

**EFFECTIVENESS OF CONSTITUENCY DEVELOPMENT FUND
BURSARY SCHEME ON PARTICIPATION RATE IN PUBLIC
SECONDARY SCHOOLS IN RACHUONYO NORTH DISTRICT
KENYA**

BY

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DECLARATION

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

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LIST OF ABBREVIATION

ASAL-Arid and semi-arid land

CBC-Constituency bursary committee

CDF-Constituency development fund

GNP-Gross national product

IPAR-international policy analysis research

MOE-Ministry of education

MOES & T-Ministry of education science and technology

SEBF-Secondary education bursary fund

SEIA-Secondary education in Africa

UNESCO-United nation educational scientific and cultural organization

ABSTRACT

The purpose of this study was to investigate the effectiveness of the CDF Bursary schemes on participation rate in public secondary schools in Rachuonyo North district. This was obtained by formulating research objectives on the number of students who have benefitted from the bursary fund, the amount disbursed and its effectiveness on participation, criterion used to identify needy students and the timing of the release of funds and its impact on participation. The study was based on human capital theory advocated by Schutz (1960). The study employed descriptive survey and targeted 48 principals and 840 secondary schools and 15 constituency bursary committee members. Purposive sampling was used to get 186 students who received CDF bursary. The researcher used questionnaire for students and principals and interviewed the CBC officials. Data was analyzed using descriptive statistics and SPSS computer software.

The study revealed that majority of students (71.2%) in 2013) who apply for the bursary fail to get it. Students get information about the CDF bursary mostly at school from principal.

The findings also revealed that the CDF bursary fund is normally released in June and July. This does not go hand in hand with schools academic calendar hence negatively affecting the beneficiaries' participation in public secondary schools.

The study revealed that the Ministry of finance does not have a guideline on allocation of bursary. The CDF Act (2003) only indicates that some funds allocated to constituencies may be used for bursary but is not specific.

CBC officials indicated that the total amount of bursary is sub-divided equally between the 7 wards in the constituency. Each ward has a committee that identifies needy students and then determines the amount that each applicant should be given.

Based on findings it is recommended that there should be adequate sensitization on the existence of the CDF bursary fund, fair and timely allocation of funds to genuinely need students and an increase of funds in order to meet demand. A set criterion should be enforced to avoid ambiguity in identifying needy students and all bursaries available to secondary schools should be harmonized to avoid duplication of resources.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In all countries, a large portion of national resources both public and private are devoted for education. The rationale behind this is that education is universally recognized as a form of investment in human capital that yields economic benefits and contributes to a country's future wealth by increasing the productive capacity of its people (Woodhall, 2004). United Nations Educational, Scientific and Cultural Organization (UNESCO) (1960) declared access to education as a human right and recognizes possession of basic education to all citizens of a country as a human right. UNESCO (2007) further adds that education is a key development issue that is indispensable for human capacity development and poverty eradication.

The Government of Kenya is a signatory to international convention on education for example the Jamtien convention (1990) and again in April 2000 in Dakar, Senegal. Most developing countries re-affirmed their commitment in providing their school age children with universal access to first cycle of education (Lewin, 2001). Lewin further adds that enrolment in primary schools has increased for many of these countries while secondary education has been quietly neglected. However, studies by World Bank (2007) indicate that many World Bank client countries in Latin America and East Asia have shown an increasing interest in expanding and strengthening their secondary education systems though many challenges

remain. These include lower completion rates for young people from lower income levels. Lack of private resources is a key determinant of access to and completion of secondary education and their being retained in these schools. Direct costs of education represent 22% of per capital household income in Bolivia and 20-30% in china which most households cannot afford. (World Bank, 2007). Education provides gateway for great opportunities in life that can cushion communities against the poverty trap. It grants possibilities for knowledge acquisition to improve well-being including improvement in health, use of appropriate technologies in a highly technology –dependent world and sharing of entrepreneurial skills.

The World Bank emphasizes that to reach universal primary education by 2015 as a partial fulfillment of the millennium development goals, governments and school systems with low completion rates will need to start to train teachers, build classroom and improve the quality of education. Most importantly there is a need to remove such barriers as fees and lack of transportation and address parents concerned for the safety of their children (World Bank 2000). The children act (2001) and the sessional paper no. 14 (2012) laid emphasis on the need to address education for all. Lewin (2001). According to Patrinos (2001), governments all over the world spend significant resources in education. Such outlays have led to a tremendous expansion of schooling though they have not reduced the level of disadvantages for many groups especially the poor. Ayot and Briggs (1992) argued that the rising cost of education because of inflation and the need for more sophisticated and more expensive equipment have led to massive increases in spending on

education all over the world. According to Lewin (2008), of the world's 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 African. Improved access to education can reduce income inequality and eradicate poverty (Todaro, 2003).

