knowledgeable on information related to the source, application, submission of the filled forms and even information on other bursary providers.

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## APPENDICES

### APPENDIX I

#### LETTER OF TRANSMITTAL

JENIPHER ANYANGO ONUKO  
P.O BOX 483,  
LUANDA.

Dear Respondent,

#### **RE: PERMISSION TO CONDUCT A RESEARCH PROJECT STUDY**

I am Jenipher Anyango Onuko, (Reg. No L50/6603/2010) a second year Master of Arts student in project planning and management at the University of Nairobi. My main reason for writing this letter is to seek for permission to conduct a research project study. I am interested in finding out the **Impact of Bursary Schemes on Retention of Students in Public Secondary schools in Gem District**. The information provided to me will be treated with utmost confidentiality and will be used for the purpose of this study only. In case of any information or clarification, please contact the researcher on Telephone number 0729-311248.

Thanks in advance.

Yours faithfully,

**Jenipher Anyango Onuko**  
**Student-UON.**

## APPENDIX II

### STUDENTS QUESTIONNAIRE

#### **Introduction**

This questionnaire is part of a research project attempting to examine the impact of bursary scheme on retention of students in public secondary schools in Gem District Kenya.

The main purpose of the questionnaire is to solicit information connected with bursary schemes in terms of adequacy, consistency, socioeconomic background and public sensitization on retention of students in public secondary schools.

This is to establish the benefits you get from the government initiated bursary schemes and any challenges you have experienced with a view of formulating policies in its provision that will be of common good to other students.

#### **Instructions of completion of the questionnaire**

Please answer the questions honestly. Where possible, tick (✓) in the appropriate bracket or fill in the spaces provided.

#### **SECTION 1**

##### **Demographic information**

1. What is your gender? a) Male ( )                      b) Female ( )
2. Which age bracket are you?  
a) 15 and below    b) 16 -18    c) 19-25                      d) 26 and above
3. Which form are you?  
a) Form 3 ( )        b) form 4 ( )
4. Which type of school are you learning?  
a) Day ( )    b) Boarding ( )        c) Mixed ( )    d) Day/Boarding ( )
5. What category is your school?  
a) Boys ( )    b) Girls ( )    c) Mixed ( )

#### **SECTION 2**

##### **Adequacy on retention of students**

1. Which bursary scheme have you benefited from?  
a) CDF ( )        b) SESBAF ( )                      c) both ( )
2. Was the money adequate for total fees throughout the year? a) Yes ( )  
b) No ( )

If No, in question 2 what did you do?  
Explain.....  
.....

### **SECTION 3**

#### **Consistency on retention of students**

1. How many times have you received the allocation throughout your stay in school?  
a) Once ( )      b) Twice ( )      c) Thrice ( )
2. Are there instances when you were sent home to collect fee because the money delayed?  
a) Yes ( )      b) No ( )
3. How does your school treat those whose money delays?  
a) Sent home ( )      b) Kept in School ( )
4. Are there instances when some of your classmates dropped out of school because they no longer received bursary?  
a) Yes ( )      b) No ( )

### **SECTION 4**

#### **Socio Economic Background on Retention of Students**

1. Do you have both parents? a) Yes ( )      b) No ( )  
If No, in question 2, which status  
a) Total Orphan ( )  
b) Partial Orphan ( )  
c) Single Parent ( )
2. Was bursary the only source of fund for your education? a) Yes ( )      b) No ( )  
If no, in question 2, where did you get additional funds to supplement?  
a) Relatives ( )  
b) Politicians ( )  
c) Sponsor ( )  
Any other,  
specify.....

**SECTION 5**

**Public Sensitization on Retention of Students**

1. How did you get to know about these bursary schemes?

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

2. Have any of your relatives or friends benefited from the bursary scheme? a) Yes ( ) b) No If yes in question2,

Explain.....

