

**FACTORS INFLUENCING DISBURSEMENT OF CONSTITUENCY
BURSARY FUNDS IN SECONDARY SCHOOLS IN MUTOMO
DISTRICT, KITUI COUNTY, KENYA.**

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**A Research Project Submitted in Partial Fulfillment of the Requirements
for Degree of Master of Education in Educational Administration.**

University of Nairobi

2013

DECLARATION

This research project is my original work and has not been presented for award of any degree in any other university

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This research project has been submitted for examination with our approval as the University Supervisor

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DEDICATION

This study is in memory of my late mother Ruth Munyiva Kinyala. You are my inspiration, my vim, my vigor, My mentor and guide, and like you, I have, never met, I dedicate this study to you dear, Rest in peace till resurrection morning.

ACKNOWLEDGEMENT

I would like to first thank the Almighty God for giving me the strength, will and wisdom to undertake this project. I also appreciate the support and willing assistance from my beloved family members; my dear husband Jerome Musili who emotionally and financially supported all my endeavours day and night. My beloved children, Evelyn, Steve and Ruth who had to endure loneliness and missed mother's presence at home during the school holidays.

In a special way I applaud my supervisors, Professor Genevieve Wanjala and Dr. Jeremiah M. Kalai for their invaluable time, guidance, comments and suggestions that have facilitated completion of this project; to them I will forever be indebted.

My warm thanks to my nephew Shadrack Moki Mwanthi for his concern and encouragement during this long journey.

To my long and very close friend and daughter Angeline Muli whom we journeyed together through high school up to this end. You were my inspiration when the going become tough.

Lastly, I appreciate my friend and colleague teacher Mr. Simon Mbala for his support during this long journey. I salute all my respondents and the people who in one way or the other offered their support towards the success of this project.

To Him I give all the glory. Amen.

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ABBREVIATIONS AND ACRONYMS

AA	Amount allocated
AIE	Authority to Incur Expenditure
ASALS	Aid and semi- Arid Lands
BOG	Board of Governors
CBFC	Constituency Bursary Fund Committee
CBO	Community based organization
CDFC	Constituency Development Fund Committee
CDF	Constituency Development Fund
CLT	Classical Liberty theory
CSEBF	Constituency Secondary Education Bursary
DSA	District Schools Auditor
ESDP	Education Sector Development Programme
ETP	Education Training Policy
FDSE	Free Day Secondary Education
FSE	Free Secondary Education
GER	Gross Enrollment Rate
GOK	Government of Kenya
KSSHA	Kenya Secondary Schools Principals Association
LGRP	Local Government Reform Programme
LPO	Local Purchase Order
LSO	Local Service Order

MC	Municipal Council
NER	Net Enrollment Ratio
OJFT	On-the-Job-Financial Training
OJT	On-the-Job-Training
OP	Operational Account
PEDP	Primary Education Development Plan
PPDA	Public Procurement and Disposal Act
PRSP	Poverty Reduction Strategy Paper
PSA	Provincial Schools Auditor
SAU	Schools Audit Unit
SPG	Schools Procurement Guide
STA	School Tuition Account
TPR	Teacher Pupil Ratio

ABSTRACT

This study investigated stakeholder's awareness of the constituency secondary education bursary fund, allocation of the bursary, adequacy of bursary funds, and policy guidelines in bursary disbursement.

The study adopted a descriptive survey design. Simple random sampling and census methods were used to select the respondents. Data were collected using the questionnaires as the main research instrument. The questionnaires were subjected to 18 principals and 216 students in secondary schools in Mutomo District. The collected data was coded and analyzed using statistical package for social scientist software where frequency distribution tables were generated. Open ended questions were analyzed by grouping similar responses and the tally system used to generate frequency table. The factors identified as affecting bursary allocation were that only 30 percent of the respondents had applied for the and only 30percent of those who applied were allocated, all the deserving students were not getting the funds, bursary from the headquarters were not adequate, CBFC committee members were not following the Government guidelines in awarding the bursary.

The study revealed that all principals (100%) and all students (100%) interviewed were aware of the constituency bursary fund allocation. This implies that the principals had passed the information to all students about bursary allocations. Despite the fact that all students seemed to be aware of the constituency bursary fund, it was revealed that only 30 percent of the respondents had applied for the money with 70 percent not applying hence missing from the list for consideration.

The other factor identified was that the fact that the deserving students were not getting the funds. It was established that only 30 percent of the applicants were allocated the funds. It was revealed that some of those who got the funds did not deserve.

The other factor identified as affecting the allocation of bursary funds was the inadequacy of allocation from the head quarters. All the respondents (100%) stated that he bursary allocation to the needy students was not adequate. This is because they have so many needy students who were applying for the funds and had not been given. Some of the students end up dropping out of school or having huge fee balances which seems to affect the school operations.

The last factor identified as influencing the disbursement of bursary fund was revealed as failure to follow the laid down guidelines by the government.

The study suggest that further research can be done on the factors affecting the management of constituency bursary funds.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

A Study by the Adequacy Group (2007) on high school fees aid has revealed that the state of Rhode Island in USA adopts a permanent and predictable secondary school funding programme with two options; option one is the foundation programme and option two the power equalizing systems. In option one, the state ensures that the school funding structure adequately reflects educational inequities fiscal capacity must receive greater aid than their wealthy counterparts to compensate for significant limitation in the district of relatively limited property per pupil to achieve equity.

High school education in Rhode Island is provided without discrimination which improves access and retention of the deserving student regardless of their socioeconomic statuses. State subsidy on high fees, when awarded fairly helps the children from poor households who deserve the funds more to access and complete their high school education which could not have been the case (Adequacy Group, 2007).

In most of the African countries education tend to be the neglected education sector, receiving on average 15-20 percent allocation of state financial resources allocated to the Ministry of Education (MOE) (World Bank, 2005). This has escalated household's burden of financing secondary education and it is inhibitive especially in those families where no one is employed (Levin & Caillods, 2001). Fees charged in

secondary schools are one of the major obstacles for poor children's failure in accessing this level of education thus resulting into low primary secondary school transition rates (Oyugi,2009). The cost of secondary education is one of the key barriers of primary to secondary school transition among the children from the poor families who form the majority of the sub-Saharan African population. This it is arguable against the background of more than half of Kenya's population living below the poverty line along with the rising cost o secondary education, that this level (Njeru & Orodho, 2003).

In Kenya, whereas households meet only 20 percent of primary and 8 percent of University education costs, they shoulder 60percent of secondary education costs (World Bank, 2005). The Ministry of Education, Science and Technology (MOES&T) introduce a bursary scheme in (1993/1994) financial year) as one of the safety-nets to cushion the poor and vulnerable groups against the consequent adverse affects of dropouts and inaccessibility to secondary education (Njeru & Orodho, 2003). However, the bursary scheme was not an end by itself, because there were problems related to its disbursement ineffective. Among the factors that contributed are; poor services, bad governance and management weaknesses under the MOE officials (Njeru & Orodho, 2003).

After the National Alliance Rainbow Coalition (NARC) government took over power in 2003, it changed the disbursement of the secondary Education Bursary Fund (secondary education bursary fund) from the Ministry of Education to be allocated

through the constituencies. It was at the same period that the Constituency Development Fund (CDF) kitty was introduced as the least unit of development in each of the Constituencies as the channels of financing constituency based development projects following the launch of the country's poverty Reduction Strategy paper (PRSP) in the same year (Gikonyo, 2008).

The aim of changing the secondary school education bursary fund allocations from the Ministry of education to constituencies was to give more power to the local communities so as to identify and support secondary education for the needy children from income-poor families and vulnerable groups (for example those from arid and semi-arid lands as well as the girl child. The bursary schemes through the constituencies also aim at increasing access completion rates and reduce regional disparities and inequalities in provision of secondary education so that the deserving children access the funds (Njeru & Orodho, 2003). Since then, all secondary school education funds have been sent to the Constituency Bursary Committee's (CBC) bank account for disbursement as per the Ministry of education guidelines. However, these guidelines have not been known to all secondary school bursary seekers.

Mutomo District is semi-arid with very erratic and unreliable rainfall. Most parts of the district are hot and dry throughout the year resulting in very high evaporation rates. Rainfall is distributed within two seasons yearly and varies from 500-1050mm with about 40 percent reliability (Ministry of agriculture report, 2009). Livestock production together with crop farming is the backbone of Mutomo District economy

and accounting for nearly three-quarters of household earnings. The animals kept are indigenous cattle, sheep and goats and therefore do not produce enough to sustain the many families needs (FAO, 2008). The proceeds received from crops and livestock sales are low due to high vulnerability to recurrent and prolonged droughts. This often results in repeated crop failures, lack of water and pasture, and livestock mortality, seriously undermining both present and future efforts to ameliorate food security and family income (FAO 2000).

In Mutomo District there has been in adequacy of the bursary allocation and thus number of the needy children who received the bursary were few (Stiftung, 2008). As a result, 39 per cent of secondary school age children are still attending primary school for fear of the secondary school fees. Report from the District education office (2012) indicated that only 13 percent of the students in the District had applied for the bursary. Out of those who applied for the bursary only 25 percent received the funds. This indicates that some of the children and parents deserving the bursary fund still lack information about the availability of such funds. It is not amazing to find that children from high wealth index and educated households are less likely to be in primary school when they should be in secondary school. For example, 40 per cent of children whose parents have no education and belong to income-poor parents are currently attending primary school whereas they should be in secondary school compared to only 14 per cent of children whose parents have higher education and their income levels rate higher who are still attending primary school whereas they are supposed to be attending secondary school (Government of Kenya, 2008).

1.2 Statement of the problem

In developing countries, education is thought to be panacea to poverty and developmental problems. Education is expected to bring economic development (Musvosvi, 1998). However, education changes slowly and benefits from it come after a long period of time. The major challenge in education is the availability of finances. Mutomo District being a semi –arid zone has very high level of poverty which has affected the transition rate from primary to secondary (Stiftung, 2008). Among those who go to secondary schools, a big percentage ends up dropping out of school because of lack of school fees among other reasons. In Mutomo District there has been limited finance for the bursary allocation and the number of the needy children who received the bursary were few (Stiftung, 2008). 39 per cent of secondary school age children are still attending primary school. It is not amazing to find that children from high wealth index and educated households are less likely to be in primary school when they should be in secondary school. For example, 40 per cent of children whose parents have no education and belong to income-poor parents are currently attending primary school whereas they should be in secondary school compared to only 14 per cent of children whose parents have higher education and their income levels rate higher who are still attending primary school whereas they are supposed to be attending secondary school (Government of Kenya, 2008)

The Government has been giving bursary funds to many Kenyans. Despite this provision of bursary funds we still witness high levels dropouts both in primary and secondary schools in Mutomo Districts. Bursary allocation can enhance access, retention and completion of education (Mutomo District DEO, report 2012). Report

from the District education office (2012) indicated that only 13% of the students in the District had applied for the bursary. Out of those who applied for the bursary only 25 % received the funds. This indicates that some of the children and parents deserving the bursary fund still lack information about the availability of such funds and unsatisfactory management of the process leading to premature termination of education for some needy students. There is therefore need to investigate the factors influencing disbursement of constituency bursary in Mutomo District with a view to stemming possible dropouts and other forms of wastage.

