

**FACTORS INFLUENCING ALLOCATION OF  
BURSARIES TO STUDENTS IN PUBLIC SECONDARY  
SCHOOLS IN CENTRAL DIVISION OF MACHAKOS  
DISTRICT IN MACHAKOS COUNTY**

**BY**

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**A Research Project Report Submitted in Partial Fulfillment of the  
Requirements for the Award of the Degree of Master of Arts in  
Project Planning and Management of the University of Nairobi.**

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## DECLARATION

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

Signature: í í í í í í í í í í í í .

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## **DEDICATION**

This project report is dedicated to my father Musee Nguku (wa Katindi). Your dream about my success in this course and your positive attitude towards education have been a source of inspiration and encouragement.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AIDS</b>	- Acquired Immuno óDeficiency Syndrome
<b>ASALs</b>	- Arid and Semi- Arid Lands
<b>CBC</b>	- Constituency Bursary Committee
<b>CDF</b>	- Constituency Development Fund
<b>CBFC's</b>	- Constituency Bursary Fund Committees
<b>BOG</b>	- Board of Governors
<b>CDD</b>	- Community Driven Development
<b>CPR</b>	- Conseil Protestant du Rwanda
<b>DEO</b>	- District Education Officer
<b>D.O</b>	- District Officer
<b>DQASO</b>	- District Quality Assurance and Standards Officer
<b>EFA</b>	- Education for All
<b>FAWE</b>	- Forum for African Women Educationists
<b>FY</b>	- Financial Year
<b>GER</b>	- Gross Enrolment Rates
<b>GRB</b>	- Gender Responsive Budgeting
<b>HIV</b>	- Human Immunodeficiency Virus
<b>IPAR</b>	- Institute of Policy Analysis and Research
<b>KES</b>	- Kenya Shillings
<b>KNUT</b>	- Kenya National Union of Teacher
<b>LATF</b>	- Local Authorities Transfer Funds
<b>M &amp; E</b>	- Monitoring and Evaluation

<b>MOE</b>	- Ministry of Education
<b>MOES &amp; T</b>	- Ministry of Education Science and Technology
<b>MP</b>	- Member of Parliament
<b>NER</b>	- Net Enrolment Rates
<b>NGO</b>	- Non- Governmental Organization
<b>PTA</b>	- Parents Teacher Association
<b>RGF</b>	- Rwanda Genocide Fund
<b>SEBF</b>	- Secondary Education Bursary Fund
<b>SPSS</b>	- Statistical Package for Social Sciences
<b>UNESCO</b>	- United nation Educational Science and Cultural Organization
<b>UPE</b>	- Universal Primary Education
<b>UK</b>	- United Kingdom
<b>YIKE</b>	- Youth Initiative Kenya

## ABSTRACT

Education is a profitable private investment yet many students cannot afford to finance it out of their own family resources. Allocation of Bursaries to the poor and vulnerable enables such groups to access and complete school. The purpose of this study was to analyze factors influencing allocation of bursaries to students in public secondary schools in Central division, Machakos District. The objectives of this study were: to establish the extent to which family characteristics influence allocation of bursaries, to examine how gender consideration influence allocation of bursaries, to assess the extent to which students performance in class influence allocation of bursaries and to establish how political patronage influence allocation of bursaries. This study was inclined to the Human Capital Theory. Descriptive research design was adopted for the study. Krejcie and Morgan table was used to select a sample of 375 respondents from a universe of 13567 students. Stratified sampling was used to select 12 principals which is equivalent to 30% of 40 principals. The researcher used questionnaires for students and interview schedule for principals as research instruments. Descriptive statistics was used to analyze data by use of frequencies and percentages. Statistical Package for Social Sciences (SPSS) was used as a tool to aid the analysis. The findings of this study were: there is a significant relationship between family characteristics and bursary allocation. Children from the poor families were considered for bursary allocation more than those from rich families. Also there was a significant relationship between gender and bursary allocation. The girls were being considered more for the bursary allocation than the boys. This was done so as to encourage the girl participation in education. The study revealed that there is a significant relationship between student's performance and bursary allocation. The bright children from poor families were benefiting more from bursary allocation than those who were not bright. It was finally established that there was a significant relationship between political patronage and bursary allocation. The politicians were interfering with the appointment of the bursary committee members as well as the allocation of the bursaries. This study recommends that the Government increases the bursary allocations to the students from poor families who can be identified through the school principals, the bursary committees should allocate bursary to all the deserving students irrespective of their gender, the bursary committees should allocate bursaries even to the academically challenged students since their poor performance might be as a result of absenteeism caused by lack of school fees and politicians should not interfere with bursary allocation either directly or indirectly. Further research should be conducted to establish the impact of constituency bursary funds on student's performance. A research should also be undertaken to establish factors affecting management of constituency bursary funds.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the study**

Education is a profitable private investment yet many students cannot afford to finance it out of their own family resources (Psacharopolous and Woodhall, 1985). Governments therefore need to provide funds to support a broad based equitable expansion of secondary education with incentives for private provision and subsidies to disadvantaged students to ensure equality of opportunity and eventually eradicate poverty (Veerspoor, 2007). Education is human capital which is essential for one to be socially productive in the society (Schultz, 1982). A person with education benefits not only himself but also the society. The provision of education to a population is found to increase the economic growth of a nation. Allocation of government bursaries to deserving students enables them to access education. Bursary allocation can only be conducted well using equity and efficiency principles. Equity demands that resources can fairly be distributed if more is provided for those regions that are disadvantaged in terms of low allocation or no resource allocation to disadvantaged members of the society such as orphans and the poor who live in extreme poverty.

In UK all students may apply for a discretionary bursary from their school, college, academy or other provider. Bursaries are intended for students who are in most need of financial support and the eligibility criteria needs to reflect this. For example in Astley Cooper school, Hertfordshire Secondary School two levels of eligibility are

applied, that is, 'medium priority' which includes any student who is in receipt of Free School Meals and 'low priority' which includes students whose household is in receipt of means tested benefits. In addition any student, regardless of their personal or family circumstances can apply for a low priority award if they have an identifiable financial need. A student awarded a medium priority bursary is not precluded from also applying for a low priority bursary where extra support is required. The school operates a 16-19 bursary fund committee which is made up of key stakeholders. It sits as and when required throughout the academic year and approves all awards. For low priority awards, it discusses every individual case based on the documentary evidence available and all the personal circumstances of the student and decides on an appropriate amount. The award is paid in kind such as provision of necessary course equipment, travel tickets and free meals. This helps to ensure the bursary awarded genuinely is sufficient to meet students needs. Communicating details about the bursaries is the responsibility of individual providers or groups of providers. Information is posted on their websites. Providers also work with local authority children's services to identify young people who meet the eligibility criteria. Other means used to communicate such information include screen savers, posters and flyers.

In Singapore the government through the Ministry of Education has a bursary scheme in place that is meant for students whose household income is less than \$ 4000 a month.

They provide \$300 for secondary 1 to 5. Eligibility is for students who are already in secondary school and whose performances are good (MOE 2012). This helps to retain the students who could have otherwise dropped due to lack of school fees. The government of Mexico directs bursaries to help indigenous students pay for textbooks and other learning materials.

In Malawi, studies show that close to 70% of secondary school students are entitled to bursary schemes which are supposed to cover 75% tuition fees for most beneficiaries and upto 100% for vulnerable groups such as double orphans and girls (World Bank, 2006). The expected beneficiary should be genuinely needy and already selected to a secondary school. In addition one should be well behaved, not recipient of another scholarship should have positive attitude towards education and should have completed a bursary application form (Novoc, 2009). These are the policy guidelines that guide the provision of bursary schemes. The administration of the bursary scheme is decentralized. At the beginning of each financial year Headteachers of various secondary schools are supposed to provide the Education Division with number of needy children to benefit based on completed and verified bursary application forms collected. The Education Division managers who manage secondary schools directly then forward their requests of budgets to the MOEST Headquarters. MOEST then makes all arrangements to make sure that bursaries are remitted to the schools within the academic term. In Botswana the bursary award scheme is administered by allocating bursaries/ scholarships as follows: ensuring equitable distribution of training places among critical area of manpower needs in



the economy, applicants choice of course in higher education and academic achievement at the senior secondary school (World Bank, 2007).

In Kenya the Secondary Education Bursary Fund (SEBF) was introduced in the 1993/1994 Financial Year (FY) with an initial allocation of Ksh. 25 Million. By the 2002/03 Financial Year total allocation had reached KES 548 Million. At the inception of the scheme, funds were disbursed directly to secondary schools from the Ministry of Education (MOE) headquarters, based on the school's student enrolment. Schools were expected to distribute the bursary funds in accordance with guidelines issued by MOE. Ideally, the bursary scheme was set to cushion students in the lower income groups ( that is, the poor and vulnerable groups, orphans, girls, urban slum dwellers) from the high costs of secondary education (Republic of Kenya, 2005). These were the needy groups who were also capable of achieving good results. Secondary education bursary fund (SEBF) was also aimed to increase enrolment and completion of secondary school. However, a number of complaints were leveled against the manner in which the fund was being administered prior to 2003. These included undeserving students benefiting from the fund, very few beneficiaries being reached, ghost students being awarded bursaries and beneficiaries being awarded insignificant amounts (Republic of Kenya, 2009). In 2003 the Ministry and other stakeholders decided to modify the scheme in line with government policy on decentralization and to respond to complaints of mismanagement and lack of impact. Instead of sending funds from headquarters directly to school, the funds were channeled through constituencies (Oyugi , 2010 ).

In reference to the Ministry of Education Science and Technology (MOEST) circular Ref. No. G9/1/(61) dated 22<sup>nd</sup> September, 2005, guidelines for disbursement of secondary school bursary were revised to streamline the disbursement of bursaries at constituency level. In line with the government policy on decentralization and empowerment of communities the funds would be administered at the constituency and District levels. The SEBF funds were sent to constituency bursary committees. The objectives of the bursary scheme were; increase access to secondary school, ensure retention of students in secondary school, promote transition and completion rates, and to reduce disparities and inequalities in the provision of secondary school education. The bursary programme targeted to assist the following groups: Orphans (Total/partial orphans), children from poor households (especially those with no incomes) who are disciplined and academically good, children from ASAL areas and urban slums, the girl child, children in difficult circumstances (those with special needs and girls rescued from difficult circumstances and handicapped).

In Central Division of Machakos District, students benefit from bursary awards from SEBF, CDF and LAFT. SEBF awards 5000/= to a student, CDF 3,000/= but LAFT bursary awards to students are not uniform. There have been complains that most bursaries target students in those areas of the constituency where the area MP has most support at the expense of other areas. This indicates that political patronage has negative influence on bursary allocation. A few studies have been conducted in the past over the management and implementation of Bursary funds. However not much effort has gone into establishing the level and extent to which the fund has been targeting the intended groups. There is therefore need to examine the concrete reality

regarding the criteria used to allocate bursaries to students in Central Division, Machakos town.