3. Where do you submit the forms once they are filled?

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

4. Are you aware of the requirements one has to fulfill to get the bursary? a) Yes ( ) b) No ( )

If Yes in Question 4,

Explain.....

5. In your opinion do you think the funds have helped you to finance your education?

a) Yes ( )                      b) No ( )

**Thank You for your cooperation**



## APPENDIX III

### SENIOR TEACHERS QUESTIONNAIRE

#### Introduction

This questionnaire is part of a research project attempting to examine the impact of bursary scheme on retention of students in public secondary schools in Gem District Kenya.

The main purpose of the questionnaire is to solicit information connected with bursary schemes in terms of adequacy, consistency, socio economic background and public sensitization on retention of students in public secondary in Gem District.

The researcher is interested in what you think, feel and how you participate in important decisions regarding school affairs.

#### Instructions of completion of the questionnaire

Please answer as honestly as possible. Where possible, tick (√) in the appropriate bracket or fill in the spaces provided.

#### SECTION A

##### Demographic Information

1. What is your gender?

- a) Male ( )                      b) Female ( )

2. Indicate the age bracket applicable to you.

- a) 25 and below ( )    b) 25-35 ( )    c) 36-45    d) 45 and above ( )  
)

3. What is your highest academic qualification?

- a) Diploma ( )    b) Degree ( )    c) Masters ( )    d) PHD ( )

4. How long have you served as a teacher?

- a) Below 5yrs ( )    b) 6-10yrs ( )    c) 11-15 yrs ( )    d) 16yrs and  
above ( )

#### SECTION 2

##### Adequacy on retention of students

1. What are your comments about adequacy of the funds to cater for student's school fee?

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

2. What are the school initiatives to ensure that students are retained in school if the funds are inadequate?

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

**SECTION 3**

**Consistency on retention of students**

1. Are beneficiaries guaranteed continuous funding? a) Yes ( ) b) No ( )

2. What problems do students who receive bursary from government initiated schemes face?

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

**SECTION 4**

**Socio Economic Background on Retention of Students**

1. Do the needy students really benefit from the funds? a) Yes ( ) b) No ( )

If No in question 1, Explain

.....

2. Are there instances where you were told to verify needy cases? a) Yes ( ) b) No ( )

If Yes in question 2, Explain.....

.....  
.....

**SECTION 5**

**Public Sensitization on Retention of Students**

1. How did you get to know about constituency bursary fund?

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

2. List the bursary schemes you are aware of?

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

3. What are your comments about bursary application procedures?

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

**Thank You for your cooperaton.**



If they are not adequate in question 1, what are the school initiatives to ensure that students are retained in school? Briefly explain.....

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

2. Is the Constituency Bursary Fund committee consistent in its allocation of bursary to beneficiaries? a) Yes ( ) b) No ( )

If No in question 2, how do you help students to cope with the situation?

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

3. How many times does the school receive bursary funds termly?

.....  
.....

4. Are you aware of instances where students have discontinued because they could not afford to pay fees?

a) Yes ( ) b) No ( )

If yes in question 6, how many students?

.....  
.....

If no in question 6, how else do they meet the fee balance?

.....  
.....

5. What is the annual fee against students bursary allocation?

Annual Fee ..... **SESBAF Allocation KES.....**

**CDF Allocation KES.....**

6. Comment on frequency of disbursement in relation to academic calendar year.

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

7. Are needy students guaranteed continuous funding?

.....  
.....

8. How does your school communicate to beneficiaries?

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

9. What challenges do students face regarding government bursary allocation?

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

10. Name other bursary schemes that are benefiting students?

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

**Thank You for your cooperation.**

## APPENDIX V

**Table for Determining Sample Size from a given population**

Population Size	Sample Size
10	10
20	19
30	28
40	35
50	44
60	52
70	59
80	66
90	73
100	80
150	108
200	132
250	162
300	169
400	196
1500	306
<b>2000</b>	<b>322</b>
3000	341
4000	351
5000	357
6000	361
7000	364
10000	370
20000	377
50000	381
100000	384

**Source:** R.V Krejcie Nd . Morgan Table (1970), Determining sample size for research activities Educational and Psychological Measurement.