1.3 Purpose of the Study

The purpose of this study was to investigate factors influencing disbursement of secondary education bursary fund through constituencies in Mutomo District, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives to:-

- i. To establish the extent to which stakeholders awareness of the constituency secondary education bursary fund influences the allocation process in Mutomo District.
- ii. To determine the extent to which deserving children get allocation of the bursary awards in Mutomo District.
- iii. To establish the adequacy of bursary funds for allocation from the headquarters for Mutomo District.

- iv. To establish the extent to which policy guidelines influence the bursary disbursement to needy students in Mutomo District.

1.5 .1 Research questions

The study was guide by the following research questions:

- i. To what extent do stakeholder's awareness of the Constituency Secondary Education bursary fund influences the allocation process in Mutomo District?
- ii. To what extent do deserving children get allocation of the bursary awards in Mutomo District?
- iii. To what extent is the bursary fund adequate for allocation from the headquarters for Mutomo District?
- iv. To what extent to do policy guidelines influence the bursary disbursement to needy students in Mutomo District?

1.6 Significance of the study

The finding of the study may be important in several ways. The finding may help in improving parents' and students' awareness on existence of secondary education bursary fund awards; hence helping them to apply for the secondary education bursary fund appropriately. Teachers may understand the Secondary Education Bursary Fund requirements and therefore advise the student to apply in the most appropriate way possible. This may help them to increase their chances of getting the bursary. The

study may help the policy makers to identify problems in allocation of Secondary Education Bursary Fund. This may help in equitable allocation of the funds so that only the deserving children were benefitting. The study result may also help in comparing the amount of money given as bursary awards against the fees paid per year so as to establish whether is sufficient for the intended purpose.

1.7 Limitation of the study

The researcher only used one District which may not give enough data for generalizing the result to other Districts. However, students in secondary schools in the district are from several other districts and constituencies, therefore varied responses from different constituencies help the researcher to ascertain penalization of the findings. The respondents may conceal confidential information which may be beneficial to identify would remain anonymous. The researcher also used personal counterchecking and triangulation (use of different ways of data collection) to ascertain uniformity of the data collected from all participants.

1.8 Delimitations of the study

This study will investigate the students who had benefited from the constituency bursary funds, the principals and the constituency bursary committee members in Mutomo District.

1.9 Assumptions of the study

The study assumed the following:-

- (i) Those students in the District who had received bursaries are from various constituencies and therefore varied responses from different constituencies helped the researcher to make valid conclusion.
- (ii) The constituency bursary fund committee (CBFC) members from Mutomo District and its constituency were a representative sample of the rest of the constituencies where other bursary beneficiaries would have been drawn.

1.10 Definition of significant terms.

Access refers to joining of secondary school education by a student from a primary school.

Beneficiaries refer to students who receive the constituency secondary education bursary awards after the allocations are made.

Bursary refers to government grants in monetary value made to help the needy secondary schools students pay fees.

Constituencies refer to a defined region in a country, like Kenya, usually with Member of Parliament who represents the people living there in parliament or the governing council of the county.

Criteria refer to right procedure of the bursary award policy guidelines to be used by the constituency bursary committees in selecting the Secondary Education Bursary fund's beneficiaries from among applicants in the constituency.

Decentralization refer to taking the awarding procedure closer to the beneficiaries at the grassroots in all parts of the country and allowing the communities to determine the needy students since they know them better.

1.11 Organization of the study

The study is organized into chapters. chapter one consists of the: background of the study; statement of the problem, purpose of the study, objectives of the study, research questions; significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant term and organization of the study. Chapter two presents the literature review which comprises of the past studies or documented information about the financial aid to needy students at secondary school level to improve access and retention of all students. Special attention is on the Constituency Secondary Education Bursary Fund Scheme disbursed through the constituencies in Kenya. The chapter is organized according to the objectives of the study: the awareness of deserving children for the Secondary Education Bursary Fund awards, the influence of people system, adequacy of the amount of money allocated for Secondary Education Bursary Fund disbursement. The theoretical and conceptual frameworks are given at the end of this section. Chapter three presents; research design, target population, sampling procedure and sample size, research instruments, validity and reliability of research instruments, data collection procedure, data analysis, ethical consideration of issues and operationalization of variables. Chapter four will deal with data presentation, analysis

and interpretation. Chapter five will deal with summary of the study, discussion of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LIRETATURE REVIEW

2.1 Introduction

Literature review on the documented about factors influencing disbursement of constituency Secondary Education Bursary is presented in this section. This chapter is organized according to the objectives of the study: starting with introduction, awareness of deserving children for constituency secondary education bursary awards, the constituency secondary education bursary fund policy guidelines, the influence of political system on state financing, adequacy of constituency education bursary funds for allocation, regular availability of constituency secondary education bursary funds summary of literature review. The theoretical and conceptual frameworks are given at the end of this section.

2.1.1 An overview of resource allocation in schools

About one-third of U.S. schools are managed by for-profit or nonprofit education management organizations (EMOs), although the share of charters that are EMO-managed versus self-managed varies substantially across states (Miron & Urschel, 2009). While some early advocates predicted that EMOs would offer contracting schools the benefit of scale economies in the allocation of funds to support their services (Chubb, 2001), available evidence points to higher administrative spending in EMO-managed than self-managed charter schools (Miron & Urschel, 2010) There is Michigan's school finance system, commonly known as Proposal A, facilitated the

charter policy's implementation. Michigan's charter schools are funded at a relatively high level compared to other states, and their funding for current operations is roughly equal to that of Michigan's traditional public schools. Approved in 1994, Proposal A shifted the responsibility for funding current operations from local districts to the state. Besides state and federal categorical aid, both school districts and charter schools receive almost all their discretionary operating revenues from the state in the form of a per-pupil foundation grant. Charter schools receive a per-pupil foundation grant equal to that of the district in which the school is located, with the exception of charters in the state's highest revenue districts. These 51 "hold-harmless" districts, comprising 10%

The revenue generated by a uniform property tax of 18 mills on non-homestead property stays in local districts and is counted as local revenue in the state school finance data. But this revenue does not augment districts' foundation revenue, since the state reduces the foundation revenue it sends to a district by the amount of the district's locally-generated non-homestead property tax revenue. Is Administration Leaner in Charter Schools? 10 operating revenue that districts and charter schools receive depends almost exclusively on the number of students they enroll.

In developing countries, education is thought to be panacea to poverty and developmental problems. Education is expected to bring economic development (Musvosvi, 1998). However, education changes slowly and benefits from it come after a long period of time. The major challenge in education is the availability of

finances. Many developing countries today are partially financing their education by supporting the needy from their communities.

In Kenya, the government through the Ministry of Education introduced the secondary school bursary scheme during 1993/1994 financial year. Later the constituency Development Fund (CDF) was established under the constituencies Development Fund Act, 2003 with the aim of taking development projects to the citizens at the grassroots level within the shortest time possible in order to alleviate poverty (Kinyua 2004). In 2003 the government started to channel secondary school bursary through the CDF offices in the constituencies. The Ministry of Education circular Ref. No. G/9/1/ (61) dated 22ND September 2003 changed the disbursement of secondary school bursaries from the ministry to be disbursed through the constituencies. It is now called the Constituency Secondary Education Bursary Fund (CSEBF)

The objectives of the bursary scheme were to: increase to secondary school. Ensure retention of students in Secondary schools, promote transition and completion rates and reduce disparities and inequalities in the provision of secondary school education. The bursary programs target to assist the following groups of students of students: orphans, children from poor households, children from ASAL areas and urban slums, the girl child and children in difficult circumstances (MoE circular Ref. No. G9/1/VIII/101 22nd April 2005). Therefore, the introduction of the secondary school education bursary to CSEBF in all constituencies by the NARC government was aimed at improving the earlier Ministry of Education secondary school bursary scheme which was channeled to secondary schools by putting people at grass roots on

board to deliberate and identify the needy bright students who warrant the awarding (Government of Kenya, 2008)

2.2 Stakeholders awareness of bursary and allocation of the bursary awards.

A student attending one of the 59 higher fee high schools in Australia attracts about a quarter (1/4) of the public money received by a student attending a state school (Martin & Byrne, 2004). But this student is already receiving a more expensive education which the government should proportionally support as compared to the student in public high school. However, they also argue that if Australia government money should increase equity, and not exacerbate inequity that those students in public school receive public financial support than those in private school.

The overall effect of the way private schools are currently funded in Australia is to give more to those that already have the most. In essence, the Australia government school funding program is to a large extent biased to give advantage to the wealth students in private schools. A public education cycle, should consider assisting in financing the education of the needy students. These students are especially orphans, and children from single parents or poor households (Levin and Caillods,2001). Without state financial intervention in financing their education such vulnerable group of students would drop out of school and the purpose of state assistance in financing high school education would have been lost. Levin and Cailods (2001) has found out that majority of children in sub-saharan Africa do not make it to secondary school. Analysis of Gross Enrolment Rate (GER) showed that two-thirds (2/3) of all countries with secondary school GER of 40percent and below were in Africa. Transe-Group

(2005) has identifies financing secondary education in most of the Africa countries tend to be the most neglected, receiving on average 15-20percent of state financial resources (World Bank, 2005). Household burden in financing secondary education has therefore remained high.

Mutomo District being a semi –arid zone has very high level of poverty which has affected the transition rate from primary to secondary (Stiftung, 2008).

However, some of the hidden complaints in the 3rd July, 2008 circular from the Ministry were that:-‘Politicians were meddling in the bursaries, by recommending beneficiaries in disregard of the evaluation criteria’. As a result, deserving students were not getting bursaries and where they do: they get small amounts which are not enough to cover the fees. The circular, reported that some MPs were hand-picking CBC members (Oyugi, 2009).