The Secondary Education in Africa (SEIA) initiative has conducted a participatory process of analysis, dialogue and reflection in sub- Sahara Africa with conclusion that countries need to address the triple challenge of expanding access, improving quality and ensuring equity in education (Veerspoor, 2007). SEIA also argue that governments in this region need to allocate on average nearly 6% of Gross National Product (GNP) to secondary schools to achieve GER of 85%. Education is a profitable private investment yet many students cannot afford to finance it out of their own family resource (Psacharopolous & 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 (Veerpoor, 2007; Psacharopolous & Woodhall, 1985). Ayot and Briggs (1992) identified various student aid policies. These include tuition- free schooling, scholarships and bursaries to needy students, student's loan and voucher specifically for education. However, studies on effects of subsidies in Colombia, Malaysia, Kenya and Indonesia all suggest that the methods need to be reappraised since they do

not achieve both efficiency and equity objectives (Psacharopolous & Woodhall, 1985)

In UK, Smith (2006 as cited by Opon 2007) argued that the complicated system of bursaries, grants and fees is no doubt confusing many students and their parents and is clearly not working. Hackett (2008) further adds that some 240 million in bursaries that should have gone to students from disadvantaged group was left unclaimed since students were simply not aware of what was available. In Malawi the government bursary scheme does not sufficiently address students' needs at the secondary school level as few Malawians and district level employees are aware of the program and the requirement of the bursary process. Bursary funding is extremely limited and varies by district. (World Bank 2006).

In Kenya, the priorities and commitment in the government in the provision of education is reflected in relatively large and consistent resource allocation and expenditure since independence to education (Republic of Kenya 2005). Up to 1985 all fees in the public secondary schools were controlled by the government and the government was meeting most of the cost of education hence direct cost to the students were negligible (Koech 2000). The cost sharing policy was however officially introduced through sessional paper no. 6 of 1988 on education and manpower training for the next decade and beyond led to a reduction on recurrent expenditure on education and training to not more than 30% but created a heavy burden on household to an estimated current expenditure of between 30 and 44% of their annual income on education (MOE 2003). One major drawback of cost sharing policy on education is that those who cannot afford to pay the

various user charges are locked out of school (Njihia, 2007). This happens to be a big number considering that 56% of Kenyans live below poverty level (MOE 2003). UNESCO (2008) indicates that this high level of poverty implies that many people can no longer get access to education. They simply cannot cost share hence the number of secondary school students in absolute need of bursary assistant increases from 42,000 in 2000 to 68,000 in 2004.

Access to and participation to secondary school in Kenya is still low with transition rate from primary to secondary school being 50% (Mwaluko 2007). Secondary school education also suffers dropout rate ranging from 10% to 50%. Completion rate have also been impacted negatively. According to Action Aid Kenya (2007), completion rate at secondary level was 87.5% in 2006, the GER was 36.8% and up to 2.8n million children aged between 14 and 17 years who should be in secondary school were not enrolled in 2006. Nevertheless, the Kenya government has over the years instituted a number of measures to promote access to and completion of secondary education. One such measure was the issuance of fee guide line for public secondary schools (MOE 2002). According to this guideline, national schools were to charge ksh 28,900, other schools kshs 22,900 and day schools kshs 10,500. However this had been flouted in many schools with some schools charging between kshs 35,000 and kshs 50,000 (UNESCO 2008).

The provision of the government funded scheme for poor students is another measure that has been taken to enhance participation of the poor in secondary education (Republic of Kenya 2005). The secondary education

bursary fund (SEBF) was introduced in 1993/94 financial year as a safety net to cushion the poor and vulnerable groups against the adverse effects of cost sharing in education (Njeru and Orodho, 2003). From its inception up to 2003 the SEBF was disbursed directly to all public secondary schools in the country taking into the school population. Head teachers and board of governors were charged with the responsibility of identifying the needy students and allocating them money. This however changed in 2003/04 financial year when the management of the bursary funds was transferred from the school to constituency bursary committee (CBC) in line with the government policy on decentralization and constituency development fund (CDF) act (Republic of Kenya 2003: Republic of Kenya 2005). There were also concerns that school authorities were not the best place to identify the needy students and there was lack of transparency and accountability at the school level with regard to administration of the bursary. (Njeru and Orodho 2003).