## **1.2 Statement of the Problem**

The Ministry of education operates a bursary scheme for secondary schools as part of Social Dimension of Development programme initiative targeting poor and vulnerable students. The scheme was intended to enhance completion rates and ensure high quality secondary school education for all eligible Kenyans with special attention to the poor and vulnerable groups such as the girl child (Njeru & Orodho, 2003).

Issues such as corruption, political patronage, nepotism and tribalism have plagued the bursary award process. Worse still is the little regard for defined bursary eligibility criteria. There is inadequate information to facilitate re-orientation of the secondary bursary scheme to make it a needs-based initiative (Barat, 2007). Students from high socio-economic backgrounds received more bursary support than their counterparts from the humble backgrounds as a result of political pressure exerted on the constituency bursary fund committee (Odebero,2002) Gender Equity in the allocation of bursaries has not been achieved fully because the male students are the greatest beneficiaries of the bursaries (Yike ,2011).

Every citizen should have inalienable right to social services which include education irrespective of their socio-economic, gender and political background. Although funds are disbursed by government for onward awarding to needy students, such

students have had to transfer from public boarding to public day secondary schools which are cheaper. Students absenteeism due to lack of school fees has also been experienced. It is on such background that the researcher examined factors influencing allocation of bursaries in Central Division of Machakos District.

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

The purpose of this study was to analyze factors influencing allocation of bursaries to students in public secondary schools in Central division of Machakos district.

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

This study was guided by the following objectives:

- i. To establish the extent to which family characteristics influence allocation of bursaries to students in public secondary schools in Central division of Machakos district.
- ii. To examine how gender consideration influence allocation of bursaries to students in public secondary schools in central division of Machakos district.
- iii. To assess the extent to which student's performance in class influence allocation of bursaries to students in public secondary schools in central division of Machakos district.
- iv. To establish how political patronage influence allocation of bursaries to students in public secondary schools in Central division of Machakos District.

### **1.5 Research Questions**

This study sought to answer the following questions:

- i. To what extent do family characteristics influence allocation of bursaries to students in public secondary schools in Central Division of Machakos District?.

- ii. How does gender consideration influence allocation of bursaries to students in public secondary schools in central division of Machakos district?
- iii. To what extent does students performance in class influence allocation of bursaries to students in public secondary schools in central division of Machakos district?
- iv. How does political patronage influence allocation of bursaries to students in public secondary schools in Central Division of Machakos District?

## **1.6 Hypothesis**

This study was guided by the following hypothesis:-

1. H<sub>0</sub>: There is no significant relationship between family characteristics and bursary allocation.

H<sub>1</sub>: There is significant relationship between family characteristics and bursary allocation.

2. H<sub>0</sub>: There is no significant relationship between gender and bursary allocation.

H<sub>1</sub>: There is significant relationship between gender and bursary allocation.

3. H<sub>0</sub>: There is no significant relationship between students performance and bursary allocation.

H<sub>1</sub>: There is significant relationship between student's performance and bursary allocation.

4. H<sub>0</sub>: There is no significant relationship between political patronage and bursary allocation.

H<sub>1</sub>: There is significant relationship between political patronage and bursary allocation.

### **1.7 Limitations of the study**

A number of limitations were anticipated during the study. One of the aspects of this study was to determine parental financial status. As such, some respondents among students may hesitate to provide useful information for the study due to embarrassment of exposing their poverty level. The researcher assured the respondents that the findings of the study were to be used for academic purposes only. In addition, time factor was a constraint due to the tight schedule of principals which could affect data collection. The researcher made prior booking with the principals on the dates to visit schools.

### **1.8 Delimitation of the study**

The study was delimited to public secondary schools in Central Division of Machakos District. Further the study involved principals and students of public secondary schools in central division of Machakos District.

### **1.9 Significance of the Study**

It is hoped that the outcomes of this study might help policy makers in exposing current weaknesses in bursary allocation and help them rectify in future. The findings of the study may be useful to bursary committees in reassessing their allocation criteria and improving on it. The study might also benefit the parents and students in secondary schools by educating them on the criteria followed in allocating bursary and encourage them to apply for bursaries. The research could also help in encouraging other researchers to carry out further research in the area of educational financing as well as other related areas. Finally, other countries that are likely to introduce bursary schemes at their

secondary level might through this study gain some insight into some key outcomes of such schemes.

### **1.10 Basic Assumptions of the study**

This study was undertaken based on the following assumptions: that economic status of the family is considered in bursary allocation, there is gender equality in awarding bursary, bursary allocation is based on certain criteria and that the respondents would give honest answers to the researcher.

### **1.11 Definition of Significant Terms**

**Completion rate:** refers to the ratio of learners who go through the four year education course without being referred or dropping out over the total number of the same students who had enrolled in form one.

**Education grant:** refers to the sum of money or any monetary aid provided by the government to the education sector to finance education.

**Education bursary:** refer to the money or any assistance granted by the state to the sector of education to reduce the cost of education and make it affordable to everybody.

**Enrolment rate:** refers to the students that get admitted in secondary school at their specific grades.

**Gender consideration:** refers to the inclusion of boys and girls in allocation of bursaries

**Graduation rate:** refers to those students who finish form four compared to those students who were registered at the start of their four year course.

**Gross enrolment:** refers to the total enrolment in a specific level of education regardless of age, expressed as percentage of the eligible official age population corresponding to the same level of education in a given year.

**Net enrolment:** refers to enrolment of official age group for a given level of education expressed as percentage of the corresponding population.

**Participation:** refers to the students' involvement in secondary school indicated by transition rates from one form to another, dropout rates, retention rates, enrolment rates and completion rates.

**Performance:** refers to the student's achievement in the class examinations.

**Political patronage:** refers to assistance in form of bursary awards given by politicians to children of their political supporters regardless of whether they are needy or not.

**Public secondary school:** refer to those secondary schools that are maintained or assisted out of public funds.

**Retention rate:** refers to the number of students who enroll and remain in school till they complete their four year course.

**Transition rate:** refers to students number that complete one form in secondary school and proceed to the next form.

### **1.12 Organization of the study**

This study was organized into five chapters. The first chapter consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, limitations of the study, delimitations of the study, significance of the study, basic assumptions of the study, definition of significant terms and organization



of the study . Chapter two consists of literature review which was reviewed under the following sub headings: Objectives of bursary schemes in Kenya, criteria for bursary allocation, family characteristics and allocation of bursaries in enhancing participation in secondary schools , gender consideration in bursary allocation, gender responsive budgeting , gender responsiveness of the allocation criteria at the Ministry level, students performance and its influence on allocation of bursaries to students, influence of political patronage on allocation of bursaries, summary of literature review, theoretical framework and conceptual framework of the study. Chapter three consists of research methodology, that is, the research design, target population, sample size and sampling techniques, research instruments, pilot study and instruments validity and reliability. It also includes data collection procedures, data analysis techniques and ethical issues in research. In chapter four, the researcher has to deal with data analysis, data presentations and data interpretation while chapter five focuses on summary of the key findings, discussion of the findings, conclusions, recommendations and suggestions for further research. There is also a sub-section of references and appendices.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews the literature related to factors influencing allocation of constituency bursaries in promoting participation in public secondary schools in Central division of Machakos district. The following headings were studied: Objectives of bursary schemes in Kenya, criteria for bursary allocation, family characteristics and allocation of bursaries in enhancing participation in secondary schools , gender consideration in bursary allocation, gender responsive budgeting , gender responsiveness of the allocation criteria at the Ministry level, students performance and its influence on allocation of bursaries to students, influence of political patronage on allocation of bursaries, theoretical framework, conceptual framework of the study, research gaps and summary of literature review.

#### **2.2 Bursary Schemes in Kenya**

With the introduction of cost sharing policy, the burden of secondary education shifted to the parents entirely. This fee paying secondary education impacts negatively on the poor households as they cannot afford to educate their children. These cost of education leads to poor participation of children from marginalized and disadvantaged groups in secondary education (Republic of Kenya, 1999). It is in this regard that the government introduced three types of bursaries at constituency level.

First was Secondary Education Bursary Fund (SEBF) in 1993/1994 financial year which is money channeled by the government to help needy students. The second is Constituency Development Fund (CDF) in 2003 for generalized development with emphasis on health, education and social amenities. The third is bursaries from local authorities. There is a kitty for poor students in Local Authorities Transfer Funds (LATF) which was introduced in 1999. The SEBFs scheme objectives are to increase access to secondary schools, ensure retention of students in secondary schools, promote transition and completion rates and reduce disparities and inequalities in the provision of secondary school education.

### **2.3 Criteria for Bursary Allocation**

A study was conducted by Odebero et al (2007) on the effectiveness of the criteria set by the Ministry of Education, Science and Technology and circularized to all the secondary schools through the District Education Office. The criteria include; academic performance, good discipline, family background and Orphan hood. These were distributed to the school heads through the District Education Office. The fund was found to experience the following set-backs namely; the amount of bursary disbursed to the constituency was insufficient and could not meet the demands of the high number of the needy applicants.

The findings of IPAR survey revealed that the bursary was experiencing a number of challenges, notably inadequate funds disbursed from the Ministry of Education to the constituencies with more than 58 percent of the demand unmet (IPAR,2008).

Similarly there is poor use of allocation guidelines resulting in more than 84 percent of the beneficiaries getting the minimum allocation of KES 5,000. This is way below the government approved fees for day schools, boarding provincial secondary schools and national schools which is KES 10, 500 and KES 22,900, and KES 28,900, respectively (Oyugi, 2010). This makes students from poor families to drop out of school a situation that warrants research.

#### **2.4 Family Characteristics and allocation of bursaries in enhancing participation in secondary schools**

According to Katler (1989), home environment conditions can positively or negatively influence a child's participation in school. Lack of father figure as instinctive leader in a family makes children suffer psychologically, which leads them to have behavioural problems, hence failing to fit well in social set ups and end up dropping out of school. Nkinyangi (1980), points out that the quality and quantity of education attained by a child is closely associated to the parent's own education attainment levels as well as their economic status in society. Fry (2003), says that HIV/AIDS has adversely affected sectors such as health, education and others. This may have adverse effects on students' education. It has led to increased number of orphans, leading to increased dropout, due to lack of fees following death of parent or guardian. Some may dropout to cater for their siblings. According to Lewin (2008) of the worlds 6 billion people, 2.8 billion (almost half) live on less than two dollars a day and 1.2 billion (a fifth) live in less than a dollar a day with 93% living in South Asia, East Asia and sub-Saharan Africa. Awarding bursaries to the poor can improve access to education which will in turn reduce income

inequality and eradicate poverty (Todaro, 2003).