2.3 Stakeholders’ deserving children’s awareness of bursary allocation.

In United states of America the Michigan’s school finance system, commonly known as Proposal A, facilitated the charter policy’s implementation. Michigan’s charter schools are funded at a relatively high level compared to other states, and their funding for current operations is roughly equal to that of Michigan’s traditional public schools. Approved in 1994, Proposal A shifted the responsibility for funding current operations from local districts to the state. Besides state and federal categorical aid, both school districts and charter schools receive almost all their discretionary operating revenues from the state in the form of a per-pupil foundation grant.¹ Charter

schools receive a per-pupil foundation grant equal to that of the district in which the school is located, with the exception of charters in the state's highest revenue districts. These 51 "hold-harmless" districts, comprising 10% of the state's total districts, had per-pupil foundations in 1994-95 exceeding \$6,500. Hold-harmless districts (most of which are in high-income suburbs) are eligible to levy additional local property taxes up to a cap established by the state that has increased by less than the rate of inflation since 1994. Under Proposal A, local voters can no longer increase local taxes to support school operations. Thus, the amount of

1 The revenue generated by a uniform property tax of 18 mills on non-homestead property stays in local districts and is counted as local revenue in the state school finance data. But this revenue does not augment districts' foundation revenue, since the state reduces the foundation revenue it sends to a district by the amount of the district's locally-generated non-homestead property tax revenue. Is Administration Leaner in Charter Schools? 10 operating revenue that districts and charter schools receive depends almost exclusively on the number of students they enroll.

Secondary school education attracts various categories of costs. The costs include tuition and boarding fees, paid by parents/guardians and teachers' paid by state (Oyugi et al, 2009). Given that most of the households, more than 56% on average in Kenya live below the poverty line (World Bank, 2009) the state assistance in financing secondary school education is necessary to promote equity and equality in enrolments, access, retention and completion of dropped out (World Bank, 2006)

In order to bridge the gap the Kenyan government through the Ministry of Education introduced the secondary school bursary scheme during 1993/1994 financial year. Later the constituency Development Fund (CDF) was established under the constituencies Development Fund Act, 2003 with the aim of taking development projects to the citizens at the grassroots level within the shortest time possible in order to alleviate poverty (Kinyua 2004) . In 2003 the government started to channel secondary school bursary through the CDF offices in the constituencies. The Ministry of Education circular Ref. No. G/9/1/(61) DATED 22ND September 2003 changed the disbursement of secondary school bursaries from the ministry to be disbursed through the constituencies. It is now called the constituency secondary education bursary fund (CSEBF)

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However, some of the hidden complaints in the 3rd July, 2008 circular from the Ministry were that:-‘Politicians were meddling in the bursaries, by recommending beneficiaries in disregard of the evaluation criteria’. As a result, deserving students were not getting bursaries and where they do: they get small amounts which are not enough to cover the fees. The circular, reported that some MPs were hand-picking CBC members (Oyugi et al, 2009).

2.4 The Adequacy of secondary education fund and allocation

According to the Ministry of Education, Republic of Botswana (1993) when the government committed itself to nine years universal education encompassing junior secondary education within the free and compulsory education. The criteria used was that the funds were channeled directly to the schools and parents were left to only meet the cost of the third, fourth, fifth and sixth years of secondary education. This tremendously increased the access and retention of all secondary school students in especially the first two years of secondary education. This implies that if countries can finance education for the secondary education either for all or through bursary fund for the needy students then this would enhance retention.

The cost of secondary school has been a key barrier of transition to secondary school for the poor who form the majority in sub-saharan Africa (World Bank,2000). According to Dorothy P.(2012), the funding of secondary education by the

Government can increase the number of students finishing secondary education. It is therefore important for the Government to increase the secondary education funding.

In Kenya the secondary education bursary fund was introduced in 1993/1994 with an initial allocation of Kshs. 25 million, which was increased to KShs. 536 million in 2002/2003, kshs. 770 million, in 2003/2004 and further to kshs 800 million for 2007/2008 (Oyugi. Et al, 2008) Before 2003, the secondary education bursary fund was channeled by the ministry of education directly to school where the pupils were enrolled and the allocation was made by teachers when the cost of education is left to the individual household to pay for, that is depending on their ability, majority of those who complete the education cycle are the wealthy, those who can afford to pay for their children's education (World Bank, 2005).

According to Ministry of Education, circular Ref. No. G9/1/VIII/101 of 22nd April 2005, the minimum amounts to be allocated to the needy students are given as Day Schools kshs. 5,000/=, Boarding school kshs. 10,000/= and National Schools Kshs. 15,000/=. Finally, the committees were to keep proper records of their accounts to ease monitoring and audit of the funds (Government of Kenya, 2005). But the cost of secondary education in Kenya is high with a minimum of Kshs. 18,665/= for day schools inclusive of tuition, PTA development levy Kshs. 2,000/=, uniform and lunch and a minimum of Kshs. 35,532/= in a provincial Boarding secondary school which includes tuition, boarding, uniform and PTA development levy Kshs. 2,000/= per student (Lauridsen, 2008). With the two bursary schemes CDF and CBF together with

the government tuition waiver of Kshs. 10,265/=. Through with inadequate funds, the Kenyan government has shown a positive gesture in giving assistance in financing secondary school education (Lauridsen, 2008). This study is aimed at investigating the factor influencing secondary education bursary fund disbursement through constituencies in Mutomo District, Kenya.

In the circular, the amount allocation to each constituency is based on:- the number of students from the constituency and enrolled in secondary schools in Kenya, the national secondary school enrolment, the District poverty indices and the national poverty index. Therefore, the formula used to allocate bursaries to constituencies is given by Lauridsen,(2008) as:-

$$\text{Constituency bursary} = \frac{AA \times CE \times DPI}{NE \times NPI}$$

where:-

AA= Amount Allocated before.

CE=Constituency Enrolment

NE=National Enrolment

DPI= District Poverty Index

NPI=National Poverty Index

There is also an allocation of Kshs 500,000/= to ASALs in any disbursement to all other constituencies. Although it has been indicate that the CBF funds are not adequate, it is anticipated that if genuine identification of the needy students is done the money could be enough to assist to finance secondary school education for the

needy and bright (Lauridsen, 2008). This study will investigate the factors influencing the disbursement of secondary school bursary through the constituencies with an aim of suggesting and adding to the existing strategies of improving the bursary award.

2.5 Policy guidelines on secondary education and bursary fund allocation

A student attending one of the 59 higher fee high schools in Australia attracts about a quarter (1/4) of the public money received by a student attending a state school (Martin and Byrne, 2004). But this student is already receiving a more expensive education which the government should proportionally support as compared to the student in public high school. However, they also argue that if Australia government money should increase equity, and not exacerbate inequity that those students in public school receive public financial support than those in private school.

The overall effect of the way private schools are currently funded in Australia is to give more to those that already have the most. In essence, the Australia government school funding program is to a large extent biased to give advantage to the wealth students in private schools. A public education cycle, should consider assisting in financing the education of the needy students. These students are especially orphans, and children from single families or poor households (Levin and Cailods, 2001). Without state financial intervention in financing their education such vulnerable group of students would drop out of school and the purpose of state assistance in financing high school education would have been lost.

Levin and Cailods (2001) has found out that majority of children in sub-saharan African Africa do not make it to secondary school. Analysis of Gross Enrolment Rate

(GER) showed that two-thirds (2/3) of all countries with secondary school GER of 40% and below were in Africa. Transe-Group (2005) has identifies financing secondary education in most of the Africa countries tend to be the most neglected, receiving on average 15-20% of state financial resources(world Bank, 2005).

Household burden in financing secondary education has therefore remained high.

According to the Ministry of Education, Republic of Botswana (1993) when the government committee itself to nine years universal education encompassing junior secondary education within the free and compulsory education, their enrolment increased. This resulted to universal government financing of two years at secondary school level. The parents were left to only meet the cost of the third, fourth, fifth and sixth years of secondary education. This tremendously increased the access and retention of all secondary school students in especially the first two years of secondary education.

According to the Ministry of Education circular ref no G9/1/(61)¹ 22nd September 2003, the composition of the CBC was; district education officer , member of parliament, a Kenya National union of teachers representative, 3 religious groups Representative, 1 chairperson from BOGs, 2 chairpersons from PTAs, of two schools, 1 representative from KSSHA, 1 representative from Education based CBOs, and other two (2) co-opted members. The Total was between 13 and 15 members (stiftung, 2008).

In 2005, the government revised guidelines for disbursement of secondary schools bursary through the constituencies with a circular Ref.No, G9/1/VIII/101 of 22nd April 2005. The constituency Bursary Committee was supposed to have a maximum of sixteen (16) members, a third (1/3) of who were to be women. The composition of the CBC members was as follows:- .

Area MP (patron), AEO (secretary), 3-representatives of religious organizations, 2 chairpersons of PTAs of two secondary schools, 1 chairperson of BOGs, 1 councilor , 1 District officer (DO), 1 representative of an Education based NGO or CBO, 1 local KNUT representative, 3 co-opted members to include; two (2) head teachers, one of whom must be from a girls' secondary school.

A Ministry of Education circular Ref. No. S19/17/155 of 24th January 2008, following the government issuance of the guidelines for the implementation of the tuition waiver of KSHs. 10,265/= in a day secondary schools, it reviewed the guidelines regarding disbursement of SSEB through the constituencies. The focus was shifted to needy students in boarding secondary school and a minimum of KSHS. 8,000/= on the basis of need was recommended. The composition of the CBC was not altered (Gikonyo, 2008). However, a circular dated 3rd July, 2008 from the MoE send to all district Education Officers Ref. Constituency Bursary committees, the ministry of education was complaining over the functioning of the CBCs, across the country. There were many changes in the leadership at various level and organizations in the constituencies following 2007 elections. Many of the complaints were associated with those who had lost in the elections or people alleged to have abused the bursary

awards. The CBCs were reconstituted as follows;- 1 KNUT official, 1 KSSHA official, 1 KPSHA official, 1 Maendeleo yaWanawake”, 1 representative of NGOs, working in the education sector, 2 PTA representative in the constituency, MPs representative (from among CDF committee members), a representative of BOGs in constituency, Local Authority representative, the District officer (DO),AEO (secretary).