Republic of Kenya (2005) gave the revised guidelines for disbursement of secondary school bursary through the constituencies. However recent studies by IPAR (2008) indicate that only 42% of applicants for SEBF get the minimum KShs 5,000. The MPS controls the bursary money along CDF making it open to political manipulation (Otieno 2009). The objectives of the bursary scheme include increasing access to secondary schools, ensuring participation in secondary schools, promoting transition and completion rates, reduced disparities and inequalities in the provision of secondary education (MOE, 2005). The guideline indicates that the target groups are orphans, children from poor households, children from Arid and semi arid

land (ASAL) and the girl child. The C.D.F was created through an Act of parliament in 2003 to finance community Base Project through the local area Member of parliament (M.P)with the overall goal of poverty alleviation (Republic of Kenya,2006).However the fund has experience many challenges which include failure by C.D.F committee to formulate disbursement guidelines and to create awareness of disbursement guidelines, mismanagement of funds, they are given to students who do not deserve and frequently the CDF committee members grant bursary to relatives(The Link,2004;Mwai 2007;Wanjiru 2007).The republic of Kenya (2005)also indicate that the bursary scheme provides assistance to less than half of those who qualify hence there is need for extra funds. Mwai (2007) noted that delay in disbursement of bursary funds by treasury forces led students to lose crucial academic days

To this end, the pertinent question is whether the government of Kenya can satisfy the ever increasing population with the limited number of secondary school places in order to enhance access to and participation in secondary school education. It is against this background that the researcher decided to carry out a study to investigate the effect of CDF bursary on participation rate at the public secondary school level in Rachuonyo North District.

Rachuonyo North is a typical district representative of a Kenyan rural sample. Even though CDF bursary fund has positive effects in this region, a number of challenges have been noted. There is low enrollment of girls, low transition rate, high dropout rate and under-staffing in schools (MOE, 2009) enrollment level between boys and girls is also not balanced, since majority of local people still hold to the belief that boys are to be

recognized and given priority in matters of development. (UNESCO, 2005). Boys also drop out of school and opt for either fishing or the seemingly lucrative transport business commonly referred to as Boda Boda. Statistics from the District Education office also show declining standards of performance in KCSE. (51.35% wastage grades) (Republic of Kenya 2009).

This means that despite CDF bursary, secondary education sector still faces many challenges relating to access, equity, quality, relevance and efficiency in management of educational resources. Lastly, this study also examines the effectiveness of CDF bursary fund on participation and participation rate in Rachuonyo schools and challenges realized in the process.

1.2 Statement of the problem

In 2003 the government started allocating Secondary school bursary fund to the C.D.F. The major objective of the scheme is to enhance access to and ensure high participation in secondary education for all Kenyans particularly the poor vulnerable group. There are allegations that the administrative system of CDF is riddled with inefficiency and irregularities such as delays in disbursement of funds to beneficiaries, corruption, political patronage and nepotism. Worse still is the lack of defined eligibility criterion inadequate awareness of funds existence and poor condition which inhibits regular school attendance for the beneficiaries. The other concerned is providing equitable access so that marginalized groups particularly girl child gains access to secondary education. (Oyugi 2010). Low enrolment and completion rate over the years have presented considerable challenges to policy makers. The wastage and low enrolment

rate have been attributed to numerous cost imposed on the parents such as tuition fee. However despite this effort participation rate in Rachuonyo North District are still not impressive and continue to suffer. For instance in 2009 , enrolment at primary was 47,324 with 3953 candidates presented for K.C.P.E. In 2010, enrolment at secondary was 8,464 with those admitted in form one being 2,349 showing low transition to secondary school in the district. According to the Ministry of Education, Rachuonyo North District 2014. The enrolments rates were as follows;

YEAR	ENROLMENTS			%
	MALE	FEMALE	TOTAL	
2010	5502	2962	8464	34%
2011	5384	3699	9083	40.7%
2012	9218	3810	13028	29.2%
2013	6555	4843	11398	42.4% .

This study will seek to establish the extent; to which the fund enhances participation and completion rates to public secondary schools.

1.3 Purpose of the study

The purpose of this study is to investigate the effectiveness of C.D.F bursary scheme on participation rates in public secondary schools in Rachuonyo North District.

1.4 The objectives of the study

The study will be guided by the following objectives

- i. To establish the extent to which applicants of the CDF bursary qualify to be awarded the bursary.
- ii. To establish the extent to which the total amount of CDF bursary awarded enhance participation in public secondary schools?
- iii. To determine the criterion used to identify needy students
- iv. To establish the extent to which the timing of the release of the bursary fund influence participation rate in public secondary schools?

1.5 Research questions

- i) To what extent do applicants of the CDF bursary qualify to be awarded the bursary?
- ii) To what extent does the total amount of CDF bursary awarded enhance participation in public secondary schools?
- iii) What criterion is used to identify needy students?
- iv) To what extent does the timing of the release of the bursary fund influence participation in public secondary schools?

1.6 Significance of the study

This study would assist the government through the ministry of education and ministry of finance to reassess the level of effectiveness and efficiency in the operation of the bursary scheme.