In UK, Edusave bursary scheme which is initiated by the government through MOE states categorically that for a student to qualify for bursary the gross monthly household income should be below \$4000. Set rules are put in place to ensure that this is adhered to. The scheme ensures that the beneficiaries are retained in school. Any student who discontinues does so under his/her own will (MOE, 2012). Still in UK, there is what is called 16-19 Bursary fund. The bursary fund guidance for 2012/2013 re-emphasizes the importance of ensuring available funds are targeted at those students experiencing the greatest financial disadvantages, that the amounts allocated are sufficient to enable those students to participate in education and that the availability of funding is effectively communicated to prospective and actual students both before and when they enroll. Different bursary providers have set out to achieve this. For example in Brandford academy eligibility to the funds is based on the household income being below 16,100 pounds or the students parents being in receipt of jobseekers Allowance income support or an equivalent benefit.

According to Opon (2007) in China and Philippines bursaries eligibility was pegged on official poverty line. However, the eligibility ceiling is an income level above the official poverty line which gave eligibility to many students who were not drawn from the ranks of the very poor. In Thailand, eligibility based on family income fails to take into account a number of factors such as the number of other dependants in a given household. In Rwanda the chances of being in school are higher among children with both parents alive than among those who have lost at least one parent.

According to findings of World Bank (2007) children who had lost their mothers even if they had not lost their fathers were most at risk of not attending school. Social-economic disparities widen substantially at post primary level. The government set up the Rwanda Genocide Fund (RGF) which targets this level of Education. The orphaned children are the beneficiaries of such funds and funding continues for as long as such students are present in the system. Orphans are therefore relatively well represented in secondary Education. According to Conseil protestant du Rwanda (CPR) which is an umbrella organization of schools run by various churches, their data on participation of children in secondary level revealed that participation in secondary education of orphans rose to 41% owing to the fact that these children have been specifically targeted for assistance under Rwanda Genocide Fund (RGF).

Oyugi (2010) in a study of Public Expenditure Tracking of Bursary schemes in Kenya observes that the major objective of the bursary scheme is to enable children from poor families access education. According to him there is no consistency in supporting children from poor families. Such students are not guaranteed continuous funding to completion of high school education. Student who need funding have to apply and re-apply for funding. When they re-apply they are re-evaluated along with other applicants. A substantial percentage of continuing students qualify for subsequent funding but this is based on re-application. Transition and completion rates in secondary schools remained below 50% essentially due to worsening poverty and increasing costs of education (Republic of Kenya , 2003).

According to Wachiye and Nasongo (2010) in a study on access to Secondary School Education through the constituency bursary fund in Kandunyi constituency, in an effort to enhance transition from the primary schools to secondary schools, the government of Kenya introduced the bursary scheme for secondary schools during 1993/1994 financial year. The bursary targeted the vulnerable groups namely the orphans, girls, children from slums and the poor in high potential areas and in arid and semi-arid lands. However, the study found that the method of bursary allocation was highly faulted for inordinate bureaucracy and for perpetuating unfairness by giving bursaries to the undeserving students and to those that were well connected. Recipients from high socio-economic backgrounds received more bursary support than their counterparts from the humble backgrounds. This anomaly was attributed to the flawed criteria of selecting the bursary recipients and therefore the transition rates remained low in the area.

In a study carried out by IPAR (2003) on education financing in Kenya, results indicated that the Ministry of Education had not given adequate guidelines to schools on how to identify needy students for the bursary awards. The general guidelines from the Ministry simply instructed the schools to allocate the money to the poor, bright and well disciplined students, failing to give specific guidelines regarding the amounts of bursary funding to be allocated per student, in order to have meaningful impact. Without clear guidelines, schools used various criteria and methods to allocate the bursaries. As a result, most headteachers abused the facility by awarding the bursaries to their kin, some from less deserving backgrounds. In other cases, the DEOs and politicians are said

to have put undue pressure on headteachers to allocate bursaries to their relatives, thereby denying needy students access to the facility.

Njeru and Orodho (2003) investigated the impact of the bursary scheme in four districts namely: Kiambu, Kisumu, Bungoma and Garissa. The study results showed that the needy students in the study districts had varying amounts of outstanding fees, indicative of the bursary fund being insufficient to cushion their education needs. The study also showed that while the bursary scheme was meant to cushion the poor and vulnerable against the vagaries of falling economic indicators, it appeared not to have made any overwhelming impact on students access to secondary education and had achieved little in maintaining increased retention and participation rates in secondary school education. Kiragu (2002) says that the Bursary introduced by the government in secondary schools did not necessarily benefit the most deserving students because of reasons such as nepotism, corruption and poor selection criteria.

A study by Odebero et al (2007) on Equity in Distribution of Bursary to Secondary School Students in Busia district found that the criteria used to establish needy students were ambiguous since allocation was pegged on students discipline and academic performance. According to this study children from poor households are likely to have more school discipline related problems than those from wealthy families. Discipline problems such as lateness, absenteeism, unfinished assignments and lack of proper school uniform may be caused by deprived background yet such students may be denied bursaries.



## **2.5 Gender Consideration in Bursary Allocation**

Girls' participation in school is a serious problem due to socio-cultural practices. The issue of security and safety and the long distances between homes and schools, also hinder girls' education (Republic of Kenya 2009). Great disparities exist between boys and girls and girls have lagged behind almost in all subjects examined. There were only 27 girls out of 100 top students compared to 73 boys in 2009 KCSE results. Education is a human right; therefore it is the right of every girl to be educated and the responsibility of the government to ensure the access to education (MOE, 2007). Overwhelming number of girls are not in school because of poverty. Poverty also leaves families with little choices. Since girls most valued contribution is towards the home, they are often withdrawn from school to save money. Even when girls go to school, they continue to care for the home, siblings and collect fuel. This leaves them little time to do school work and attend classes regularly. When this leads to lower grades the incentive to send girls to school further plummets (Odaga and Lienveld, 1995).

Bangladesh is a good example of a country whose government ó under pressure from women's groups ó has really bitten the political bullet and taken decisive action on gender equity. According to World Bank (2002) Primary education was made compulsory by an act of parliament in 1990. A substantially strengthened women's movement helped to galvanize government commitment to abolishing the education gender gap. Their leverage was increased by the actions of international bodies, resulting in commitments to women's education and gender equity that were signed by the Government. The Prime Minister launched the National Campaign for Social

Mobilization for Basic Education in 1992. Fees for rural girls was` abolished, free uniforms were distributed to girls (later discontinued) and food for education and stipend schemes were piloted. Government spending on primary education began a significant upward trend. The Social Mobilisation campaign used multi-media techniques to spread the message, including a cartoon series called "Meena" highlighting the importance of education for poor girls. In the mid-1990s , satellite schools were started for Grade 1 and 2 , fee-free education for girls was extended to Class 10, the Female Secondary Stipend Programme was extended, and a number of other incentives offered to girls and poor children in primary school. Bangladesh had consistently allocated more than 46 per cent of its education budget to primary and mass education since 1990, and the current share of education in the total budget is nearly 16 per cent.

Other factors encouraging girls to attend school have been the availability of micro-finance (through NGOs like BRAC) and expanding job opportunities in the textile and other industries (Vandemoortele, 2002). This consistent and high level support for girls' education has been paralleled in the NGO sector. Combined government and NGO efforts to promote access and equity in education has resulted in extraordinary gains in girls' enrolments in both primary and secondary schools over the past decade. Bangladesh, for example, had raised girls' secondary enrolment from 13 per cent to 56 per cent in 10 years.

A ministerial seminar on education for Rural People in Africa hosted by the government of Ethiopia (2005) indicated that in the absence of free basic education and in the case of

secondary education which was generally not free, provision of bursary proved very successful in giving education access to girls and keeping them in school. The bursaries had saved girls from dropping out of school and also from early marriages. In Guinea the United Nations Educational Scientific and Cultural Organization (UNESCO) and the Forum for African women Educationists (FAWE) granted, educational bursaries on the basis of a programme of excellence initiated by UNESCO to reward and enhance performance among girls. This is because girls and women represent more than half of the population of Guinea. The bursary scheme has had a considerable positive impact since the number of drop outs due to lack of school fees has reduced. With the support of the American Embassy, Gambia introduced a bursary scheme for girls to address some of the poverty issues affecting girl-child education in the country. The scheme provides payments of school fees and hire of textbooks for junior secondary school students to the tune of \$27 per year.

Youth Initiative Kenya (Yike) carried out a study in three constituencies in Nairobi namely: Embakasi, Kasarani and Starehe in the year 2011 seeking to assess the level and extent of the integration of gender responsive structures in the budgeting process of the SEBF and their effectiveness. They found out that: Kenya's secondary education bursary is an example of a demand-side financing mechanisms where finances from the central government or donor are targeted directly at schools to defray tuition and user fees. However even after the modification of the bursary scheme, there was not even an implicit mention of any efforts to make the budgeting and allocation process gender responsive.

### 2.5.1 Gender Responsive Budgeting

According to Unesco Bangkok (2010), Gender Responsive Budgeting (GRB) is a means of integrating a gender perspective into all steps of the budget process namely: planning, drafting, implementation and evaluation. This is intended to ensure that budget policies take into consideration the gender issues in society and neither directly nor indirectly discriminate against either women or men, girls or boys. GRB is thus an attempt to ensure that gender related issues are considered and addressed in all government policies and programmes and especially in the budgets allocated to the Secondary Education Bursary Fund ( Oxform GB, 2005).

### 2.5.2 Gender Responsiveness of the allocation criteria at the Ministry level

According to Yike findings, to allocate the bursary funds to constituencies in a way deemed equitable, the MOE uses both enrolments and poverty indices at the national and constituency levels. The revised guidelines for the disbursement of SEBF stipulate that the amount allocated to each constituency is based on: the number of students from the constituency and enrolled in secondary schools, the national secondary schools enrolment, the district poverty index and the national poverty index.

The formula for allocation of bursary funds to each of the 210 constituencies is;

$$\text{Constituency Bursary} = \frac{\text{Total enrolment in constituency}}{\text{Total national Enrolment}} \times \frac{\text{District Poverty index}}{\text{National poverty index}} \times \text{Total amount allocated for Bursary}$$

As presently designed, the allocation formula makes no provisions for gender based enrolment differentials. Allocation of the bursaries at the national level tends to assume equal gender distribution in secondary school enrolment. Boys benefit from bursary allocations more than girls because they are aggressive and apply for the bursaries. Girls don't want to expose poverty so they hesitate to apply. The environment may favour boys to girls because some poor parents may choose to educate the boys and leave the girls because it's assumed girls can engage in other activities to survive. Boys benefit more because their enrolment is higher compared to that of girls. For example, in Kasarani constituency 2006/07 the allocation to boys was (61.2%) and 2008/09 (65.6%) while allocation to girls was below 50 percent as indicated in Table 2.1.

**Table 2.1 -Distribution of Number of bursary beneficiaries by Gender, Kasarani  
2006/07 – 2008/09.**

INDICATOR	2006/07		2007/08		2008/09	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Beneficiaries	446	289	481	428	466	244
Beneficiaries % by gender	61.2	39.6	52.9	47.1	65.6	34.4

**Source: Ministry of Education 2010.**

Although the number of female beneficiaries has consistently remained below 50% the allocation of the fund in this constituency can be said to be generally equitable

when the proportions of females receiving the fund is weighed against the total female enrolment situation.