The representative of Non Governmental Organizations, Parents Teachers Associations were called from these bodies and tabled by District Education Board (DEB), for selection by the Board. “The Maendeleo ya Wanawake” organization shall forward the name of their nominee to chairman DEB. In addition the local MP is advised to nominate a representative from among the CDF committee member. The DEO was to remain a non-partisan arbiter in handling of Bursary issues (Gikonyo, 2008). Location subcommittees of SSEB could also be formed at location levels;- compositions;- Area Chief; location Chairman Secondary head Association and a Women leader.

According to the (CDF Act, 2003), devolved funds through the CDF were aimed at Empowering people at grass root level to make decision on their priority projects and it was also thought that the best way to identify needy and bright students was still at grass root level (Gikonyo, 200). The guidelines which were to be followed and the composition of the CBC were given in a Ministry circular Ref. No. G9/1/(61) of 22nd September 2003.

The Ministry of Education circular ref. No. G9/1/VIII/101 of 22nd 2005, puts down the functions of CBCs as;- issue and receive bursary application forms(Form'A'). verify and ensure that all cheques are dispatched to the school, to prepare and submit report on the CBS to the PS, MoE. The circular also puts it clear that the signatories of other CDF funded project will not be the same signatories of the Government Constituency Bursary Fund (MOE, 2005). There is a purely CDF bursary funded by 15percent of the CDF money Disbursed to each constituency every year as provide for in section 25(2) of the CDF Act,2007(amended). The CDF law does not give guideline on how this money should be disbursed. As a result, there has been considerable abuse of the CDF bursary. This is not the bursary scheme the study is investigating but the two bursary schemes are in the constituencies although managed in different office: CBF and CDF.

There has been a lot of confusion among members of the public on which one they are applying for. However, the public should in turn scrutinize the process of granting the CDF Bursary as well as its beneficiaries to ensure they are legitimate (Government of Kenya,2007). There is a CDF bursary which is not limited to secondary school education, where the CDF may allocate up to 15percent of each annual disbursement to bursaries, up from 10percent prior to the passage of the 2007 amendments. The CDF law does not give guidelines on how this money should be disbursed.

As a result, there has been considerable abuse of the CDF bursary nonetheless the CDF bursary committee should display the list of bursary recipients publicly. The public should in turn scrutinize the process of granting the bursary as well as its beneficiaries to ensure they are legitimate (Government of Kenya, 2008). This is also another step in Kenya in an attempt to finance secondary school education. The CDF bursary awards are not the ones the researcher is interested in for they involve other education sub-sectors.

2.5.1 Timeliness of funds disbursement from the headquarters and bursary allocation.

According to Oyugi, Riedu and Anupi (2009) many countries in the world are signatories to the international conventions on education and therefore committed to the realization of universal access to education of both advantaged and disadvantaged children in the society.

Martin and Byrne (2004), argue that if Australian government money should increase equity, and not exacerbate inequity then those students in public schools whose parents are poor should receive high public financial support than those in private school. But, the overall effect of the way private school are currently in Australia is to give more to those that already have the most. In essence, the Australian government school funding program is to large extent biased to give advantage to the wealth student in private school.

The researcher asserts that a public education financing system, which aims at enhancing access, retention and completion of an education cycle, should consider assisting in financing the education of the needy students. These students are especially orphans, and children from single parents or poor households. Without state financial intervention in financing their education such vulnerable group of students would drop out of school and the purpose of state assistance in financing high school education would have been lost.

A study by Ngware (2006) on improving access to secondary education in Kenya revealed the school fees was the main reason why most (33percent) of secondary school going age children were not in school. There is therefore great need to fund secondary schools in good time.

2.5.2The challenges facing the District constituency bursary fund committees.

In 1993, Michigan became the eighth state to adopt a charter school law. A charter school, officially designated a public school academy (PSA), is a state-supported public school that operates independently under a charter granted by an authorizing body. In Michigan, PSAs can be chartered by local school districts, intermediate school districts, the state board of education or the governing boards of public community colleges or universities. Charter schools have no geographic boundaries. Students are free to choose to go to any charter school in the state, on a space available basis.

The poor, needy and bright child may otherwise drop out of school if not assisted by the government to finance his/her education through bursary (Gikonyo, 2008). Secondary school education attracts various categories of costs. The costs include tuition and boarding fees, which are shouldered by parent/guardians and teacher's remuneration by the government.

Given that 56% of householder In Kenya are poor (World Bank, 2005), cost reduction strategies in the fees paid by the parents/guardians would promote enrolment and retention of secondary school students. Public financial assistance to secondary school students from poor families would enhance their access and retention in school. This is possible if the funds are genuinely allocated depending on the laid down guidelines which focuses on the proper identification of the needy student who warrants the award.

According to the ministry of education circular 3rd July 2008, there have been numerous complaints over the functioning of the CBC member across the country. There have been many challenges facing the CDF committees. There has been many changes in the leadership at various levels and organizations in the constituencies following 2007 general elections. Many complaints are linked with the involvement of the area politicians and the abuse of the bursary award process (Government of Kenya, 2008). Some of the hidden complaints in the 3rd july, 2008 circular from the Ministry were that some community members were meddling in the award of bursaries, by recommending beneficiaries in disregards of the evaluation criteria. As a

result, deserving students were not getting bursaries and where they do; they get small amounts which are not enough to cover the fees. According to the circular, it was reported that some politicians were hand-picking CBC members whom they influenced during the process of awarding funds to needy students (Government of Kenya, 2008).

The provision of education and training to all Kenyans is fundamental to the success of the Kenya (Vision 2030) which is a strategy of transforming Kenya into a newly-industrializing, middle income country. Being a signatory to international conventions on education, the government is committed to the realization of universal access to basic education for the disadvantaged and vulnerable groups in the society. It is for this reason that the government introduced a strategy of enhancing access to quality education. These include: a tuition waiver in all public day schools, CDF bursary which is 15% of annual CDF allocation, and SSEB through CBF to assist needy and bright students to complete their education (Oyugi, *et.al.*, 2009).

2.6 Summary of the literature review

This study has revealed that the in the Australia government school funding program is to a large extent biased to give advantage to the wealthy students in private schools. A public education cycle, should consider assisting in financing the education of the needy students. These students are found in all countries and are composed of orphans, and children from single parents or poor households (Levin and Caillods, 2001). Without state financial intervention in financing their education such

vulnerable group of students would drop out of school and the purpose of state assistance in financing high school education would have been lost. Levin and Cailods (2001) has found out that majority of children in sub-saharan Africa do not make it to secondary school. Analysis of Gross Enrolment Rate (GER) showed that two-thirds (2/3) of all countries with secondary school GER of 40percent and below were in Africa. Transe-Group (2005) has identifies financing secondary education in most of the Africa countries tend to be the most neglected, receiving on average 15-20percent of state financial resources (World Bank, 2005). Household burden in financing secondary education has therefore remained high.

In Kenya, the government through the Ministry of Education introduced the secondary school bursary scheme during 1993/1994 financial year. Later the constituency Development Fund (CDF) was established under the constituencies Development Fund Act, 2003 with the aim of taking development projects to the citizens at the grassroots level within the shortest time possible in order to alleviate poverty (Kinyua 2004). In 2003 the government started to channel secondary school bursary through the CDF offices in the constituencies. The Ministry of Education circular Ref. No. G/9/1/(61) dated 22ND September 2003 changed the disbursement of secondary school bursaries from the ministry to be disbursed through the constituencies. It is now called the Constituency Secondary Education Bursary Fund (CSEBF)

From the above literature, it can be observed that all countries have discovered the need for equitable education both worldwide and locally. It was revealed that lack of

enough funds in households is the greatest reason why many students do not finish secondary school education. This is the reason why countries have committed themselves in funding the education. Although many Nations today are funding their primary education very little seem to have been done in funding secondary education. This is why the transition rate from primary to secondary has remained very low in the recent past. On the other hand, in the countries where there are Secondary school bursaries like Kenya, we still witness a high level of dropout from secondary schools which indicate that the problem of the needy students has not been adequately addressed. The challenge is therefore the mechanisms of identifying the needy students as well as passing information about the bursary funds.

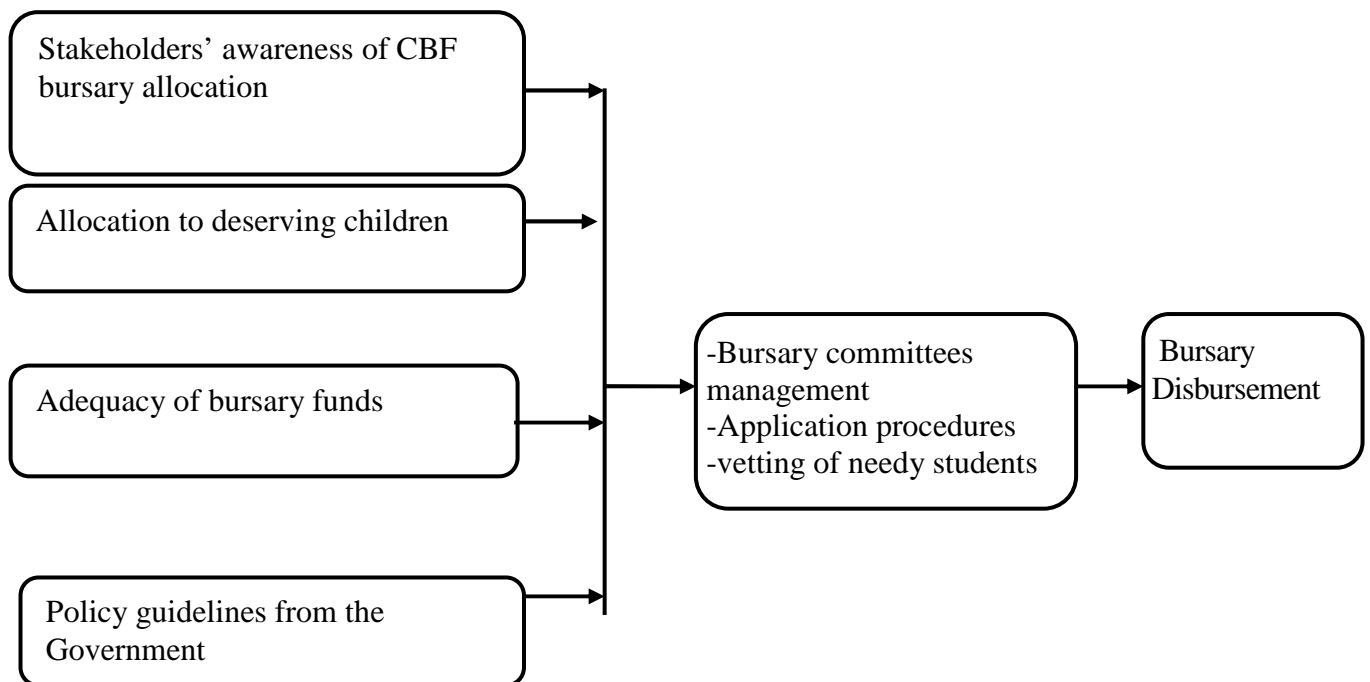
2.7 Theoretical Framework.