Recommendations to policy makers and stake holders were made based on the study on how well the government manage the fund to ensure that its objectives of raising students' participation level in secondary schools are met.

The findings of this study can also contribute to a pool of knowledge of those studying education management and planning in Kenya and elsewhere in the world. School administration, constituency and Constituency Bursary Committee members might use data to help them understand the challenges faced in management of bursary funds and help them to come up with solutions to problems sought. Finally, other countries that are likely to introduce bursary schemes at their secondary school level would through this study, gain some insight into some likely outcomes of such schemes.

1.7 Limitations of the study

The researcher could not influence the hoarding of information from the respondents who may take sides due to the publicity that bursary schemes have received in recent times. CDF bursary is disbursed through the constituencies hence respondents may be politically biased out of fear of political victimization. To obtain reliable information respondents will be assured of confidentiality in data collection.

1.8 Delimitations of the study

The study was conducted in Rachuonyo North District and cover secondary education level only. This research will be carried out in Rachuonyo District, a region with sectors of arid and semi arid lands. (ASAL) and relatively high poverty indices. The study will be conducted among The Principals of public secondary schools only hence the findings may not be generalized to reflect the situation in the rest of the country. Many factors may affect participation rates at the secondary school level. This will only focus on the CDF bursary schemes and its effects on participation rates.

There are bursary schemes at other levels of education for example in higher education but in this study, the researcher is interested in the secondary school level.

1.9 Basic assumptions of the study

The following are basic assumptions:

- i. The bursary scheme will enable the poor students to access and participate in secondary school education.
- ii. Stakeholders, the head teachers, other education officials, the opinion leaders and the students are able to provide reliable information
- iii. A student's participation in school is highly dependent on her or his ability to meet the school fees needs of public secondary school in any given year.

1.10 Definition of significant terms

Access: Refers to gaining admission into a secondary school of a cohort of qualified students with varied regional, ethnic, gender and economic background.

Bursary: Refers to the government grant that is awarded to the student who cannot afford to pay his/her school fees.

Completion Rates: Refers to the proportion of students who complete the last grade of a school cycle divided by the number of students who enrolled in the grade at the beginning of the cycle.

Education wastage: Refers to the incidence of dropout and repetition. In this study, it means leaving school at some intermediate or non-terminal

point in the year after having been enrolled in a given class at the beginning of the year.

Effectiveness: Refers to a measure of the degree to which programs accomplish their objectives. It is related to benefit which is a measure of the utility to be derived from each program.

Efficiency: Refers to achieving maximum output from a specified set of inputs while utilizing a minimum quantity of input.

Equity: Recognizes the right of all to education, introducing the value of fairness and social justice in the way education opportunities are availed.

Needy student: Refers to a boy or girl enrolled in a public secondary school and is willing to learn but is financially poor.

Participation rate: Refers to an education index indicating the percentage of students who originally enrolled, remain in the system and ultimately graduate.

Poor student: Refers to any student whose parents or guardians are unable to pay for their education due to their socio-economic status which is determined by such factors as the level of education, occupation and income.

Public secondary school: Refers to those secondary schools that are maintained or assisted out of public funds according to Basic Education Act 2013 of the laws of Kenya.

Repetition: Refers to cases where a student spends more than one academic year in one class. It reduces intake capacity of the grade or causes overcrowding in the classrooms, thus increasing cost.

Retention: Refers to grade to grade promotion of students or is the ability to maintain learners in a school system.

Secondary school: Refers to institution of learning between the primary or elementary education and higher or university education. In the 8-4-4 cycle of education in Kenya, it constitutes the middle (4)

1.11 Organization of the study

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

Chapter two will dwell on literature review under the following sub headings:

Justification for human capital investment, rationale behind establishment of the bursary schemes, education costs, the bursary schemes at the secondary level in Kenya, the bursary schemes in other countries, challenges faced by bursary schemes and effects of bursary schemes on participation rates. The chapter will also include theoretical and conceptual framework of the study.

Chapter 3 will consist of research methodology, which is divided into research design, target population, sample size and sampling procedure and methods of data analysis.

Chapter 4 will consist of data analysis, interpretation and discussion.

Chapter 5 will consist of the summary, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter entails a review of literature related to the research topic. It presented under the following sub-headings;-Justifications for human capital investment, the rationale behind establishment of the bursary schemes, costs of education, government bursary schemes in Kenya secondary schools, bursary schemes in other counties, challenges faced in bursary schemes, effects of bursary on participation rates, theoretical and conceptual framework of CDF bursary and summary of literature review.

2.2 Justification for Investment in Human Capital

Education has been recognized as a central element in social and economic development (Patrinos, 2001).The benefits that occur from people investing in human capital are monetary increased productivity and higher personal earnings .justifying investment in human capital, psacharopolous (1985) asserts that many studies have shown that the economic returns to primary and secondary education are at or above 10% a year making human capital a productive investment for the society.