## **2.6 Students performance and its influence on allocation of bursaries to students**

Bursary allocation is pegged to academic performance because it is expected that these bright but poor students will participate fully in secondary school education. These bursary schemes aim at giving these bright students from poor backgrounds a chance to access secondary education, reduce the cost burden on the poor household and thus reduce disparities in secondary education (Republic of Kenya, 2005). It is also hoped that the needy but bright students would get good grades, pursue good courses at the universities and in turn serve the country with the attained skills.

In Britain, London has symposium bursary schemes which have operated since 1993. This scheme enables young scientists from any country to attend symposium as active discussants and they spend upto twelve weeks in the laboratory of one of the participants. This has been a popular scheme and has attracted over 1500 applications from 20 countries. In the UK receipt of 16-19 bursary funds is subject to the student meeting conditions set out and agreed with the bursary provider. For example in Brandford Academy, students have to be on target for every subject to receive payment for their bursary. This includes achieving their predicted grade as well as a behavioural element. Individual circumstances such as illness or family problems are taken into Account Department of Education.

In India, the National scholarship scheme has been implemented since 1961. The objective of this scheme is to provide scholarship to the brilliant but poor students so that they can pursue their studies in spite of poverty. The scholarship scheme for talented children from rural areas for class VI to XII is an on-going scheme with the objective to achieve equitation of educational opportunities and to provide a chance for development of talent from rural areas by educating talented rural children in good schools (Ahmed, 2007). In Burkina Faso students who have passed the entrance examination do not pay fees, but students who fail have to pay fees to the parents association. This helps the schools in buying materials or in paying the salary of temporary service teachers (Linden, 1999).

The Republic of Kenya (2007) said that the current bursary schemes have limitations with effectiveness and consistency in that there are concerns of inequitable accessibility and ineffectiveness of the scheme in enhancing completion of secondary education, especially for the very poor and vulnerable groups. There is evidence of inefficiency and irregularities in the system as delay in funds disbursements to beneficiaries lead to their absenteeism from school thus lowering their performance at school. It is difficult to ensure that only students who are bright and in genuine need and orphans actually benefit from the bursaries. Generally the scheme seems to target children in secondary schools and fails to benefit those absent or those who failed to enroll in secondary schools due to poverty.

According to Yike (2011) allocation of bursary was heavily dependent on academic performance in Kasarani constituency. Some students performed poorly because of

absenteeism from school as a result of lack of fees. Awarding more poor students bursaries would improve their performance by keeping them in school and also to motivate them to work harder so as to continue to benefit. Boys benefited more than girls because boys apparently performed better in their academic work than girls.

### **2.7 Influence of political patronage on allocation of bursaries**

A study conducted by Yike (2011) in Embakasi constituency found out that the Embakasi committee members had been unable to follow the laid criteria for the allocation of funds. Even though students filled applications and forwarded, these forms were never used as the basis for awards. Often the area member of parliament, members of the committee and school principals simply forwarded their lists of applicants for consideration. Adherence to the criteria was not 100%. It depended on how well you were known by persons fronting your name. Some working parents still benefited. Students from some families gained every time. The MP has followers and whether needy or not they were given bursary. No vetting was done when filling forms. Without political pressure the committee can stick to the criteria and do a good job. The highest number of representatives in the CBFC was the MP's people who only did what served their political interests. Although there are guidelines there are vested interests. In some constituencies like Starehe, they would set aside some fraction of the fund to be allocated to the MP to decide. The bursary did not target the poor. It depended on who the student knew. The poor only happened to benefit by luck.

Onyango and Njue (2004) observed that, constituency Bursary Fund is not serving its purpose. They posit that, since the bursary fund is under the direct control of members



of parliament, it has been transformed into a political instrument, thus compromising its effectiveness in the following number of ways; One, the parliamentarians give bursaries to friends and political supporters who are not necessarily needy. Two, the parliamentarians split the fund into tiny amounts so as to reach as many people as possible. This makes the fund inadequate hence lowers retention rate. Psacharopoulos and Woodhall (1985), observes that political power of the middle and upper class group and elites and their determination to retain economic and educational privileges are motivating factors in the provision of education.

According to Bungei (2012) many of the suggestions of improving equality of educational investment are usurped by elites for their personal gain. It is imperative that politicians are controlled so as to ensure that they cannot exploit the ordinary people in the education sector following the changes in the allocation mechanisms. Since 2003, claims of misallocation of bursary funds, double awards to one student in two schools, awards to ghost students as well as excessive patronage by members of parliament who influenced skewed allocation have been prevalent (Siringi, 2006). This interference with allocation of bursaries is made possible by the fact that the Member of Parliament is the patron of the CBC. Apart from the Member of Parliament, other stakeholders who interfere with bursary allocations are the chiefs, and assistant chiefs and the religious leaders who handle the Bursary application forms and who may not give honest recommendations for bursary allocation to a student.

IPAR (2003) reported that in some cases DEOs and politicians are said to have put undue pressure on headteachers to allocate bursaries to their relatives thereby denying the genuinely needy students access to the facility. This way undeserving students are allocated bursaries at the expense of the deserving ones leading to dropout of such students. According to Mwangi (2006) disbursing bursaries through the constituency is fraught with pitfalls. Political interference contributes to the failure of deserving students to access bursaries. He also observed that it takes long for government to send money to the constituencies. As a result students miss classes because of lack of money. A more efficient way of disbursing funds should be found.

A report by MOEST (2003), Report of the National Conference on Education and Training documented that a new method or system of allocating bursary funds to deserving students should be devised as the current arrangement involving the constituency takes too long to reach the students and their respective schools. The current arrangement may also be prone to political abuse. This is because parliamentarians have undue influence over the funds.

## **2.8 Theoretical framework**

This study was inclined to the Human Capital Theory developed by Schultz in 1961. The Human Capital Theory was significant in that the proponents of this theory argue that for any economy to develop, the government of that country must invest in the education of its people. Investment in education is done by the individual and by society or government for future expected benefits. In this theory the costs incurred by the government and communities are social costs while those incurred by private organization and individuals are private costs. This theory will form an important

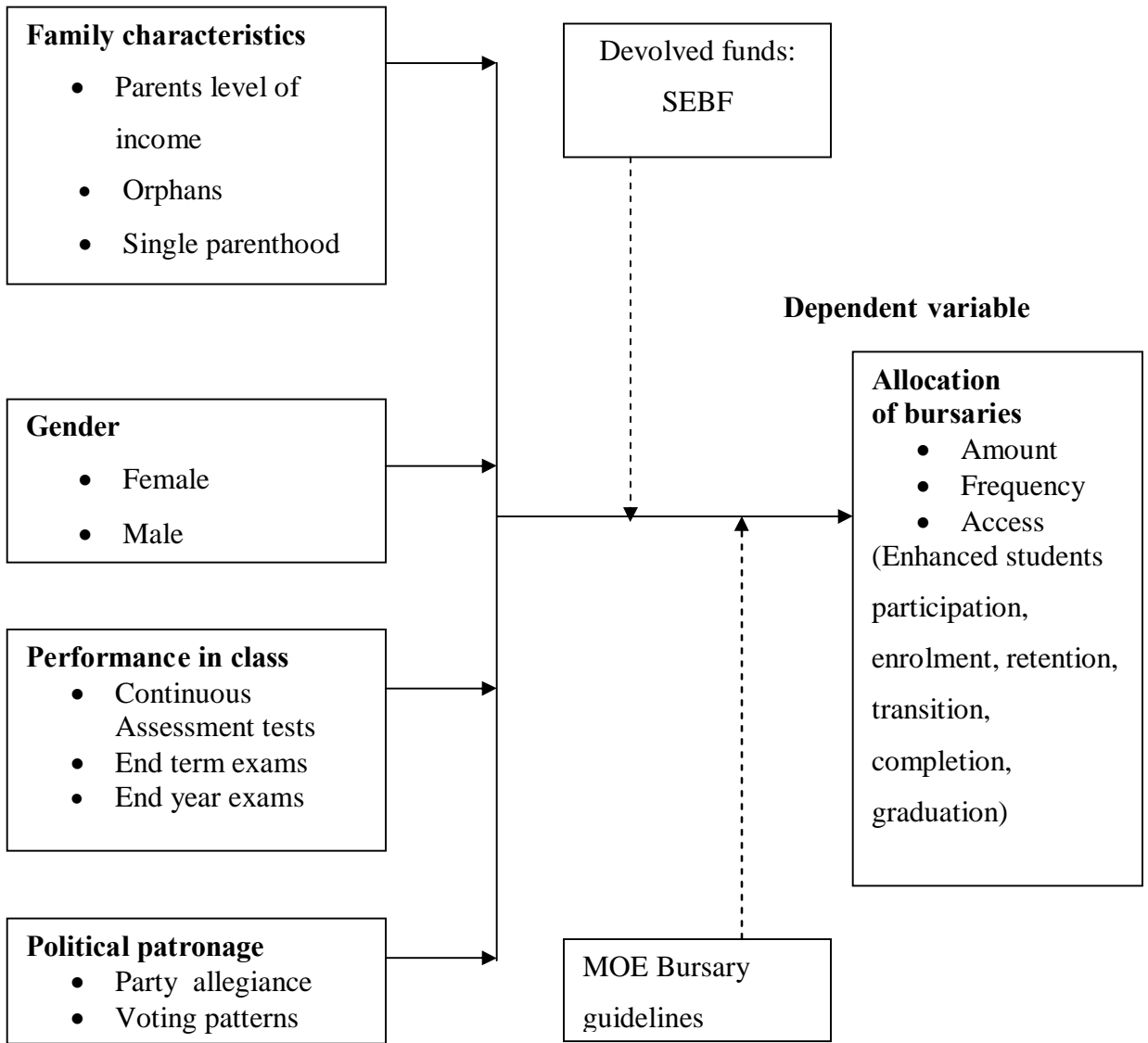
theoretical base of this study because it justifies why the government and other bursary providers invests in education in the form of bursary funds. Investment in education was realized through high enrolment, high transition rates from primary to secondary and high retention rates.

## **2.9 Conceptual Framework of the Study**

This section describes the perceived conceptual framework that guided the study. It schematically presents the relationship between dependent variable and the independent variables used in the study. It presents Allocation of Bursaries as the dependent variable and family characteristics, Gender, Performance in class and political patronage as the independent variables. It also presents intervening variable (Devolved Funds: SEBF) and moderating variable (MOE Bursary Guidelines) as illustrated in figure. 1 below:

**Independent variables**

**Intervening variable**



**Figure. 1 Conceptual framework**

**Moderating variable**

According to figure.1, the SEBFs are funds provided by the government to take care of education financing of those students who are orphans and those from single parent households who have no source of income. Generally SEBF is aimed at taking care of fees payments of needy students who should also be bright. Needy students score very highly during the evaluation of their applications by the CBFCs. This leads to allocation of bursary to such students.