This study is based on Charles Darwins' social theory which emphasize that every citizen should be given, through education, the social status to which he or she entitles him or her to inherited aptitude. Schematically, the theory observes that provision of formal equity of access to education by putting everybody on the same level from the scratch guarantees that the ensuring run is a just one. The theory asserts that the criteria of the scholastic promotion should be ability and will. Therefore a systematic financial aid that is expected to set in motion an intensive social mobility by facilitating an open competition where the academically able would get access to careers that they deserve is significant. All students should therefore be given an opportunity to learn irrespective of their social economic background.

2.8 Conceptual frame work for bursary allocation

In writing this proposal, the researcher conceptualized the independent, dependent intervening and moderating variables as shown in Figure 2.1

Figure 2.1 Conceptual framework



Access of secondary school, retention of needy students and reduction of inequalities and disparities are dependent variables which the researcher is going to measure in order to establish the change of effect on them. These variables experience the effect independent variables create on them and hence they will determine the effectiveness of disbursement of SSEBF. The intervening variables that are influenced by the independent variables and are determinants of the dependent variable are methods of allocation, management of money, communication, timeless and application

producers. However, the persistently low participation rates from low income households indicate that either the policies and initiatives have had minimal impact on enhancing access or the partial bursary allocation has limited impact particularly on targeting to ensure the beneficiaries are adequately supported for a full cycle.

Consequently, the government initiative in decentralizing and reviewing bursary funds management to constituency level should be closely monitored. Clear guidelines should be developed to ensure efficiency and effectiveness in order to increase access to secondary education. Further, to address income inequalities in the society, a special assistance scheme and preferential policies should be developed to target vulnerable groups such as students from marginal communities, students with special needs and orphaned and vulnerable children.

The public financial assistance to secondary school students from poor families would enhance their access and retention in school if these funds are genuinely allocated depending on the laid down guidelines which focuses on the proper identification of the needy students who warrant the awards. The major concerns are in regard to the bursary scheme's inadequate finances to cater for all eligible needy students, weak administrative systems as evidenced by delays in disbursement and delays in communicating the awards to the beneficiaries and the questionable bursary eligibility criteria.

The independent variables are, stakeholders' awareness of CBF allocation, Policy guidelines on bursary allocation, Adequacy of allocated bursary, Timeliness in bursary disbursement, Timeliness in bursary disbursement and Challenges facing CBF committees. These variables requires a process so as to reach the students. This process includes the CBF committee management strategies, bursary application procedures, and vetting process. All these determine the dependent variable which is bursary disbursement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods that were utilized in the study. They include the research design, target population, sampling and sampling techniques, research instruments for data collection, Validity and reliability of instruments, data collection procedure, and data analysis techniques.

3.2 Research design

The study used a descriptive survey design. A descriptive survey research is designed to obtain permanent and precise information concerning the current status of the variables under investigation and generalizations from the facts observed (Lukesh, 1994). Descriptive research provides the description of the information about the variables population. This was relevant for this study because the researcher intends obtain information about bursary allocation and describe the current status of bursary allocation in Mutomo District. This data would be used to generalize the situation in other Districts.

3.3 Target population

The target population for the study targeted 18 secondary school principals in Mutomo District, 5000 students in the 18 secondary schools and three CBF committee executive members in Mutomo District.

3.4 Sample size and sampling procedure

Sampling is a means of selecting a given number of subjects from a defined population as representative of that population (Orodho, 2002). Any statement made about the sample should also be true of the population. This study adopted census sampling for selecting the 18 public secondary schools principals. To select the students, stratification was adopted where the schools shall be grouped into zones and 2 zones out of 6 shall be selected using simple random sampling. Out of the 2 zones, 2 schools shall be selected from each zone using simple random sampling making a Total of 4 schools which is 22 percent of the Total number of school. According to Gay (2003) a sample size of at least 10percent is sufficient. Since the schools have an average of 270 students each, a sample of 54 students shall be selected from each school making a Total of 216 students which is 20percent of the students from the four selected schools. The questionnaires were also administered to the chair person, secretary and treasurer of the CBF committee in the District.

3.5 Research Instruments

The information for this study was gathered by use of one questionnaire for the Principals' which was constructed by the researcher and interview schedule for the CDF committee members. In all the questionnaires, there were both closed-ended and open-ended questions with four sections. Section I will consist of social demographic characteristics of the respondents. Section II was seeking information on children's awareness of CDF allocation. Section III sought Kenyan policy guideline on SEBF disbursement through constituencies. Section IV was seeking to establish the

adequacy of CBSE bursary funds allocation from the headquarters. Section V was seeking to establish timeliness of CBSE of fund disbursement. Section VI was seeking information about challenges facing constituency bursary fund committees.

3.5.1 Instrument Validity

Validity is the degree to which the results obtained from the analysis of the data actually represents the phenomenon under study (Orodho, 2005). The open-ended questionnaire for the Principals' was valid depending on how the data collected was related in terms of how effective the items will have sampled significant aspects of the purpose and objectives of this study (Kothari, 2006).

Content validity of the instruments was used to measure the degree to which the items represents the specific areas covered by the study. Therefore, content validity of the instruments was determined by experts in research methodology from the Department of Educational Administration and Planning, University of Nairobi. The experts advised on the questionnaire and the questionnaires open-ended items to be corrected. The corrections on the identified items were incorporated into the instruments so as to increase its content validity. Finally, the validity of the questionnaires' were determined by use of pilot study which shall be carried out on 2 selected schools which shall not be included in the study.

3.5.2 Instrument reliability

Reliability has to do with the quality of measurements. In research, the term reliability means "repeatability" or "consistency" of measures (Kasomo, 2006). To test reliability, a test pretest method was applied after which split-half method was used. The questionnaires' were administered to a sample of 7 randomly selected team of respondents among them was 1-Principal, one chair person of the CDF committee, 5 students. The data values collected was operationalized and the responses was split into two using 'odd number versus even number items' process to get two sets of values which was correlated using Pearson Product Moment Correlation Coefficient to calculate the coefficient of relationship. A correlation coefficient 0.80 was obtained which was deemed sufficient for these questionnaires (Kasomo, 2006).

3.6 Data collection procedure

The researcher applied for authorization permit to collect data from the National Council of Science, Technology and Innovation. Upon receiving the permit, the researcher made familiarization visits to all secondary schools in the District prior to the data collection date. The researcher then visited all the schools and CDF offices in the District and issue the questionnaires. The questionnaires were filled in and the researcher collected them immediately.

3.8 Data analysis techniques

This is a process of summarizing the collected data and putting it together so that the researcher could meaningfully organize, categorize and synthesis information from the data collecting tools. In the data analysis, the researcher examined each piece of information in each instrument for completeness, organize data as per research questions, code the data and developed a code sheet. For the qualitative data, patterns or themes was identified while the quantitative data was analyzed using descriptive statistics and inferential statistics. The data were processed using statistical package for social science (SPSS) and given in frequency tables and percentages. The inferences was made from the findings which was discussed in relation to the literature review and consequently lead to making conclusions and appropriate recommendations from the analyzed data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter consists of data presentation, analysis and interpretation. The purpose of this study was to investigate factors influencing disbursement of secondary education bursary fund (SEBF) through constituencies in Mutomo District, Kenya. This was in the light that the fact that despite the provision of bursary funds for secondary education, we still witness high levels dropouts both in primary and secondary schools in Mutomo District. The study therefore seeks to establish the extent to which stakeholders awareness of the constituency secondary education bursary fund influences the allocation process in Mutomo District, the extent to which deserving children get allocation of the bursary awards in Mutomo District, the adequacy of bursary funds for allocation from the headquarters for Mutomo District and the extent to which policy guidelines influence the bursary disbursement to needy students in Mutomo District.

Data were collected using the questionnaires as the main research instrument. The questionnaires were subjected to 18 principals and 216 students in secondary schools in Mutomo District. The chapter has been arranged according to the objectives of the study. The collected data was coded and analyzed using spss software where frequency distribution tables. Open ended questions were analyzed by grouping

similar responses and the tally system used to generate frequency table. Distribution of the findings has been given to clarify the result on the tables.

4.2: Questionnaire return rate.

The researcher sought to establish the number of returned questionnaires before embarking on the data analysis so as to establish the number of respondents to be used in the analysis. The results on questionnaire return rate are presented in Table 4.1

Table 4.1: Questionnaires return rate

Categories	Principals		Students	
	Responses	Percentage	Responses	Percentage
Returned	18	100	216	100
Not returned	0	0	0	0
Total	18	100	216	100

Table 4.1 shows that all the questionnaires were returned by the principals and students under this study. This shows that data was collected from all the intended respondents and therefore was a good representation as proposed by the researcher. Also the researcher seems to have made a good follow up of the distributed questionnaires which enabled her to get back all the questionnaires. Both the principals and the students seem to be interested with the study and therefore were hoped to have given information which would help in achieving the study objectives.

4.3 Respondents' distribution by gender

The researcher sought information concerning the gender distribution of the respondents to ascertain whether the study was gender sensitive. The results were presented in table 4.2.

Table 4.2: Respondents' distribution by gender

Categories	Principals		Students	
	Responses	Percentage	Responses	Percentage
Female	4	22.0	96	55.0
Male	14	78.0	120	44.5
Total	18	100	216	100

Table 4.2 revealed that, majority of the secondary school principals in Mutomo District were male. This shows that there is a gender imbalance in distribution of principals. However the principals' gender had no influence on the constituency secondary education bursary funds awards and therefore might not affect the results of the study. On the other hand the gender distribution for students was almost the same with the male respondents slightly higher than the female by 11.5 percent. This means the students were well distributed in terms of gender and therefore were likely to give information which is relevant for the study.