UNESCO (20007) further argued the case for equal opportunities in accessing education by indicating that economic barriers should be removed and more places provided in upper secondary to increase access to the kind and amount of education sustainable to each individual's inborn capacity. Considerable evidence exist that improving education status of the poor, of women and indigenous people increases economic growth and

reduces poverty. Investment in education of children from poor background sets off a process of intergenerational poverty reduction (UNESCO, 2007). The World Bank report (2000) asserts that education is a creator of human capital and that fairness in the provision of education is therefore paramount. The report further argues that failure for an individual to adequately get educated handicaps him or her in market economy.

2.3 level of education and Rationale of bursary schemes

Various studies have been undertaken to establish the impact of cost sharing on education at all levels of education. The findings show that cost sharing impacts negatively participation and completion rates in education and recommendations includes establishment of bursary scheme. Most secondary schools remains on fee paying and the poorest household continue to be excluded by the direct cost of attendance .Reforms are needed to reduce public costs per student; transfer cost to those who can afford to pay and subsidize those from poor households (Lewin,2008).

Abagi and Odipo (1997) found that increased costs of education led to decline in enrolment and rise in dropouts. Njoka (2004) in a study in trends in and factors affecting form 1 enrolment in Mwea Division of Kirinyaga District indicates that the main factors influencing dropping out of school is lack of school fees. He pointed out that the costs are higher at secondary school level than at primary school, and that some parents are unable to meet the financial obligation hence their children discontinue their schooling. Nguare, Onsomu, Muthaka and Manda (2006) indicate that

secondary school drop-out in Kenya range from 10% to 50% which can highly be associated with high fees.

Misheck (2005) on a study of factors affecting students' access and participation in secondary schools found that the high cost of schooling was a major factor contributing to poor access and participation in secondary education in Meru central District .Further review of literature indicates that increases in fees are likely to have a strong impact on lower income families so that they should be linked with equity measures. Tan and Mingat (1992) say that equity measures in this case should include a limited number of scholarships awarded based on income and academic performance. This means that in low income families more education for an eligible child often means less or no education for another. A study by Gachugi(2005) on factors influencing student wastage in secondary schools indicate that participation of those who are already enrolled in schools for a defined circle is hindered by poverty which leads to inability of parent to meet the cost of education. Gachugi argued that participation of those already enrolled in school is a crucial issue in the Kenyan education system and hence recommended an increase bursary allocation.

Most of the studies such as Nguare (2006); Njeru and Orodho (2003)and Opon (2007) on education financing, cost sharing and on factors affecting enrolment indicates that most parents have been unable to meet the rising cost of education and with introduction of cost sharing policy by the government of Kenya in 1988 the parents are required to meet 95% of education costs on their own(Koech,2000).in January 2008,the government scrapped tuition fees in secondary schools but ,UNESCO(2008)notes that

the waiver of tuition fees may not make a lot of difference because it is the smallest components of all levies imposed in secondary schools. Hidden costs such as uniforms, pocket money and text books continue to keep poor families from sending and retaining their children to school. Having therefore accepted the rationality of cost sharing the government of Kenya through the MOE introduced SEBF and subsequently the CDF Act of 2003 introduced the CDF bursaries. The aim of the bursaries is to improve access and participation in schools (ROK, 2005).

2.4 Education costs

Woodhall (2001) classify the cost of education into social cost and private cost. Social costs include both direct and indirect cost born by society. Direct social cost comprise resources devoted to education by way of paying teachers' salaries expenditure on books and imputed rent and other current expenditure on goods and services. Indirect social cost include earning forgone by the society, for instance resources devoted to education would have been used in developing other sectors such as Agriculture health and transport. Private costs are incurred by an individual and are categorized into direct cost and indirect costs. Direct costs includes school fees, expenditure on books, uniform, transport and school meals while indirect costs or opportunity cost are the earnings forgone on the assumption that the students would have been productive and hence contribute to the families subsistence had she/he not been on school (Chiuri,2005).

The cost of education especially secondary education has continued to increase more especially in developing countries whose GDP is relatively low (Lewin2008).Lewin (2008) further adds that the cost per pupil averages at least 30% of per capital GDP for lower secondary in Kenya and 60% of per capital GDP for upper secondary schools .Education cost at secondary school level takes the form of tuition, boarding payment of school supplies; uniform, books, transport, contribution for development projects and activities

The government of Kenya heavily subsidized education at all levels in 1960s and 1970s following Africanization policy and the guiding philosophy of basic education. The increasing education expenditure becomes a burden to the government. Since the government would not meet the persuasive demands for education, the local communities took the initiative of building schools while the government was left to pay teachers salary and provide material and equipment (Koech2000).The cost of education kept on increasing and the government made parents to be partners in financing education through cost sharing strategy.