Students performance may determine allocation of bursary to students and ensure his participation in school. The SEBF application form has a section which is filled by the Principal and where the Principal has to comment on the academic performance of the student. As these forms are being forwarded to the CBFCs a copy of the students academic report form is attached. Impressive results lead to allocation of bursary to the bright students. It is also hoped that students who are bright will score good results, pursue good courses in the university, get good jobs and contribute to the growth of the national economy. Bright students who are needy and focused gather information on available types of bursary funds and the allocation requirements. They aggressively secure the forms and make applications. Since they meet the criteria they are allocated bursaries.

Allocation of the bursaries at the national level tends to assume equal gender distribution in secondary school enrolments through out the country. Both males and females have to fill form 'A' which captures data on students personal details including gender. Form 'D' is used to award students scores based on the data in form A. Gender is one of the criteria under part B of form D and it gives the boy child four points and the girl child

five points. This means the girl child has one point advantage over the male applicants. The MOE also expects the Constituency Bursary Fund Committees (CBFC) to set aside 5% of total allocation for exclusive allocation to the girl child. Once application forms are submitted to the CBFC they are ranked based on scores attained by each applicant on form -Dø Ideally applicants with the highest scores should be awarded bursaries. Also if the CBFCø composition would adhere to the 1/3 gender rule then gender issues will be well represented and there would be likelihood of observing equity in the allocation of bursaries. Boys may be allocated bursaries more than girls because their enrolment in secondary is higher than that of girls in a number of constituencies. Boys are also more likely to apply for the bursary compared to girls who are more reserved and who would not want to portray themselves as coming from poor families.

Politics to a large extent influence allocation of SEBF negatively. Some politicians put a lot of pressure on the CBFCø so that such committees cannot function efficiently. Sometimes the committees will bow to the pressure and flaw the allocation criteria and allocate bursaries to undeserving students. Even though students fill application forms and have them forwarded, the forms sometimes are not used as the basis for awards by the CBFCø. In some constituencies the Member of Parliament, members of the committee and school principals simply forward their lists of applicants for consideration and such applicants are allocated bursaries at the expense of those who had applied. Some principals forward to the CBFCø applications of those they decide to.

They select the applicants without involving the class teachers who have data on the neediest cases. The MPs and other politicians have their cronies who whether needy or not have their children allocated bursary. In the interest of political expediency local politicians including MPs and councilors often mount pressure on the committees to allocate low amounts so as to reach as many applicants as possible. Generally allocation of bursaries is faced with challenges of internal vested interests, nepotism, tribalism, external political influences and local power cartels all of which lead to total disregard of the allocation criteria in favour of political expediency. Due to political affiliations some students who are academically very weak access the bursaries.

## **2.10 Research Gaps**

Most studies on the bursary scheme in education in Kenya are mainly focused on impact of bursary on students' access, retention and completion of secondary school education. In this study the researcher analyzed bursary allocation determinants such as family characteristics, students' academic performance, gender consideration and political patronage and their influence on bursary allocation to students in public secondary schools in central division of Machakos District. A study by Yike (2011) concentrated on addressing the level and extent of the integration of gender responsive structures in the budget process of the SEBF and their effectiveness in three constituencies in Nairobi. This study examined three more other variables apart from gender. It also gave more detailed information from other countries on gender as a bursary allocation determinant factor which Yike study did not do.

The literature reviewed does not reflect in any way or show that anyone has ever studied factors influencing allocation of bursaries to students in public secondary schools in central division of Machakos District. This study aimed at filling such gaps.

### **2.11 Summary of literature review**

From the literature reviewed it has emerged that the introduction of cost sharing policy placed the burden of fees on parents which impacted negatively on the poor households as they could not afford to educate their children. The government initiated the bursary schemes to cushion the poor against the rising cost of education. The family demographic features have been shown to be an important determinant in the allocation of bursary. Those students who come from families with low income, those that are orphans and those who come from single parenthood families stand a better chance to gain from bursary awards across the world. The aim is to retain such students in secondary school and ensure that they complete the secondary school course.

Both boys and girls benefit from secondary bursary awards. Boys' enrolment in secondary school is higher than that of girls. More boys than girls are awarded bursaries. This is because their enrolment is higher, their academic performance is better and they are more aggressive in looking for bursaries. Girls are considered as among the vulnerable groups. Bursaries are awarded to them to promote access and equity in education. Without the bursary awards, girls from poor families will drop out of school and result to early marriages. In the urban areas enrolment of both sexes in secondary schools is almost equal.



Going by the enrolment equity seems to be observed in the allocation of bursaries where almost equal number of boys to girls benefits from the bursary awards. Many non-governmental organizations consider funding of girls education because in the developing countries girls are ranked among the disadvantaged groups in the society. Such organization would fund girls' education in an effort to address some of the poverty issues affecting the girl-child education in many countries.

Bursary allocation is pegged to students' academic performance in the various exams administered during the year. The bright students from poor background are awarded bursaries to enable them to access secondary education and to reduce the cost burden on the poor household and thus reduce disparities in secondary education. To some extent bursary is allocated to academically weak students because their poor performance is attributed to absenteeism from school because of lack of fees. By awarding them bursaries, it is hoped that their performance might improve by keeping them in school. It would also motivate them to work harder so as to continue to benefit from the bursary award.

Political patronage impacts negatively on bursary allocation to students. The Member of Parliament, being the patron of the bursaries committee appoints his cronies as members of SEBF committee. The politicians also influence the bursary allocation in that money is awarded to children of his or her supporters whether they are needy or not. Bursary allocation in Kenya is generally faced by challenges of nepotism corruption, tribalism and political patronage among other challenges.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the procedures that were followed in conducting the research. These include the research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis techniques and ethical issues.

#### **3.2 Research Design**

Orodho (2005) defines research design as the scheme, outline or plan that is used to generate answers to research problems. This research study adopted descriptive survey design. Descriptive research design determines and reports findings the way they are. It attempts to describe possible factors such as behaviour, attitudes, values and characteristics (Mugenda & Mugenda, 1999). Survey design is conducted to collect detailed data on the existing phenomenon over a given geographical area or location with an intention of drawing possible conclusions from the facts discovered.

Descriptive research design was appropriate for this study for it is expected to yield new information and to generate clearer questions to maximize reliability. It takes enough protection against bias and maximizes reliability (Kothari, 2004). This is simple and widely used research design in education. It enables one to gather information on opinions, attitudes and beliefs of the sampled population. It also enables one to employ research instruments such as questionnaires, interview schedule and document analysis for effective data collection and analysis.

### 3.3 Target Population

The study targeted Machakos Central division which has 40 public secondary schools with 40 principals and 13567 students. The researcher therefore considered two target groups namely: the principals and students in public secondary schools of the identified schools in the central division of Machakos district.

### 3.4 Sampling techniques and sample size

Gay (2007) defines a sample as a representative part of a population. Thus by studying the sample, one can be able to know more about the population without having to study the entire population. The researcher used Krejcie and Morgan (1990) table for sampling to select the students. The table indicates that for a universe of between 10,000 and 15,000 a sample of at least 375 is adequate for a survey. According to this table a sample of 375 respondents was selected. The researcher sampled 12 principals which is 30% of the total population of principals. According to Mugenda & Mugenda (2003) a sample of between 10 and 30 percent is adequate. The sampling was as shown on the Table 3.1 below.

**Table 3.1 Sample Size**

<b>Respondents</b>	<b>Sample size</b>
Principals	12
Students	375
<b>Total</b>	<b>387</b>

As shown in Table 1.2, the study selected 12 principals (30%) out of the 40 principals and 375 students out of the population of 13567 in public secondary schools in Central Division of Machakos District. The schools were stratified based on their categories (National schools, County schools and District schools), school type, that is, day and boarding, boys and girls as well as mixed schools among other relevant variables. The essence of such stratification was to obtain a representative sample from each stratum to determine whether significant difference exist between the criteria for allocation of bursary in different schools. After stratifying the population according to the stated variables, the required representative sample was obtained from the stratum. All names of all secondary schools were written and such names were transferred to pieces of papers, divided into different strata in proportion to the size of the stratum. From each stratum, papers bearing the names of each school in the sample were put in a container and then thoroughly churned. The essence was to ensure that each of the school and the principal stood an equal chance of being selected. In total the study used 387 respondents.

### **3.5 Research instruments**

The researcher used questionnaires and interview guide to collect data.

#### **3.5.1 Questionnaires for students**

Questionnaires are research instruments that gather data of a large sample. They have the ability to save time and upholding a higher level of confidentiality as compared to other instruments (Mugenda and Mugenda 1999). Questionnaires can be statement or

questions and in all the cases the respondent was responding to something written for specific purposes. Questionnaires were used because they are efficient in data collection especially when the researcher understands what is required and also when the sample size is large. The questionnaire was divided into sections A, B, C, D and E. Section A collected data on students background such as gender, age and type of school the student was attending. Section B collected data on family characteristics such as the number of siblings, parents marital status and parents occupation. Section C targeted data on gender and gender equity in allocation of bursaries. Section D gathered data on students performance and section E targeted data on political patronage.

### **3.5.2 Interview schedule for principals**

According to Macmillan and Schumacher (2001) interview guide is flexible and adaptable as it involves direct interaction between individuals. In this study interview schedule was used because they are appropriate and effective. The interview schedule had a list of all questions that were asked giving room for the interviewee to write answers and the questions were related directly to the objectives of the study and structured for the respondents to give answers. The interview schedule was divided into section A, B, C, D and E. Section A gathered data on principals background. Section B solicited data on students family characteristics. Section C gathered data on students gender. Section D targeted data on students performance while section E covered issues of political patronage.

### **3.6 Pilot study**

According to Mugenda and Mugenda (1999) a pre-test sample of a tenth of the total sample with homogeneous characteristics is appropriate for a pilot study. A pilot study was done in 2 public secondary schools in Central division of Machakos district which is 16% of the sample size. This was a small representative sample, identical to the group that was involved in the actual study. It involved two public secondary schools, two principals and twenty students. These respondents were not involved in the actual research sample. The pilot study enabled the researcher to check whether the terms used were valid and reliable. It enabled the researcher to correct the mechanical problems, check language level and any ambiguity on time. The pilot study elicited comments from the respondents which helped in the improvement of the instruments by modifying and making sure that clear instructions were given in order to avoid misinterpretation during the actual data collection.

#### **3.6.1 Validity of research instruments**

According to Kothari (2004) Validity is a measurement characteristic that describes the ability of a research instrument to measure what it is intended to measure. To ascertain the validity, the instruments were subjected to analysis by a team of supervisors and specialists in the area of study. They assessed the relevance of the content used in the instruments, developed and made structural changes for the purpose of improvement and refinement before embarking on the actual data collection. Test- retest of the instruments was important because it identified vague questions, unclear instructions, and insufficient space to write responses. Clustered questions and wrong phrasing of questions was detected and refined.