4.4 Age distribution of respondents

The researcher further sought to establish the age distribution of respondents. This was to establish whether age was affecting bursary allocation in any way. The responses were presented in table 4.3 and 4.4

Table 4.3: Age distribution of principals

Age in years	Frequency	Percentage(%)
Less than 40	0	0.0
41 – 45	10	55.5
46 – 50	8	44.5
51 – 55	0	0.0
Above 55	0	0.0
Total	18	100.0

Table 4.3 revealed that majority the principals were 41 – 45 years of age while the minority were 46 – 50 years of age. This age indicates that the principals were not very old and therefore were in a better position to make a follow up about bursary allocations to their students. They were also likely to have children in high school hence could understand better the student's needs and behavior in connection to their perception on bursary application. There were no principals below 41 years or above 50 years. However the age of the principals might not influence bursary allocation. Further the researcher investigated the age distribution of students. The results were presented in table 4.4

Table 4.4: Age distribution of students

Age in years	Frequency	Percentage(%)
Less than 17	111	51.4
17 – 18	105	48.6
Over 18	0	44.5
Total	216	100.0

Table 4.4 shows that all the students interviewed are below 19 years. This means that they are all teenagers and in great need for education to improve their future lives.

4.5 Principals' academic qualification

The researcher sought to establish the academic qualification of the respondents with a few to establish whether it had any influence on allocation of bursary funds. The responses were presented in table 4.5.

Table 4.5: Principals academic qualification

Category	Frequency	Percentage (%)
PhD	0	0.0
M.Ed	3	16.60
B.Ed	14	78.0
Dip. Education	1	5.4
Total	18	100.0

Table 4.5 revealed that majority of the principals had a bachelor of education as their highest academic qualification, a few had masters of education degree and diploma in education. It was however revealed no principal had a PhD. However the principals academic qualification might not have any influence on bursary allocation to students. Further the researcher analysed the data following the research objectives.

4.6 Stakeholders' awareness of constituency bursary fund allocation

The first objective for this study was to establish the extent to which stakeholders' awareness of the constituency secondary education bursary fund influences the allocation process in Mutomo District. To achieve this objective, the researcher first required the respondents to answer the questions concerning their awareness of the constituency bursary fund. This was to establish whether enough publicity concerning constituency bursary funds had been done. The results were presented in Table 4.6.

Table 4.6: Awareness of the constituency bursary fund allocation

Awareness	Principals(%)	Students(%)
Yes	16(100.0)	216
No	0 (0.0)	0.0
Total	16(100.0)	216(100.0)

Table 4.6, revealed that all principals and all students interviewed were aware of the constituency bursary fund allocation. This means that the principals had passed the information to all students about bursary allocations. The principals were therefore

better placed to pass the information than the chiefs, friends and CDF officials as they were with the students most of the times and they had a better understanding of their financial needs. The needy students were therefore at liberty to apply for the bursaries.

Further the researcher required to know whether the students had applied for the bursaries from the Government. The responses were presented in table 4.7

Table 4.7: Students' application for the constituency bursary fund

Applied	Responses	Percent (%)
Yes	65	30.0
No	151	70.0
Total	216	100.0

Despite the fact that all students seemed to be aware of the constituency bursary fund, Table 4.7 revealed that only 30 percent of the respondents had applied for the money with 70 percent not applying. The bursary can only be allocated to those who applied for it and therefore those who never applied could not be considered for allocation however needy they might be. Therefore non application seems to be one of the factors influencing the bursary allocation.

The researcher further investigated those who benefited from the bursary allocation out of those who applied for the same. The results were presented in table 4.8.

Table 4.8: Students who were allocated the constituency bursary fund

Allocated	Responses	Percent (%)
Yes	20	30.0
No	45	70.0
Total	65	100.0

Table 4.8 revealed that only a small number of those who applied for the bursary were allocated the funds. This is a very small percentage compared to the many needy cases in Mutomo District. This is likely to discourage students from applying for the bursaries and that might be the reason why a very small percentage had applied despite the fact that the students were aware of the availability of the funds. From the literature review, it was observed that in most of the African countries education tend to be the neglected education sector, receiving on average 15-20 percent allocation of state financial resources allocated to the Ministry of Education (MOE) (World Bank, 2005). This has escalated household's burden of financing secondary education and it is inhibitive especially in those families where no one is employed (Levin & Caillods, 2001). Fees charged in secondary schools are one of the major obstacles for poor children's failure in accessing this level of education thus resulting into low primary secondary school transition rates (Oyugi, 2009). The same argument was also stated by Njeru and Orodho,(2003).They argued that cost of secondary education is one of the key barriers of primary to secondary school transition among the children from the poor families who form the majority of the sub-Saharan African population. This it is arguable against the background of more than half of Kenya's

population living below the poverty line along with the rising cost of secondary education, that this level.

4.7 Deserving children and bursary allocation

The second objective for this study was to determine the extent to which deserving children get allocation of the bursary awards in Mutomo District. To achieve this objective the respondents were required to indicate the extent to which the deserving children were actually allocated the bursary by ticking in the provided five-point scale indicating very large extent (VLE), large extent (LE), some extent (SE), little extent (LIE) and no extent (NE). Their responses are presented in Table 4.9

Table 4.9 Principals opinions on the beneficiaries of CSEBF

Statement	Five-point Scale Responses					
	VLE	LE	SE	LIE	NE	Total
Majority of bursary beneficiaries' are orphans:	7	8	3	0	0	18
	38.0	45.0	17.0	0.0	0.0	100.0
Beneficiaries are from single parents:	5	1	2	10		18
	28.0	5.5	11.1	55.5		100.0
Beneficiaries are from poor households:	4	4	10	0		18
	22.2	22.2	55.5	0.0		100.0
Total responses	7	17	8	12	10	54
Mean	2.3	5.7	2.7	4.	3.3	18

Table 4.9 shows that more principals indicated that majority of bursary beneficiaries' are orphans to a large extent. However 55.5 percent of the principals indicated that to no extent are the beneficiaries from single parents or from poor households. Also the mean responses for large extent has a bigger average compared to the other responses meaning the respondents seemed to agree with the statements; majority of bursary beneficiaries' are orphans, beneficiaries are from single parents, and beneficiaries are from poor households. These findings agree with Levin and Caillods, (2001) who argued that a public education financing system, which aims at enhancing access, retention and completion of an education cycle, should consider assisting in financing the education of the needy students. These students are especially orphans, and children from single families or poor households. Without state financial intervention this vulnerable groups of students will drop out of school to wastage. However the results from the respondents clearly show that some of the bursary beneficiaries did not deserve and the deserving cases lost the opportunity which could have led to their dropping out of school. This scenario means that the undeserving students were allocated the bursary while the neediest were denied the opportunity.

4.8 Adequacy of bursary funds and allocation

The third objective for this study was to establish the adequacy of bursary funds for allocation from the headquarters for Mutomo District. The researcher sought to establish the amount allocated to each student on average in the last two years. The responses were presented in table 4.10.

Table 4.10: Amount allocated to students

Amount allocated	Frequency	Percentage(%)
None	196	90.7
2000 – 5000	5	2.3
5001 – 10,000	15	7.0
Over 10,000	0	0.0
Total	216	100.0

Table 4.10 revealed that majority of the students interviewed had not received any bursary fund. 65 students had applied while 151 had not applied for the bursary although they were needy. Only 20 students out of the 65 students had applied were allocated some bursary in the last two years, out of which 2.3 percent received Kshs 2000 – 5000. The rest (7.0%) received Kshs 5000 – 10,000. This is a true indication that the funds from the headquarters were not enough. This agrees with the World bank report,(2000) that the cost of secondary school has been a key barrier of transition to secondary school for the poor who form the majority in sub-saharan Africa (World Bank,2000). According to Dorothy (2012), the funding of secondary education by the Government can increase the number of students finishing secondary education. It is therefore important for the Government to increase the secondary education funding.

The researcher further investigated the opinion of the principals about the adequacy of the bursary funds allocation. The responses were presented in Table 4.11.

Table 4.11: Adequacy of bursary allocation

Adequacy	Responses	Percent (%)
Yes	0	0.0
No	18	100.0
Total	18	100.0

Table 4.11 shows that the all the principals stated that the bursary allocation to the needy students was not adequate. This is because they have so many needy students who keeps on applying for the funds and have never been given. Some of the students end up dropping out of school or having huge fee balances which seems to affect the school operations. The reason for this might be because the amount of allocation from the headquarters might not be adequate to be allocated to all the needy students. This agrees with Lauridsen,(2008) who stated that the amount of allocation to each constituency is based on the number of students from the constituency and enrolled in secondary schools. Most of the schools in Mutomo District have few student populations and thus the Districts is allocated less amount for bursary than the other Districts with big populations. This seems to explain why the allocation is also not enough.

4.9 Policy guidelines and the bursary disbursement

The last objective for this study was to establish the extent to which policy guidelines influence the bursary disbursement to needy students in Mutomo District. First they

interviewed the respondents on awareness, and availability of the policy guidelines on bursary disbursement. The responses were presented on table 4.12.

Table 4.12 Awareness of policy guidelines

Awareness	Responses	Percentage
Yes	18	100.0
No	0	0.0
Total	18	100

Table 4.12 revealed that all the principals were aware of the Governments guidelines concerning bursary allocation. The guidelines were also available to all of them. This means they were in a position to advice the students on the requirements and application procedures for the funds. This would enhance access to the bursary funds. Further, the researcher sought to establish the extend to which the CBF guidelines were followed when awarding the CSEBF to the income-poor and vulnerable students, the head teachers' were asked to rate the indicators as: The bursary committee follows the policy guidelines when selecting the CBFC members, the CBF follows the Government guidelines in awarding the bursary and the guidelines on minimum/Maximum bursary award limits are followed by CBFC when awarding bursaries. Futher the researcher used a 5-point likert rating scale ranked from 1-to-5 as **(SA)** Strongly Agree = 1; **(A)** Agree = 2; **(N)** Neutral = 3; **(D)** Disagree = 4 and **(SD)** Strongly Disagree = 5. The responses were grouped together then coded and analysed. After data analysis, the results were presented as shown in Table 4.13

Table 4.13 Principals responses concerning CBF guidelines followed in CSEBF awards.

1	2	3	4	5	Statements
0	0	0	18	0	Bursary committee follows the policy guidelines when selecting the CBFC members
0	0	8	10	0	The CBF follows the Government guidelines in awarding the bursary
0	0	7	10	1	The guidelines on minimum/Maximum bursary award limits are followed by CBFC when awarding bursaries.

Majority of the respondents strongly disagreed with the statement that Bursary committee follows the policy guidelines when selecting the CBFC members. This implies that the committee might have allocated the bursaries to students who did not deserve leaving out the very needy ones. The needy therefore were likely to continue suffering or even drop out of school while those not deserving continue to enjoy the allocation. This would mean that the government agenda of helping the needy might not have been fulfilled.