This was in line with the presidential working party on education and manpower training for the next decade and beyond. (Kamunge report 1988) on which advocated for cost sharing between the government, parents and communities in provision of education services. Parent and the community supplemented the government effort by providing educational institution with equipment and funds to procure teaching and learning materials along with students' personal effects. However Wango (2002) notes that the prohibitive fee and other levies charged by educational institutions have led

to a negative impact and reduced access to primary and secondary education. Since it was implemented, cost sharing with existing poverty has greatly contributed to the decline in enrolment and attendance in school, Republic of Kenya (2007) shows that school enrolment rate are still low with more than 60% of students being out of school. Onsomu (2006) notes that any strategy aimed at lowering the cost of education on household will lead to more household taking their children to school. He also says that analysis of factors for schools non attendance indicate that majority of school age student were not in school due to cost burden which accounted for 33.15%. This means that CDF bursaries can contribute to secondary education expenditure so as to reduce the cost burden on households.

2.5 Bursary schemes in developed countries

The general case for investment in education as a necessary but not sufficient condition for development has been extensively made and is widely acceptable in developed countries, education beyond the compulsory level usually financed in part and sometimes wholly by the state.

In Britain, education up to secondary school level is fully financed by the government. At higher levels, however, cost sharing exists (Moon and Mayes, 1994). At higher levels of education, bursaries are given to needy students at institutional level. Students suffer because the bursary on offer is determined by the strategic priorities and constraints of their place of study rather than their financial needs. Specifically, those institutions with the most students from disadvantaged backgrounds can only provide

significant proportion of fee income. In Mexico, bursary program focuses on the most disadvantaged states. An international evaluation of the project documented that completion rates in project schools increased from 67% in 1994/95 to 80% in 2000/01, dropout rates declined from 6 to 2% and repetition fell from 10% to 8% (World Bank 2002).

2.5.1 Bursary schemes in developing countries

In Namibia, a number of development initiatives have been taken. Republic of Namibia (1997, as cited in World Bank, 2007) indicates that the initiatives led to development of a Government white paper on higher education. This paper proposed the changing of the public service bursary scheme to a Namibia Student Financial Assistance Fund (NSFAF). The rationale for this was that the previous bursary scheme of the government was inadequate and outdated since it specifically targeted future civil servants. The new scheme is based on three different components:-Bursary Award (grant scheme), Loan scheme and partial loan. A full bursary award is to be granted only in exceptional cases. The parameters for awarding financial support to students are allocation according to regional quota and priority fields of study.

In Botswana, the bursary award scheme is administered by allocating bursaries/scholarships as follows:

- Equitable distribution of training places among the critical area of manpower needs in the economy.
- Applicant's choice of course in higher education.
- Academic achievement at the senior secondary school.

In Rwanda, the justification for bursaries is stronger because they are directed to orphans.

One result of the 1994 genocide was to swell the number of orphans. Currently in the secondary school age range, bursaries also target students in specific fields of study where public subsidization is justified that is here society benefits most. (World Bank, 2007)

2.6 Criterion used to identify students for Government bursary schemes in Kenya

2.6.1 Secondary education bursary fund (SEBF)

The government of Kenya through the ministry of education operates SEBF. The SEBF was introduced in the financial year 1993/1994 with an initial allocation of Kshs.548 million in 2002/03, and Kshs.770 million 2003/04 and 2004/05 and further to Kshs.800 million for 2005/2006, 2006/07 and 2007/08 financial years. Allocations for the bursary funds are sent to all 210 constituencies in Kenya and vary depending on the ministry of education annual provisions, the number of students enrolled in secondary schools in a particular constituency, total national secondary school enrolments and poverty indices.

The SEBF is aimed at enhancing access equity and participation at secondary level. For these reasons, the bursary targets the vulnerable groups who include orphans, girls and children from poor families. It is a decentralized fund administered at the constituency level by a Constituency Bursary Fund committee under the guidelines of ministry of education which specify the application procedures, evaluation criteria and allocation

ceilings. An estimated 57% of the demand for bursaries is not met; the application procedure was cumbersome and information regarding bursary funding was not well kept.

Njeru and Orodho (2003) in their study on education financing in Kenya investigated the bursary effects in four districts; Kiambu, Kisumu, Bungoma and Garissa. The study showed that the needy students in the study districts had varying amounts of outstanding fees indicative of the bursary fund being insufficient in meeting the objective of enhancing access to Secondary education.