### **3.6.2 Reliability of research instruments**

Reliability can be defined as the extent to which a measurement instrument yields consistent, stable and uniform results over repeated observations or measurements under the same conditions each time (Bowling, 1997). To determine the reliability of the instrument a pilot study was done which involved two public secondary schools, two principals and twenty students. The instruments were administered to them and results were obtained. The researcher then used test-retest method where the same instruments were re-administered to the same respondents after two weeks without notification. This was to ensure that the instruments consistently measured the variables in the study and produced reliable results. Most importantly was to ensure the instruments yielded the same results on repeated trials to the same group. These respondents who participated in the pilot study were not included in the actual study. Crowbach's coefficient alpha was used to correlate the results of the first and the second test. Using, SPSS<sup>®</sup> Version 15.0. a Crowbach's alpha of 0.07 (rounded off) is considered adequate. The higher the Alpha the more reliable the instrument (Mugenda & Mugenda, 2008). The Alpha that was generated was 0.08 which assured the researcher the instruments intended to be used for data collection were reliable.

### **3.7 Data collection procedure**

The permission to collect data from the secondary schools in Central Division of Machakos District was obtained from the National Council of Science and Technology in the Ministry of higher Education, Science and Technology.

The researcher also sought permission from the DEO, Machakos District. After obtaining the permit, the researcher attached an introduction letter to the questionnaires and interview questions and sought permission from the principals to conduct research in their institutions. The researcher then distributed and administered the questionnaires personally to individual schools in order to create good rapport.

### **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, organized data as per research questions, coded the data and developed a code sheet. For the qualitative data, patterns or themes were identified while the quantitative data was analyzed using descriptive statistics and inferential statistics. The data was processed using statistical package for social sciences (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 led to making conclusions and appropriate recommendations from the analyzed data.

### **3.9 Ethical Issues in Research**

Resnik (2005) defines ethics as principals or standards that protect the ownership of participants in a research study. They are actions taken to ensure safety and ownership of the participants is not violated whatsoever. These standards include



voluntary participation, informed consent, and confidentiality of information, anonymity to research participants and approval for the study from relevant authorities. A permit and research authorization letter was obtained from the National Council for Science and Technology in the Ministry of Higher Education, Science and Technology. Thereafter, the District Education Officer Machakos District was notified of the research before the study was undertaken. An introductory letter seeking respondent's permission to be part of the study was given to all potential participants. A copy of the permit approving the study was attached to the research instrument together with the Letter of authority from the National Council for Science and Technology confirming that the study is legitimate. The participants were requested to voluntarily participate and were informed prior to the actual research that the findings were to have no direct benefits to the participant but to the entire society. For confidentiality purposes, respondents names were not required. They were assured that the information they were to give was to be for research purposes only.

### 3.10 Operationalization of variables

Objective	Variable	Indicators	Measurement scale	Tools of Analysis	Type of tool
To establish the extent to which family characteristics influence allocation of bursaries.	Independent Variable -Family characteristics Dependent variable -Allocation of bursaries	-Parents level of income -Orphans -Single parenthood	-Nominal -Ordinal	-Descriptive statistics. -Inferential statistics.	-Frequency distribution tables -Percentages -Pearson's correlation coefficient
To examine how gender consideration influence allocation of bursaries	Independent variable. - Gender. Dependent variable - Allocation of bursaries	-Female - Male	-Nominal -Ordinal	-Descriptive statistics. -Inferential statistics	-Frequency distribution tables -Percentages -Pearson's correlation coefficient
To assess the extent to which students performance in class influence allocation of bursaries.	Independent variable -Performance in class Dependent variable - Allocation of bursaries	- Continuous assessment tests. -End term exams -End year exams	-Nominal -Ordinal	-Descriptive statistics -Inferential statistics.	-Frequency distribution tables -Percentages -Pearson's correlation coefficient
To establish how political patronage influence allocation of bursaries.	Independent variable. -Political patronage Dependent variable -Allocation of bursaries.	-Party allegiance - Voting patterns	- Nominal -Ordinal	-Descriptive statistics. -Inferential statistics.	-Frequency distribution tables -Percentages -Pearson's correlation coefficient

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents data analysis, presentation and interpretation following research objectives.

#### 4.2 Questionnaires 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**

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	<b>Principals</b>		<b>Students</b>	
<b>Categories</b>	<b>Responses</b>	<b>Percentage</b>	<b>Responses</b>	<b>Percentage</b>
Returned	12	100	375	100
Not returned	0	0	0	0
<b>Total</b>	<b>12</b>	<b>100</b>	<b>375</b>	<b>100</b>

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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 made a good follow up of the distributed questionnaires. Both the principals and the students seemed 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	3	25.0	210	56.0
Male	9	75.0	165	44.0
<b>Total</b>	<b>12</b>	<b>100</b>	<b>375</b>	<b>100</b>

Table 4.2 revealed that, majority (75%) of the secondary school principals interviewed were male. This shows that there was 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 this study. On the other hand the gender distribution for students was almost the same with the male respondents slightly higher than the female by 12 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**

<b>Age in years</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 40	0	0.0
41 ó 45	7	58
46 ó 50	5	42
51 ó 55	0	0.0
Above 55	0	0.0
<b>Total</b>	<b>12</b>	<b>100.0</b>

Table 4.3 revealed that majority (58%) of the principals were 41 ó 45 years of age while the minority (42%) were 46 ó 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 40 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**

<b>Age in years</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 17	193	51.4
17 ó 18	182	48.6
Over 18	0	0.0
<b>Total</b>	<b>375</b>	<b>100.0</b>

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 Principal's 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 qualifications**

<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
PhD	0	0.0
M.Ed	3	25.0
B.Ed	9	75.0
Dip. Education	0	0.0
<b>Total</b>	<b>12</b>	<b>100.0</b>

Table 4.5 revealed that majority (75%) of the principals had a bachelor of education as their highest academic qualification, a few (25%) had masters of education degree. It was however revealed no principal had a Diploma or PhD. However the principals' academic qualification might not have any influence on bursary allocation to students.

#### **4.6 Family characteristics and allocation of bursaries**

The first objective for this study was to establish the extent to which family characteristics influence allocation of bursaries to students in public secondary schools in Central division of Machakos district. To achieve this objective, the researcher first investigated the family characteristic of the respondents and then tested a hypothesis to establish whether there was a significant relationship between family characteristics and allocation of bursaries.

The results were presented in Table 4.6 below.

**Table 4.6: Number of siblings**

<b>Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1 - 3	76	20.0
4 - 6	131	35.0
Over 6	168	45.0
<b>Total</b>	<b>375</b>	<b>100.0</b>

Table 4.6 shows that majority of the respondents (45%) had over 6 siblings. This was followed by those who had 4 - 6 siblings with 35 percent and those who had 1-3 with 20 percent. This characteristic shows that most of the students were coming from very big families depicting a need for financial support to cater for their school fees.

**Table 4.7 Marital status of parents**

<b>Category</b>	<b>Responses</b>	<b>Percentage</b>
Single	71	19.0
Married	304	81.0
<b>Total</b>	<b>375</b>	<b>100.0</b>

On marital status of the respondents' parents, it was revealed that 81% of the parents were married while 19% single. This implies that a good number had parents to provide for their school fees however the 19% with single parents implies there are needy students who require bursary funds.

**Table 4.8 Bursary allocation**

<b>Category</b>	<b>Response</b>	<b>Percentage</b>
Yes	53	14.0
No	322	86.0
<b>Total</b>	<b>375</b>	<b>100.0</b>

It was revealed that 86 % of the respondents had not received bursary funds while 14% of the respondents had received the bursary. This implies there was inadequacy of bursary funds from the headquarters to cater for the many needy students. This was likely to cause some needy students to drop out of school due to lack of school fees.



**Table 4.9 Parents academic level**

<b>Academic level</b>	<b>Responses</b>	<b>Percentage</b>
None	0	0.0
Primary	97	26.0
Secondary	221	59.0
Tertiary	57	15.0
<b>Total</b>	<b>375</b>	<b>100.0</b>

Table 4.9 revealed that 59% of the respondent's parents had secondary education only, 26% had primary education and 15% had tertiary education. This means that there was no respondent's parent without education hence capable of some economic activity to cater for their children school fees.

**Table 4.10: Parent's economic activities**

<b>Economic activities</b>	<b>Responses</b>	<b>Percentage</b>
Subsistence farming	212	56.5
Business	110	29.0
Employed	53	14.5
<b>TOTAL</b>	<b>375</b>	<b>100.0</b>

Table 4.10 revealed that most of the parents (56.5%) were doing subsistence farming which might not have given them enough income for their children school fees due to the erratic rainfall in Machakos County. This was followed by those doing business with 29 %. The least were those who were employed making 14.5%.

**Table 4.11: Responses on parents alive**

<b>Both parents alive</b>	<b>Responses</b>	<b>Percentage</b>
Yes	300	80.0
No	75	20.0
<b>TOTAL</b>	<b>375</b>	<b>100</b>

Table 4.11 revealed that majority (80%) of the students interviewed had all their parents alive while 20 % did not have both parents alive.

**Table 4.12: Students school fees source**

<b>Source of fees</b>	<b>Responses</b>	<b>Percentage</b>
Father	250	66.7
Mother	50	13.3
Sponsor	22	6.0
Bursary	53	14.0
<b>TOTAL</b>	<b>175</b>	<b>100.0</b>

According to Table 4.12, majority of respondent's fees is paid by their fathers. This was followed by 14 percent, and 13% whose fees was paid by the bursary and mother respectively. Only 6% got their fees from the sponsor. Next the researcher investigated whether there was a relationship between family characteristics and bursary allocation by using Pearson's correlation coefficient to test the hypothesis below:

H<sub>0</sub>: There is no significant relationship between family characteristics and bursary allocation.

H<sub>1</sub>: There is significant relationship between family characteristics and bursary allocation.

The results were presented in Table 4.13

**Table 4.13 Relationship between family characteristics and bursary allocation**

		Family	
		characteristics	Bursary allocation
Family characteristics	Pearson Correlation	1	0.8
	Sig. (2-tailed)		0.084
	N	375	375
Bursary allocation	Pearson Correlation	0.8	1
	Sig. (2-tailed)	0.084	
	N	375	375

The correlation coefficient relationship between family characteristics and bursary allocation is +0.80. This correlation coefficient is very high implying that there is a strong positive relationship between family characteristics and bursary allocation. We therefore reject the hypothesis and conclude that there is a significant relationship between family characteristics and bursary allocation.

#### 4.7 Gender consideration and allocation of bursaries to students

The second objective for this study was to examine how gender consideration influence allocation of bursaries to students in public secondary schools in central division of Machakos district. To achieve this objective the principals were required to state the extent to which they agreed with the given statements that girls are given preference to boys in allocation of bursaries. The responses were shown in Table 4.14.

**Table 4.14 Principals responses on gender preference in bursary allocation**

<b>Preference</b>	<b>Responses</b>	<b>Percentage</b>
Boys	5	42.0
Girls	7	58.0
<b>Total</b>	<b>12</b>	<b>100.0</b>

Table 4.14 revealed that majority (58%) of the respondents agreed with the statement that girls are given preference to boys in allocation of bursaries. However 42% of the respondents disagreed with the statement. This implies that there was gender imbalance in the allocation of bursaries which should not be the case. Further the researcher investigated the gender for the students who had benefited from bursary allocation. From earlier investigation in Table 4.6, it was established that 53 students had received bursary funds in the last one year. The researcher sought to establish the gender for the beneficiaries. The responses were presented in Table 4.15.