The researcher then summarized the responses and presented the summary on table 4.14.

Table 4.14 Summary of principals' responses concerning CBF guidelines followed in CSEBF awards.

Summary of responses						
	1	2	3	4	5	Total
	0	0	0	18	0	18
	0	0	8	10	0	18
	0	0	7	10	1	18
Total/%	0(0.0%)	0(0.0%)	15(27.7%)	38(70.4%)	1(1.8%)	54(100%)
Mean	0	0	5.0	12.7	0.33	18

Table 4.14 shows that majority of the responses strongly disagreed with the statements; bursary committee follows the policy guidelines when selecting the CBFC members, the CBF follows the Government guidelines in awarding the bursary and the guidelines on minimum/Maximum bursary award limits are followed by CBFC when awarding bursaries.

Therefore failure to follow the CBF guidelines was negatively influencing the bursary awards to neediest income poor students. Thus failure to follow the CBF guidelines as required was negatively influencing the constituency bursary awards to the deserving CSEBF beneficiaries as identified in the Mutomo District schools. The study findings have concurred with the past previously reviewed literature (Levin and Caillods, 2001) A public education policy, which aims at enhancing access, retention and completion of an education cycle, should consider assisting in financing the education of the needy students(Levin and Caillods, 2001). TRANSE-Group (2005) has identified financing secondary education as a great challenge to both government and households. Secondary education in most of the African countries tend to be the most

neglected, receiving on average 15-20% of state financial resources (World Bank, 2005) Household burden in financing secondary education has therefore remained high.

According to the Ministry of education, Republic of Botswana (1993) when the government committed itself to nine years universal education encompassing junior secondary education within the free and compulsory education, their enrolment increased. This resulted too universal government financing of two years at secondary school level. The parents were left to only meet the cost of the third, fourth, fifth and sixth years of secondary education. This tremendously increased the access and retention of all secondary school students in especially the first two years of secondary education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents summary of the research findings, discussion of the findings and conclusions made from the study. Finally recommendations made from the findings and suggestions for further research are presented.

5.2 Summary of the study

The purpose of this study was to investigate factors influencing disbursement of secondary education bursary fund (SEBF) through constituencies in Mutomo District, Kenya. This was in the light that the fact that despite the provision of bursary funds for secondary education, we still witness high levels dropouts both in primary and secondary schools in Mutomo District. The study therefore sought to establish the extent to which stakeholders awareness of the constituency secondary education bursary fund influences the allocation process in Mutomo District, the extent to which deserving children get allocation of the bursary awards in Mutomo District, the adequacy of bursary funds for allocation from the headquarters for Mutomo District and the extent to which policy guidelines influence the bursary disbursement to needy students in Mutomo District.

One of the factors identified of affecting bursary allocation was awareness of the existence of the funds. The study revealed that all principals (100%) and all students (100%) interviewed were aware of the constituency bursary fund allocation. This implies that the principals had passed the information to all students about bursary

allocations. The principals were therefore better placed to pass the information than the chiefs, friends and CDF officials as they were with the students most of the times and they had a better understanding of their financial needs. The needy students were therefore at liberty to apply for the bursaries. Despite the fact that all students seemed to be aware of the constituency bursary fund, it was revealed that only 30 percent of the respondents had applied for the money with 70 percent not applying hence missing from the list for consideration. It was established that only 30 percent of those who applied for the bursary were allocated while 70 percent were not allocated the funds. This is a very small percentage compared to the many needy cases in Mutomo District. This means there was a weak positive correlation between stakeholder's awareness of constituency bursary fund and allocation. This means that the increase in awareness might not increase allocation since all the applicants were not allocated. Also if applicants decreased the allocation might not decrease.

The researcher also sought to determine the extent to which deserving children got allocation of the bursary awards in Mutomo District. 55.5 percent of the principals indicated that to no extent were the beneficiaries from single parents or from poor households. These findings agrees with Levin and Caillods, (2001) who argued that a public education financing system, which aims at enhancing access, retention and completion of an education cycle, should consider assisting in financing the education of the needy students. These students are especially orphans, and children from single families or poor households. Without state financial intervention this vulnerable groups of students will drop out of school to wastage. These results from the

respondents clearly show that some of the bursary beneficiaries did not deserve and the deserving cases lost the opportunity which could have led to their dropping out of school. This scenario means that the undeserving students were allocated the bursary while the neediest were denied the opportunity.

The other factor identified as affecting the allocation of bursary funds was the inadequacy of allocation from the head quarters. All the respondents (100%) stated that the bursary allocation to the needy students was not adequate. This is because they have so many needy students who were applying for the funds and had not been given. Some of the students end up dropping out of school or having huge fee balances which seems to affect the school operations. This agrees with Lauridsen,(2008) who stated that the amount of allocation to each constituency is based on the number of students from the constituency and enrolled in secondary schools. Most of the schools in Mutomo District have few student population and thus the Districts is allocated less amount for bursary than the other Districts with big populations. This seems to explain why the allocation is also not enough.

The last factor identified as influencing the disbursement of bursary fund was revealed as failure to follow the laid down guidelines by the government. Table 4.17 shows that majority of the responses (70.4%) strongly disagreed with the statements; bursary committee follows the policy guidelines when selecting the CBFC members, the CBF follows the Government guidelines in awarding the bursary and the guidelines on minimum/Maximum bursary award limits are followed by CBFC when

awarding bursaries. Therefore, failure to follow the CBF guidelines was negatively influencing the bursary awards to neediest income poor students. Thus failure to follow the CBF guidelines as required was negatively influencing the constituency bursary awards to the deserving CSEBF beneficiaries as identified in the Mutomo District schools. The study findings have concurred with the past previously reviewed literature (Levin and Caillods, 2001) A public education policy, which aims at enhancing access, retention and completion of an education cycle, should consider assisting in financing the education of the needy students(Levin and Caillods, 2001). TRANSE-Group (2005) has identified financing secondary education as a great challenge to both government and households. Secondary education in most of the African countries tend to be the most neglected, receiving on average 15-20% of state financial resources (World Bank, 2005) Household burden in financing secondary education has therefore remained high.

5.3 Discussion of the Findings

The study first sought to establish the extent to which stakeholders awareness of the constituency secondary education bursary fund influenced the allocation process in Mutomo District. The study revealed that all principals (100%) and all students (100%) interviewed were aware of the constituency bursary fund allocation. Besides among the students, only 30 percent had made an attempt to apply for the funds. According to (Levin & Caillods, 2001), a public education cycle, should consider assisting in financing the education of the needy students. Most of the needy students

are orphans, and children from single parents or poor households and without state financial intervention in financing their education such vulnerable group of students would drop out of school and the purpose of state assistance in financing high school education would have been lost. Levin and Cailods (2001) has found out that majority of children in sub-saharan Africa do not make it to secondary school. A study from Transe-Group (2005) identifies financing secondary education in most of the Africa countries tend to be the most neglected, receiving on average 15-20percent of state financial resources (World Bank, 2005). Household burden in financing secondary education has therefore remained high.

The study sought also to determine the extent to which deserving children got allocation of the bursary awards in Mutomo District. It was established that only 30 percent of the applicants were allocated the funds. It was revealed that some of those who got the funds were not deserving. According to Levin and Caillods, (2001) a public education financing system, which aims at enhancing access, retention and completion of an education cycle, should consider assisting in financing the education of the needy students. It follows then that the introduction of the secondary school education bursary to CSEBF in all constituencies was aimed at improving the earlier Ministry of Education secondary school bursary scheme which was channeled to secondary schools by putting people at grass roots on board to deliberate and identify the needy bright students who warrant the awarding (Government of Kenya, 2008). However, according to Oyugi, (2009) some of the hidden complaints in the 3rd July, 2008 circular from the Ministry were that:-some people were meddling in the

bursaries, by recommending beneficiaries in disregard of the evaluation criteria'. As a result, deserving students were not getting bursaries and where they do: they get small amounts which are not enough to cover the fees. Although it has been indicated that the CBF funds are not adequate, it is anticipated that if genuine identification of the needy students is done the money could be enough to assist to finance secondary school education for the needy and bright (Lauridsen, 2008). The same argument was raised by Stiftung, (2008) who argued that in Mutomo District there has been in adequacy of the bursary allocation and thus number of the needy children who received the bursary were few (Stiftung, 2008). As a result, 39 per cent of secondary school age children are still attending primary school for fear of the secondary school fees. Report from the District education office (2012) indicated that only 13 percent of the students in the District had applied for the bursary. Out of those who applied for the bursary only 25 percent received the funds. This indicates that some of the children and parents deserving the bursary fund still lack information about the availability of such funds.

The study also sought to establish the adequacy of bursary funds for allocation from the headquarters for Mutomo District. It was generally agreed that the bursary allocation from the headquarters was not enough. This was evidenced by the very small percentage which had been allocated the funds (9.3%) where's there are very many deserving students who had applied for the same. According to Dorothy (2012), the funding of secondary education by the Government was not enough to cater for all the needy cases and therefore the Government should increase the bursary allocation.

Finally the study sought to establish the extent to which policy guidelines influence the bursary.

It was established that although the Government had already given the guidelines concerning bursary allocation these guidelines seemed not to be followed to the latter. Majority of the responses (70.4%) strongly disagreed with the statements; bursary committee follows the policy guidelines when selecting the CBFC members, the CBF follows the Government guidelines in awarding the bursary and the guidelines on minimum/Maximum bursary award limits are followed by CBFC when awarding bursaries

Therefore failure to follow the CBF guidelines was negatively influencing the bursary awards to neediest income poor students. Thus failure to follow the CBF guidelines as required was negatively influencing the constituency bursary awards to the deserving CSEBF beneficiaries as identified in the Mutomo District schools. The study findings have concurred with the past previously reviewed literature (Levin and Caillods, 2001) A public education policy, which aims at enhancing access, retention and completion of an education cycle, should consider assisting in financing the education of the needy students(Levin and Caillods, 2001). TRANSE-Group (2005) has identified financing secondary education as a great challenge to both government and households. Secondary education in most of the African countries tend to be the most neglected, receiving on average 15-20% of state financial resources (World Bank,

2005) Household burden in financing secondary education has therefore remained high.

According to the Ministry of education, Republic of Botswana (1993) when the government committed itself to nine years universal education encompassing junior secondary education within the free and compulsory education, their enrolment increased. This resulted to universal government financing of two years at secondary school level. The parents were left to only meet the cost of the third, fourth, fifth and sixth years of secondary education. This tremendously increased the access and retention of all secondary school students in especially the first two years of secondary education.