2.6.2 CDF Bursary

The CDF was established in 2003 through the CDF Act in Kenya Gazette supplement NO. 107 (Act II) of 9th January, 2004. The fund aims to control imbalance in regional development and provide people at the grassroots the opportunity to make expenditure choices that maximize their welfare in line with their needs and preferences [Republic of Kenya, 2003]. The fund comprises an annual budgetary allocation equivalent to 2.5% of government expenditure. According to the Revised CDF Act [2007], 15% of each constituency annual allocation may be used for an Education Bursary scheme. CDF Act [2007] states that an education Bursary scheme shall be considered as a development project for purposes of the Act, provided that such a project shall not be allocated more than 15% of the total fund allocated for the constituency in any financial year [Republic of Kenya 2007]. The Act does not indicate what specific factors should be considered in awarding of bursaries to needy students.

2.7 Timing and release; Challenges faced by bursary schemes

Various studies indicate that in spite of the large sums of money allocated for bursary scheme only a small percentage is actually disbursed to the beneficiaries. Ziderman [2004] as cited by Opon [2007] established that in China and the Philippines', bursaries eligibility was pegged on official poverty line. However, eligibility ceiling is pegged on income levels as opposed to the official poverty line which gave eligibility to many students who are not drawn from the rank of the very poor. Eligibility based on family income as used in Thailand fails to take into account a number of factors such as the number of other dependants in a given household (Opon 2007) Njeru and Orodho (2003) carried out a study to investigate the challenges facing the implementation of secondary school bursary in Kenya. The findings of the study indicates that the operation of the ministry of education bursary scheme is handicapped by inadequate guidelines with regard to the amount to be allocated per student, poor criteria for selection of genuinely needy; inadequate awareness about the schemes existence and operation and lack of monitoring mechanism by the ministry of education at the school and higher levels. Action Aid Kenya (2007) observed that the bursary component in CDF is particularly dubious since there is already a fund that serves that purpose. These studies are general and descriptive in nature and will however gather empirical evidence on challenges facing bursaries' disbursed through the CDF.

2.8 Total number awarded verses retention; effects of bursary schemes on participation rate

Despite the establishment of bursary schemes some students still discontinue their schooling due lack of school fees (Maisory, 2006). A study by Odebero (2007) on equity in distribution of bursary to secondary school students in Busia District found that bursary recipients got less than a half of the bursary they were supposed to receive leading to low participation rate.

Hatt Andrew and Baxter (2005) on a study on bursaries and student success compared the student experience of those with and those without bursary award in UK. The study found that students with bursaries were more likely to be retained and to perform well in schools than those without bursaries. The findings also indicated that education bursary providers should consider the timing of the bursary payments.

2.9 Summary of literature review

The literature review highlighted the need for human capital investment hence justifying the reason why government spends vast resources in the education sector. The need for public subsidies in education through interventions such as bursaries was also justified by highlight the increasing costs of education. Bursaries in other countries were also reviewed for the purpose of making a comparison and establishing the criteria used in these other countries. CDF and SEBF government bursary schemes were also analyzed and finally the review looked at challenges faced by bursary schemes.

Most studies reviewed have mainly focused on implementation and challenges in provision of bursaries to needy students. This study analyzed the adequacy of the amount allocated, time period when funds are made available along with challenges resulting due to decentralization of the funds to the constituencies. The studies done in Kenya such as by Njeru and Orodho (2003), IPAR (2008), Odebero et al (2002), Kiragu (2002) were based on SEBF while this study was based on CDF bursary to the recipients in Rachuonyo North District.