**Table 4.15: Gender for beneficiaries of bursary allocation**

<b>Gender</b>	<b>Responses</b>	<b>Percentage</b>
Boys	199	53.0
Girls	176	47.0
<b>Total</b>	<b>375</b>	<b>100.0</b>

According to Table 4.15, the girls who benefited from bursary awards were slightly higher (53%) than the boys (47%). Further the researcher investigated the relationship between gender and bursary allocation by using Pearson's correlation coefficient to test the hypothesis below.

H<sub>0</sub>: There is no significant relationship between gender and bursary allocation.

H<sub>1</sub>: There is significant relationship between gender and bursary allocation.

The results were presented in Table 4.13.

**Table 4.16 Relationship between gender and bursary allocation**

		<b>Gender</b>	<b>Bursary allocation</b>
<b>Gender</b>	Pearson Correlation	1	0.45
	Sig. (2-tailed)		0.055
	N	12	12
<b>Bursary allocation</b>	Pearson Correlation	0.45	1
	Sig. (2-tailed)	0.055	
	N	12	12

The correlation coefficient relationship between gender and bursary allocation is +0.45, implying that there is a weak positive relationship between gender and bursary allocation. We therefore reject the hypothesis and conclude that there is a significant relationship between gender and bursary allocation. However this relationship is not very strong implying that gender was not a big consideration in bursary allocation.

#### **4.8 Student’s performance in class and allocation of bursaries**

The third objective for this study was to assess the extent to which student’s performance in class influence allocation of bursaries to students in public secondary schools in central division of Machakos District. To achieve this objective the principals were required to state their level of agreement on whether the student’s performance was considered in the allocation of bursaries to students. The responses were shown on Table 4.17.

**Table 4.17 Principals responses on influence of student’s performance on bursary allocation**

<b>Categories</b>	<b>Responses</b>	<b>Percentage</b>
Great extent	2	16.0
Small extent	7	58.0
Not at all	5	26.0
<b>Total</b>	<b>12</b>	<b>100.0</b>

Table 4.17 revealed that majority of respondents (58%) agreed that student’s performance influences bursary allocation to a small extent, 26% agreed to no extent

and 16% to greater extent. This implies that although student's performance would influence bursary allocation, it was not to a great extent. Further the researcher tested the hypothesis below to establish the relationship between student's performance and bursary allocation.

H<sub>0</sub>: There is no significant relationship between student's performance and bursary allocation.

H<sub>1</sub>: There is significant relationship between student's performance and bursary allocation.

The results were presented in Table 4.18

**Table 4.18 Relationship between student's performance and bursary allocation**

		Student's	
		performance	Bursary allocation
Student's performance	Pearson Correlation	1	0.49
	Sig. (2-tailed)		0.056
	N	12	12
Bursary allocation	Pearson Correlation	0.49	1
	Sig. (2-tailed)	0.056	
	N	12	12

The correlation coefficient between student's performance and bursary allocation is +0.49, implying that there is a weak positive relationship between student's

performance and bursary allocation. We therefore reject the hypothesis and conclude that there is a significant relationship between student's performance and bursary allocation. However this relationship is not very strong since it is less than 0.5 implying that student's performance was not a big consideration in bursary allocation.

#### **4.9 Political patronage and its influence on allocation of bursaries**

The last objective for this study was to establish how political patronage influence allocation of bursaries to students in public secondary schools in Central division of Machakos District. The researcher first sought to establish bursary schemes in the county. The responses were shown on Table 4.19.

**Table 4.19 Principals responses on bursary schemes benefiting their students most.**

<b>Schemes</b>	<b>Responses</b>	<b>Percentage</b>
SEBF	3	25.0
CDF	8	67.0
LATF	2	8.0
<b>Total</b>	<b>12</b>	<b>100.0</b>

Table 4.19 revealed that majority (67%) of the respondents indicated that their students were benefiting more from CDF bursaries. However, 25% and 8% were benefiting from SEBF and LATF respectively. Since the CDF funds were directly controlled by the area member of parliament who is a politician, it is likely to have some political patronage



implication. Further the researcher investigated the information flow concerning bursaries. The responses were presented in Table 4.20.

**Table 4.20 Principals responses on channel of information on bursary allocation**

<b>Categories</b>	<b>Responses</b>	<b>Percentage</b>
Principal's office	8	67.0
Area councilor	2	16.5
Area M.P	2	16.5
<b>Total</b>	<b>12</b>	<b>100.0</b>

According to Table 4.20, majority (67%) of the respondents indicated that the students got the information about the bursary forms through the school. However 16.5% got it through the area councilor and area M.P. This indicates that the bursary allocation was in a way influenced by the political patronage. The researcher also investigated whether the bursary committee had political influence. The responses were presented in Table 4.21.

**Table 4.21: Responses on whether politics influenced appointment of bursary committee members**

<b>Categories</b>	<b>Responses</b>	<b>Percentage</b>
Yes	8	67.0
No	2	33.0
<b>Total</b>	<b>12</b>	<b>100.0</b>

According to Table 4.21, 67% of the respondents, the composition of the bursary committee members was influenced by political patronage. However 33% of the respondents had a different opinion. Finally the researcher tested the hypothesis about the relationship between political patronage and bursary allocation.

H<sub>0</sub>: There is no significant relationship between political patronage and bursary allocation.

H<sub>1</sub>: There is significant relationship between political patronage and bursary allocation.

The results were presented in Table 4.22

**Table 4.22 Relationship between political patronage and bursary allocation**

		<b>Political patronage</b>	<b>Bursary allocation</b>
<b>Political patronage</b>	Pearson Correlation	1	0.78
	Sig. (2-tailed)		0.084
	N	12	12
<b>Bursary allocation</b>	Pearson Correlation	0.78	1
	Sig. (2-tailed)	0.084	
	N	12	12

The correlation coefficient relationship between political patronage and bursary allocation is +0.78. This correlation coefficient is very high implying that there is a strong positive relationship between political patronage and bursary allocation. We therefore reject the hypothesis and conclude that there is a significant relationship between political patronage and bursary allocation.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, DISCUSSION OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter discusses summary of the findings, discussion of the findings, conclusions, recommendations and suggestions for further research following research objectives.

#### **5.2 Summary of the findings**

The purpose of this study was to analyze the factors influencing allocation of bursaries to students in public secondary schools in Central division of Machakos district. Data was collected using the questionnaires and interview schedules as the main research instruments. The collected data was coded and analyzed using statistical package for social scientists using both descriptive and inferential statistics. The first objective of this study was to establish the extent to which family characteristics influence allocation of bursaries to students in public secondary schools in Central division of Machakos district. The study established that majority of the respondents (45%) had over 6 siblings. This was followed by those who had 4- 6 siblings with 35 percent and those 1 -3 with 20 percent. This characteristic shows that most of the students were coming from very big families depicting a need for financial support to cater for their school fees. It was also revealed that 81% of the parents were married while 19% single. It was also revealed that 59% of the respondents' parents had secondary education only, 26% had primary education and 15% had tertiary education. It was further established there is a significant relationship between family characteristics and bursary allocation.

The second objective of the study was to examine how gender consideration influence allocation of bursaries to students in public secondary schools in central division of Machakos district. It was established that majority (58%) of the respondents agreed with the statement that girls are given preference to boys in allocation of bursaries. However 42% of the respondents disagreed with the statement. Also, the girls who benefited from bursary awards were slightly higher (53%) than the boys (47%). The study also established there is a significant relationship between gender and bursary allocation. However this relationship is not very strong implying that gender was not a big consideration in bursary allocation.

The third objective of the study was to assess the extent to which student's performance in class influence allocation of bursaries to students in public secondary schools in central division of Machakos district. The study revealed that, majority of respondents (58%) agreed that student's performance influences bursary allocation to a small extent, 26% agreed to no extent and 16% to greater extent. Further the study revealed that there is a significant relationship between student's performance and bursary allocation. However this relationship is not very strong since it is less than 0.5 implying that student's performance was not a big consideration in bursary allocation.

The last objective of the study was to establish how political patronage influence allocation of bursaries to students in public secondary schools in Central division of Machakos District. Majority (67%) of the respondents indicated that their students were benefiting more from CDF bursaries. However, 25% and 8% were benefiting from

SEBF and LATF respectively. Also 67% of the respondents indicated that the composition of the bursary committee members was influenced by political patronage. However 33% of the respondents had a different opinion. Finally the researcher established that there was a significant relationship between political patronage and bursary allocation.

### **5.3 Discussion of the findings**

The researcher discussed the findings from this study against other studies in the literature review. The study established that majority of the respondents (45%) had over 6 siblings and that 59% of the respondents' parents had secondary education only. It was also established there was a significant relationship between family characteristics and bursary allocation. This agrees with Katler (1989), who argued that home environment conditions can positively or negatively influence a child's participation in school and that lack of father figure as instinctive leader in a family makes children suffer psychologically, which leads them to have behavioural problems, hence failing to fit well in social set up and end up dropping out of school. Nkinyangi (1980), points out that the quality and quantity of education attained by a child is closely associated to the parent's own education attainment levels as well as their economic status in society.

According to Opon (2007) in China and Philippines bursaries eligibility was pegged on official poverty line. However, the eligibility ceiling is an income level above the official poverty line which gave eligibility to many students who were not drawn from the ranks of the very poor. The same case seems to be happening in Kenya, therefore the need

to understand the family characteristics of the students so that only the deserving students are able to access the bursary allocation.

It was established that majority (58%) of the respondents agreed with the statement that girls are given preference to boys in allocation of bursaries and that there was a significant relationship between gender and bursary allocation. This agrees with a ministerial seminar on education for Rural People in Africa hosted by the government of Ethiopia (2005) which indicated that in the absence of free basic education and in the case of secondary education which was generally not free, provision of bursary proved very successful in giving education access to girls and keeping them in school. The bursaries had saved girls from dropping out of school and also from early marriages. In Guinea the United Nations Educational Scientific and Cultural Organization (UNESCO) and the Forum for African women Educationists (FAWE) granted educational bursaries on the basis of a programme of excellence initiated by UNESCO to reward and enhance performance among girls. This is because girls and women represent more than half of the population in many countries. The bursary scheme has had a considerable positive impact since the number of drop outs due to lack of school fees has reduced. With the support of the American Embassy, Gambia introduced a bursary scheme for girls to address some of the poverty issues affecting girl-child education in the country. The scheme provides payments of school fees and hire of textbooks for junior secondary school students to the tune of \$27 per year. However the boys were also allocated some bursaries in Kenya but there seem to be very few organizations focusing on the education for the boy child.