5.4 Conclusions of the Study

The purpose of this study was to investigate factors influencing disbursement of secondary education bursary fund (SEBF) through constituencies in Mutomo District, Kenya

One of the factors identified of affecting bursary allocation was awareness of the existence of the funds. The study revealed that all principals (100%) and all students (100%) interviewed were aware of the constituency bursary fund allocation. This implies that the principals had passed the information to all students about bursary allocations. Despite the fact that all students seemed to be aware of the constituency bursary fund, it was revealed that only 30 percent of the respondents had applied for

the money with 70 percent not applying hence missing from the list for consideration. It was established that only 30 percent of those who applied for the bursary were allocated while 70 percent were not allocated the funds. This is a very small percentage compared to the many needy cases in Mutomo District. This means there was a weak positive correlation between stakeholder's awareness of constituency bursary fund and allocation. This means that the increase in awareness might not increase allocation since all the applicants were not allocated. Also if applicants decreased the allocation might not decrease.

The other factor identified was that the fact that the deserving students were not getting the funds. It was established that only 30 percent of the applicants were allocated the funds. It was revealed that some of those who got the funds did not deserve. According to Levin and Caillods, (2001) a public education financing system, which aims at enhancing access, retention and completion of an education cycle, should consider assisting in financing the education of the needy students. It follows then that the introduction of the secondary school education bursary to CSEBF in all constituencies was aimed at improving the earlier Ministry of Education secondary school bursary scheme which was channeled to secondary schools by putting people at grass roots on board to deliberate and identify the needy bright students who warrant the awarding (Government of Kenya, 2008).

The other factor identified as affecting the allocation of bursary funds was the inadequacy of allocation from the head quarters. All the respondents (100%) stated

that the bursary allocation to the needy students was not adequate. This is because they have so many needy students who were applying for the funds and had not been given. Some of the students end up dropping out of school or having huge fee balances which seems to affect the school operations.

The last factor identified as influencing the disbursement of bursary fund was revealed as failure to follow the laid down guidelines by the government. Table 4.17 shows that majority of the responses (70.4%) strongly disagreed with the statements; bursary committee follows the policy guidelines when selecting the CBFC members, the CBF follows the Government guidelines in awarding the bursary and the guidelines on minimum/Maximum bursary award limits are followed by CBFC when awarding bursaries.

5.5 Recommendations from the study

Based on the finding from this study, the researcher wishes to make some recommendations.

- i. The principals should be holding frequent meetings with the parents so as to sensitize them on the need to apply for bursary funds. This is because even when students are aware of the bursary funds, they may not get the necessary encouragement from the parents to apply for the same.
- ii. The constituency bursary fund committee should involve the principals in identifying the deserving students for the bursaries. This is because they are the ones who understand the student's background better.

- iii. The Government should increase the amount of bursary funds allocated to the constituencies in arid and semi arid lands. This is because these places have more needy students.
- iv. The Government should monitor and evaluate continuously the performance of the constituency bursary funds. This would enhance efficiency.

5.6 Suggestions for further research

This study investigated factors influencing disbursement of secondary education bursary fund (SEBF) through constituencies in Mutomo District, Kenya. Further research can be done on the following:-

- i. The influence of constituency bursary funds allocation on the performance of students in Kenya certificate of secondary education.
- ii. Factors affecting the management of constituency bursary funds.
- iii. The effect of the amount of allocation of bursary funds on the retention of the needy students in secondary school.

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APPENDICES

APPENDIX (I)

Elizabeth Kalee Musili

P.O Box 7-90201

Mutomo

5/1/2012

Dear Sir/ Madam.

REF: REQUEST TO BE A RESPONDENT

I am a post graduate student at the University of Nairobi pursuing a Master Degree of Educational Administration. As part of the requirement for the award of this degree I am conducting a study on factors influencing disbursement of constituency secondary education bursary currently under the committee for secondary education bursary fund in Mutomo District. Your school is one of the schools selected for this study. I therefore humbly request you to assist in filling in the questionnaire. The information you provide will strictly be used for the purpose of this study and your identity waskept confidential.

Thank you in advance.

Yours faithfully,

Elizabeth Kalee Musili

University of Nairobi.

APPENDIX (II)

HEADTEACHERS' QUESTIONNAIRE

Instruction

The study is on the factors influencing disbursement of secondary school bursary through constituency bursary fund. Put a tick against the appropriate choice. Fill in the spaces provided below each question. In case of any additional information, you can attach a written statement. Do not write your name or that of the institution.

Section I: Biodata of the respondents

1. What is your gender? a. Male () b. Female ()
2. What is your age bracket in years
a. <40 b.41-45 c.46-50 d.51-55
e.>60
3. What is your highest academic qualification?
Diploma b)B.Ed c)B.A/B d. M.Ed
Others specify_____
4. How long have you been a head teacher in years?
a .<5 b.6-10 c.11-15 d.16-20 e.>20

Section II: Stakeholders awareness of Constituency bursary fund allocation.

5. Are you aware of constituency bursary fund allocation?
a. Yes () b. No ()
6. How do students access information about bursaries?
a. Through the school ()

- b. Through friends ()
- c. Through CDF officials ()
- d. Through chiefs barazas ()

7. What are the major sources of bursary forms from?

- a. From the school()
- b. From CBF office ()
- c. From chiefs office ()

Section III: Deserving children and bursary allocation

8. Did students from your school apply for CBF this year?

- a. Yes ()
- b. No ()

9. If yes, how many applied for the CBF?

Beneficiaries	Number applied	Number awarded
Orphaned		
From single parents		
From poor households		

10. Do you think the CBF allocation from the headquarters is adequate? a.Yes ()No()

SECTION IV: Adequacy of bursary funds and allocation

11. Do you think the amount allocated to busary committees from the headquarters is sufficient?

- a. Yes ()
- b. No ()

12. If NO,

why? _____

13. Have your students received bursary fund?

a. Yes ()

b. No ()

14.If yes, have they ever been allocated any amount?

(a)Yes ()

(b) No ()

15.If yes, how much?

a.<Shs2000

b.shs2000-5000

c. shs5001- 10,0000

d. Any other

On average how much money was allocated to your students in the last

SECTION V: Policy guidelines and bursary disbursement

The following statements indicate view on the adherence to the policy or the CDF guidelines in constituency secondary education bursary fund disbursement. Please use a 5-point likert rating scale ranked from 1-to-5 as **(SA)** Strongly Agree = 1; **(A)** Agree = 2; **(N)** Neutral = 3; **(D)** Disagree = 4 and **(SD)** Strongly Disagree = 5 to indicate the level to which you agree or disagree with the given statements.

1 2 3 4 5 Statements

Bursary committee follows the policy guidelines when selecting the CBFC members

The CBF follows the Government guidelines in awarding the bursary

The guidelines on minimum/Maximum bursary award limits are followed by CBFC when awarding bursaries

Make your comments on the above statements in section V.

.....

Thank you in advance.

Yours faithfully,

Elizabeth Kalee Musili.

APPENDIX (111)

STUDENTS' QUESTIONNAIRE

Instructions

Put a tick against appropriate choice.

Fill in the data in the spaces provided below each question.

In case of any additional, you can attach a written statement.

Do not write your name or that of your school.

1. What is your gender? Male Female
2. How old are you in years?
Less than 17 years () (b) 17-18 years () (c) 18-19 years (d) Over 20 yrs
3. What is your class? a. Form 1 () b. Form 2 () c. Form 3 () d. Form 4 ()
4. Are you aware of any bursary allocation by the Government? a. Yes () (b)
5. Have you ever applied for bursary fund? a. Yes () (b) No ()
6. If yes, have you ever been allocated any amount? (a) Yes () (b) No ()
7. If yes, how much? a. <Shs2000 b. shs2000-5000 c. shs5001- 10, 0000
d. Any other

8. Which students receive bursaries in your school?

Beneficiaries	Number applied	Number awarded
Orphaned		
From single parents		
From poor households		

APPENDIX (IV):
QUESTIONNAIRES FOR CONSTITUENCY BURSARY FUND CHAIR -
PERSON.

1. What is your gender? a. Male b. Female
2. What is your highest level of academic qualification?
a) None b) primary c) Secondary d) diploma
e) Degree
3. How long have you been a CBFC member in years?
a. <2 years b. 3-5 years c. Over 5 years
4. Were you allocated any money by the Government in year the 2012? a. Yes b. No
If yes, how much Money in thousands of shillings was allocated for
constituency bursary from treasury in 2012?
a. <2000 () b. 2000-5000 () c. 5001- 1000,000 () d. Any
other.....
5. Is the allocated money adequate? a. Yes () b. No ()
6. Who are the majority of your applicants for the bursary?
(a) Orphaned () (b) From single parents (c) From poor households () (c) Any
7. How many applications did you receive in year 2012?
a. <200 () b. 200-500 () c. 5001- 10,0000 () d. Any other
8. How much did you allocate to majority of the applicants?
a. <2000 b. 2000-5000 c. 5001- 10,000 d. Any other

9. Who were the major beneficiaries from the bursary?

Beneficiaries	Number applied	Number awarded
Orphaned		
From single parents		
From poor households		

Thank you for your cooperation

Yours faithfully,

Elizabeth Kalee Musili

APPENDIX (V)

AUTHORIZATION DOCUMENTS.

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/013/1069**

Date: **17th June 2013**

Elizabeth Kalee Musili
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **11th June, 2013** for authority to carry out research on "*Factors influencing disbursement of constituency bursary funds in secondary schools in Mutomo District, Kitui County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Mutomo District** for a period ending **31st December, 2013.**

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

... is committed to the Promotion of Science and

PAGE 2 PAGE 3

Research Permit No: NCST/RCD/14/013/1069

THIS IS TO CERTIFY THAT **Date of issue** 17th June, 2013

Prof./Dr./Mr./Mrs./Miss/Institution **Fee received** KSH: 1000

Elizabeth Kalee Musili

of (Address) University of Nairobi

P.O Box 92-6902, Kikuyu.

has been permitted to conduct research in

Location

Mutomo

District

Eastern

Province

on the topic: Factors influencing disbursement

of constituency bursary funds in secondary

schools in Mutomo District, Kitui

County, Kenya.



Elizabeth Kalee Musili

Applicant's Signature **For Secretary**

National Council for

Science & Technology

for a period ending: 31st December, 2013.