**APPENDIX VI: Form A**

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

**FORM A**

**SECONDARY SCHOOL BURSARY APPLICATION FORM (SESBAF)**

YEAR .....CONSTITUENCY \_\_\_\_\_

DISTRICT \_\_\_\_\_  
DIVISION \_\_\_\_\_

LOCATION .....SUB-LOCATION \_\_\_\_\_

WARD .....VILLAGE/ESTATE .....

**PART A: STUDENT'S PERSONAL DETAILS**

1. FULL NAME:

.....  
Last First Middle

2. Sex Male ( ) Female ( )

3. Date of Birth 1 \_\_ 1 Adm No 1 \_\_\_\_\_ 1

4. Class 1 \_\_\_\_\_'

5. Name of school. .... Year 1 \_\_\_\_\_'

*For those students joining Form I: (please attach Joining Instructions)*

(a) School admitted: National..... Provincial..... District.....

Father's/Guardian's Name .....

Occupation/Profession .....

Mother's/Guardian's Name .....

Occupation/Profession .....



(2) How many brothers and sisters do you have? .....

(3) How many children does the guardian have? .....

(4) How many are working/in business/ farming? .....

(5) How many are in Secondary Schools? .....

(6) How many are in Post-Secondary Institutions? .....

(b) *Former Primary School Head teacher*

*Student/Pupil Conduct:* Excellent -----V.Good----- Good----- Fair----- Poor --  
---

I declare that to the best of my knowledge the above information is true/or the applicant to

attach a copy of certified school leaving certificate.

Name ..... Signature ..... Date & School stamp .....

For students either joining Form I or continuing in Form 2, 3 or 4

Total fees Paid/able to raise Outstanding Balance

Ksh. 1 \_\_\_\_\_ I Ksh. 1 \_\_\_\_\_ 1

Ksh. 1 \_\_\_\_\_ 1

#### 4. PARTB: FAMILY INFORMATION

(1) Tick Appropriately

Both parents Dead I I

One parent Dead I · 1

Both parents alive I I

Single Parent 1 \_\_\_\_\_ 1

Any Disability 1 \_\_\_\_\_ 1

(Attach support documents: e.g. death certificate, letter explaining disability or other disadvantage/circumstance from 'chief, religious leader, prominent reference).

(7) If both parents are not alive, who has been paying for your education? (Tick)  
(for

*continuing students)*

Guardian ----- Sponsor/Well-wishers----- Any other (Specify) -----

(8) Have you ever benefited from the Government's Constituency Bursary Fund?

Yes  No

If yes, state the amount Ksh. - I

EITHER: CHIEF/SUB CHIEF

Comment on the status of the family/parent

.....

I certify that the information given above is correct

Name: .....Signature: .....Date: .....(Official stamp)

.....

Position/Designation \_\_\_\_\_

OR: RELIGIOUS LEADER Comment on the family/parent's status

I certify that the information given above is correct

Name: .....Signature: \_\_\_\_\_ Date: ..... (Official stamp)

.....

Position: .....-

#### PART C: INFORMATION ABOUT FAMILY FINANCIAL STATUS

##### 1. GROSS INCOME IN THE LAST 12 MONTHS - (KSH)

Father Mother Guardian/Sponsor

Gross INCOME

\* Gross Income: (This means income from salary, business and farming)

##### 2. APPLICANT'S SIBLINGS IN EDUCATIONAL INSTITUTIONS

SIBLING'S NAME/CHILDREN

NAME OF INSTITUTION

YEAR OF STUDY/CLASS

TOTAL FEES

OUTSTANDING BALANCE

GRAND TOTAL

PART D: DECLARATION

I declare that to the best of my knowledge the information given herein is true.

Students signature..... Date .....