The study also revealed that, majority of respondents (58%) agreed that student's performance influences bursary allocation to a small extent, 26% agreed to no extent and 16% to greater extent. There is also a weak positive relationship between student's performance and bursary allocation. This seems to agree with Republic of Kenya report (2005) that bursary allocation is pegged to academic performance because it is expected that these bright but poor students will participate fully in secondary school education. These bursary schemes aim at giving these bright students from poor backgrounds a chance to access secondary education, reduce the cost burden on the poor household and thus reduce disparities in secondary education. Also according to Ahmed (2007), in India, the National scholarship scheme has been implemented since 1961 with the objective of providing scholarship to the brilliant but poor students so that they can pursue their studies in spite of poverty. The scholarship scheme for talented children from rural areas for class VI to XII is an on-going scheme with the objective to achieve equitation of educational opportunities and to provide a chance for development of talent from rural areas by educating talented rural children in good schools. The same thing seems to be going on in Kenya with many organizations supporting the education of the bright students from poor families.

It was finally established that, majority (67%) of the respondents indicated that their students were benefiting more from CDF bursaries and that there was a significant relationship between political patronage and bursary allocation. This agrees with a study by Yike (2011) in Embakasi constituency that found out that the Embakasi

committee members had been unable to follow the laid criteria for the allocation of funds. Even though students filled applications and forwarded, these forms were never used as the basis for awards. Often the area member of parliament, members of the committee and school principals simply forwarded their lists of applicants for consideration. Adherence to the criteria was not 100%. It depended on how well you were known by persons fronting your name. Some working parents still benefited. Students from some families gained every time. The MP has followers and whether needy or not their children were given bursaries. No vetting was done when filling forms. Without political pressure the committee can stick to the criteria and do a good job. The highest number of representatives in the CBFC was the MP's people who only did what served their political interests. Although there are guidelines there are vested interests. In some constituencies like Starehe, they would set aside some fraction of the fund to be allocated to the MP to decide. The bursary did not target the poor. It depended on who the student knew. The poor only happened to benefit by luck.

#### **5.4 Conclusion from the study**

Based on the findings from this study, the researcher made the conclusion that there is a significant relationship between family characteristics and bursary allocation. The children from the poor families were considered for bursary allocation more than those from rich families. Also there was a significant relationship between gender and bursary allocations. The girls were being considered more for the bursary allocation than the boys. This was done so as to encourage the girl participation in education.



Also the study revealed that there is a significant relationship between students' performance and bursary allocation. The bright children from poor families were benefiting more from bursary allocation than those who were not bright. Many organizations today were supporting the bright students from poor families. It was finally established that there was a significant relationship between political patronage and bursary allocation. The politicians were interfering with the appointment of the bursary committee members as well as the allocation of the bursaries.

### **5.5 Recommendations from the study**

Based on the findings for this study the researcher wishes to make the following recommendations:-

- i. The Government should increase the bursary allocations to the students from poor families. These can be identified through the school principals and recommendations made.
- ii. The bursary committees should allocate bursary to all the deserving students irrespective of their gender.
- iii. The bursary committees should allocate bursaries even to the academically challenged students since their performance might be as a result of absenteeism caused by lack of school fees.
- iv. Politicians should not interfere with bursary allocation either directly or indirectly.

### **5.6 Suggestions for further research**

The purpose of this study was to analyze the factors influencing allocation of bursaries to students in public secondary schools in Central division of Machakos district. 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: TRANSMITTAL LETTER

MARY M. MUSEE,  
P.O. BOX 303-90100,  
MACHAKOS.  
0712322771, 0733978013

Dear Sir/Madam,

#### **RE: REQUEST FOR YOUR PARTICIPATION IN A STUDY**

I am a post graduate student at the University of Nairobi currently carrying out a research on **factors influencing allocation of bursaries to students in public Secondary Schools in Central Division of Machakos District in Machakos County.** Its my pleasure to inform you that your school has been selected to participate in the study and am therefore requesting to collect the required information from yourself and your students.

Participation in this study is absolutely voluntary and the information gathered will be treated as confidential. Names or any form of identity will not be included in the research instruments and the information offered will be used solely for this study.

Thanking you in advance.

Yours faithfully,

Mary Musee.



## APPENDIX II : QUESTIONNAIRE FOR STUDENTS

Kindly answer all questions to the best of your knowledge. Don't write your name anywhere in the form.

### Section A

#### Background information

1. What is your gender?

Male [    ] Female [    ]

2. Which form are you?

(a) Form 2 [    ] Form 3 [    ] Form 4 [    ]

3. How old are you?

(a) 15 years and below [    ] (b) 16 years [    ] (c) 17 years [    ]

(d) 18 years and above [    ]

4. What type of school are you learning

(a) Mixed day school [    ] (b) Mixed/boarding school [    ]

(c) Boys' boarding school [    ] (d) Girls' boarding school [    ]

5. What is the category of your school?

(a) District [    ] (b) County [    ] (c) National [    ]

### Section B

#### Family characteristics

1. How many brothers and sisters do you have.

Brothers í í í í í í í í í Sisters í í í í í í í í í .

2. How many are in secondary school

í í

3. How many are in college

í í

4. Have you ever benefited from the constituency bursary fund?

Yes [ ] No [ ]

5. Are needy students guaranteed bursary allocation? Comment

í í

6. What is your parents/guardians level of education?

Father í í í í í í í í í í í í í í í í í í .

Mother í í í í í í í í í í í í í í í í í .

7. What is your parents/guardians occupation? State

Father í í í í í í í í í í í í í í í í í ..

Mother í í í í í í í í í í í í í í í í í ..

Guardian í í í í í í í í í í í í í í í í í

8. From his/her occupation how much does he/she earn per month.

í ..

9. Do you have both parents alive

Yes [ ] No [ ]

If no what type of orphan are you.

(a) Total orphan [ ] (b) Partial orphan [ ]

10. What is your parents marital status?

Married [ ] Not married [ ]

If not who pays your school fees

(a) Father [ ] (b) Mother [ ] (c) Sponsor [ ] (d) Bursary [ ]

**Section C**

**Gender**

1. What is your gender? (Tick)

Boy [ ] Girl [ ]

2. Did you apply for a bursary?

Yes [ ] No [ ]

3. Do you think gender equity is considered in the allocation of bursaries? .

Explain.

í  
í í

4. How many girls in your class were awarded bursary in the year 2012?

í í

5. How many boys in your class were awarded bursary in the year 2012?

í í

**Section D**

**Performance in class**

1. How has been your performance in class for the last one year ?

(a) Very poor [ ] (b) Poor [ ] (c) Average [ ] (d) Good [ ]  
(e) Excellent

2. What grade did you score in your end year exams?

í í

3. Did you apply for a bursary?

Yes [ ] No [ ]

4. Do you think students performance is considered when being awarded a bursary.

Yes [ ] No [ ]

If no explain í ..  
í í

5. Were you sent home for school fees?.....

6. If yes above, how many times were you sent home for school fees?

í ..

7. Were you awarded bursary in the year 2012?.....

Yes [ ] No [ ]

**Section E**

**Political patronage**

1. Is bursary the only source of funding for your education.

Yes [ ] No [ ]

2. How did you get to know about bursary schemes?

(a) From parents [ ] (b) From the school principal [ ]

(c) From the local member of parliament [ ]

(d) From the councillor [ ]

3. Do you think the politicians influenced your being awarded bursary ?

Yes [ ] No [ ]

If yes explain í .  
í .

## APPENDIX III : INTERVIEW SCHEDULE FOR PRINCIPALS

### Section A

#### Principals background information

1. What is your gender?  
(a) Male [ ] (b) Female [ ]
2. What is your age?  
(a) 30 ó 40 [ ] (b) 41 ó 50 [ ] (c) 50 -60 [ ]
3. What is your highest academic qualification?  
(a) Diploma [ ] (b) Degree [ ] (c) Masters [ ] (d) P.hd [ ]
4. For how long have you been a principal in the current school?  
(a) 5 years and below [ ] (b) 6 ó 10 years [ ] (c) 10 -15 years [ ]

### Section B

#### Students family characteristics

1. State the category of your school  
(a) District [ ] (b) County [ ] (c) Extra county [ ] (d) National [ ]
2. How do you rate fees payment trends in your school?  
(a) Very poor [ ] (b) Poor [ ] (c) satisfactory [ ] (d) Excellent [ ]
3. Comment on the parents financial status  
í í
4. Do your students benefit from bursary awards?  
(a) Yes [ ] (b) No [ ]  
If yes from which bursary schemes  
í  
(a) SEBF [ ] (b) CDF [ ] (c) LATF [ ]

5. To what extent are the following factors contributing to the allocation of bursaries to your students? (Please tick where applicable).

	<b>Great extent</b>	<b>To some extent</b>	<b>Not at all</b>
Family level of income			
Orphan (Total /Partial)			
Single parent			

### **Section C**

#### **Gender**

1. State the number of girls and boys awarded bursaries.

<b>School</b>	<b>Boys</b>	<b>Girls</b>
2006		
2007		
2008		
2009		
2010		
2011		
2012		

2. In your own opinion do you think girls are given preference to boys in allocation of bursaries?

(a) Yes [    ] (b) No [    ]

If yes explain why you think so í í í í í í í í í í í í í í í í í í .

3. Should there be gender balance in the allocation of bursaries. Explain.

í  
í í

### **Section D**

#### **Students performance**

1. How many students were awarded bursaries in the year 2012?
- í
2. Out of those awarded, how many had attained average performance and above?
- í
3. In your opinion, is the students academic performance strictly considered in the allocation of bursaries to students?
- (a) To a great extent [    ] (b) to a small extent [    ] (c ) Not at all [    ]
4. Do some academically weak students receive bursaries?.
- (a) Yes [    ] (b) No [    ]

### **Section E**

#### **Political patronage**

1. Which bursary scheme benefits your students most. Please tick where applicable.
- (a) SEBF [    ] (b) CDF [    ] (c ) LAFT [    ]
2. How is information concerning bursarys disseminated to your students?
- (a) Through the principal [    ] (b) Through the area councilor [    ]
- (c) Through the area M.P [    ]

3. How do your students access bursary application forms?

a) Principal's office [ ]

b) CBFC office [ ]

c) Councillor's office [ ]

d) Area Mps office [ ]

e) Photocopy shop [ ]

4. Are all filled forms send to CBFC offices through your office?

(a) Yes [ ] (b) No [ ]

5. If no, which other channels are used to send the bursary forms to the CBFC offices.

State: í í í í í í í í í í í í í í í í í í ..í í í í í í í í í í í í ..  
í .

6. Is there a bursary committee in your district? í í í í í í í í í í í í í ..

í í

7.How is the bursary committee  
constituted?.....  
í ..

8.Is there political influence in the composition of the bursary committee?

í í

9.Does the composition of the bursary committee influence bursary allocation to  
students in your constituency?.....

10. Comment on how award of bursary to students can be made more effective.

í í



**Appendix IV:** Table for Determining Sample Size

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

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**Source:** R.V. Krejcie and D. Morgan (1990).