PARENTS/GUARDIANS DECLARATION

I declare that I have read this form /has been read to me and I hereby confirm that the

information given herein is true to the best of my knowledge

Parents Name.....

Parents/Guardians Signature..... Date .....

SCHOOL VERIFICATION

a) For continuing students

Year .....

Position in class/Form Term I ---- Term II..... Term III.... Term IV.....

(Attach report)

Student discipline ( Tick one option)

Excellent ..... V.Good..... Good..... Fair..... Poor .....

Head teachers brief comments on the student's level of need, discipline and academic

performance.

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

I declare that the above named student is in this school

Head teacher's name..... Signature.....

Date and School stamp.....

**PART E**

**FOR OFFICIAL USE ONLY BY THE CONSTITUENCY BURSARY  
COMMITTEE**

SCORE: 1 1

Approved for bursary ..... Not approved for bursary

Reasons:

Bursary awarded Ksh. ....

Chairman's Name \_\_\_\_\_ Signature \_\_\_\_\_ Date, \_\_\_\_\_

Secretary's Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Official Stamp \_\_\_\_\_

**APPENDIX VII: Form D**

**DECLARATION**

**1. STUDENT'S DECLARATION**

I declare that to the best of my knowledge the information given herein is true.

Student's Signature .....Date .....

**2. PARENT'S/GUARDIAN'S DECLARATION**

I declare that I have read this form/this form has been read to me and I hereby confirm that the information given herein is true to the best of my knowledge.

Parent's/Guardian's Name.....

Parent's/Guardian's Signature ..... Date .....

**3. SCHOOL VERIFICATION**

(a) For Continuing Students

Year.....

Position in Class/Form Term I Term II Term III

(Attach a Report Form)

Student Discipline (Tick one option only)

Excellent, Very Good, Good, Fair, Poor

Head teacher's brief comments on the student's level of need, discipline and academic performance.

\_\_\_\_\_  
\_\_\_\_\_

I declare that the above named is a student in this school.

Head teacher's Name \_\_\_\_\_ Signature

\_\_\_\_\_

Date and School Stamp

---

**PART E: FOR OFFICIAL USE ONLY BY THE CONSTITUENCY**

**BURSARY**

**COMMITTEE**

SCORE:

**Approved for Bursary Not Approved for Bursary**

**Reasons:**

Bursary Awarded Ksh.

Chairman's Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_

Secretary's Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_

Official Stamp

---

APPENDIX VIII

PAGE 2 PAGE 3


**Research Permit No. NCST/RCD/14/012/930**

**THIS IS TO CERTIFY THAT:**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Jenipher Onuko Anyango**  
**of (Address) University of Nairobi**  
**P.O.Box 30197-00100, Nairobi.**  
**has been permitted to conduct research in**

**Location**  
**Gem District**  
**Nyanza Province**

**on the topic: Impact of bursary schemes on**  
**retention of students in public secondary**  
**schools in Gem District, Kenya.**

**Date of issue** 11<sup>th</sup> July, 2012  
**Fee received** KSH. 1,000



*Jenipher Onuko Anyango*  
**Applicant's Signature**

*[Signature]*  
**Secretary**  
**National Council for Science & Technology**

**for a period ending: 31<sup>st</sup> August, 2012.**

**CONDITIONS**

1. You must report to the District Commissioner and the District 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 with-out 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)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

**REPUBLIC OF KENYA**  
**RESEARCH CLEARANCE PERMIT**

**GPK6055t3mt10/2011** (CONDITIONS—see back page)

## APPENDIX

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
254-020-310571, 2213123, 2219420  
Fax: 254-020-318245, 318249  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/930**

Date: **11<sup>th</sup> July 2012**

Jenipher Onuko Anyango  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Impact of bursary schemes on retention of students in public secondary schools in Gem District, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Gem District** for a period ending **31<sup>st</sup> August, 2012**.

You are advised to report to the **District Commissioner and the District Education Officer, Gem District** 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.

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
The District Education Officer  
Gem District.