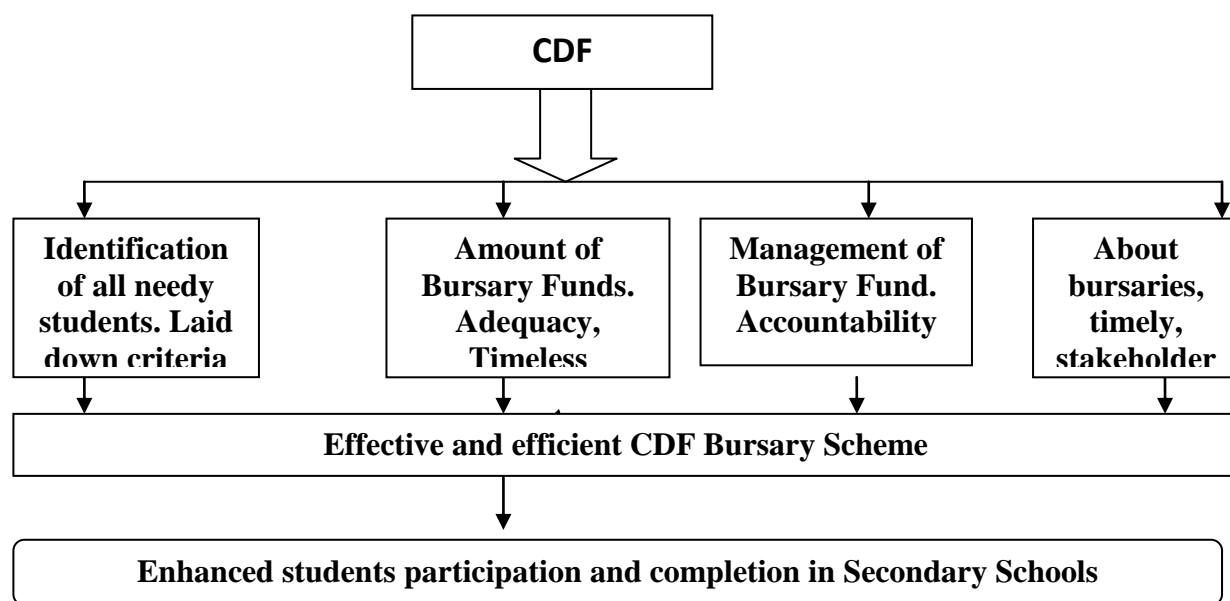
According to this theory, people should invest in education for future gain in form of economic development. Investment in education is done by the individual and by society or government for future expected benefits. A development of human knowledge through education is a process of investment in human capital which involves both private and social cost. In this theory the cost incurred by the government and communities are social cost while those incurred by private organizations and individuals are private costs. The theory also emphasizes on present investment in education in order to enjoy future benefits such as, employment opportunities higher earnings, improve standards of living and higher production hence economic growth. This theory forms an important theoretical base of this study because it explains the reason why government invest in education in form of CDF bursaries. Investment in education will be realized through high enrolments, high transition rates from primary to secondary schools and high participation rates.

2.10 Theoretical framework

Theoretical framework of this study was derived from human capital theory developed by Schultz (1960). Traditionally economic growth was mainly attributed to three factors of production namely Land, Capital and Labour. Schultz (1960). After extensive study of economic growth in USA came up with a theory of Human Capital Investment he argued that growth in output could only be adequately explained by investment in human capital that had taken place in form of formal education on the job training, improved health adult education and the mobility and migration of workers so that they are able to respond to the changing opportunities (Schultz 1971).

2.11 Conceptual framework of the effects of C.D.F. Bursary scheme on participation rates at secondary school level.

Orodho (2005) defines a conceptual framework as a model of representation where researchers represent the relationships between variables in the study and depict them diagrammatically.



The researcher hypothesizes that for the CDF bursary to be effective: all needy students should be clearly identified, information about bursaries effectively communicated to needy students and the society, funds are adequate and effectively managed to reach the target group.

These qualities lead to enhanced access, participation and completion rates of secondary education. When qualities are lacking, there is low access, participation and completion of secondary education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section covers the research designs, area of study, targeted population, sample size and sample procedure ,research instruments, validity of research instrument, reliability of research instrument, data collection procedures, data analysis techniques,

3.2 Research Design

The research design adopted for the study was descriptive survey design with both qualitative and quantitative approaches. This design was used to obtain information concerning the current status of the phenomena under study and to describe what exist with respect to variables or conditions in a situation (Cohen and Manion 1994). The design was deemed suitable for this study due to its ability to elicit a wide range of baseline information about CDF bursary funds in schools.

3.3 Targeted population

This refers to all members of a real hypothetical set of population. The population targeted consisted of 48 principals of public secondary schools in Rachuonyo North District, 840 students and 15 constituencies Bursary Committee members. Secondary school students were selected because they are the recipients of government bursaries. Principals were selected to provide information on students' participation in secondary school education and its linkage to the CDF bursary. CDF Bursary committee members were selected to provide information regarding the number of the

bursary applicants, timeliness of the bursary, how needy students are identified and adequacy of the financial resources available to the CDF bursary committee.

3.4 Sample size and Sampling procedure

Purposive sampling was used to select the students who are recipient of CDF bursaries. Out of 48 public secondary schools, 15 were selected. Mugenda and Mugenda 1999 states that a range of between 20 to 30% is reasonable enough to draw generalization about targeted population therefore to represent 30%, Mugenda and Mugenda (2003) states where the population is small, it is advisable to take all schools. Krejcie and Morgan (1970) demine the sample size from a given population. For example a sample of $186/15$ gives us 12 students. Therefore 12 students were selected from every school through simple random sampling.

3.5 Research instruments

The research instruments that were used in this study include; questionnaires and semi structured interviews. According to Mulusa (1998) questionnaires are cheap to administer to respondents scattered over a large area and respondents feel free to give frank answer to sensitive questions. Questionnaires were administered to students and principals. Questionnaire for principals consisted of part A, B, and C. Part A is respondents' characteristics, part B on school background and part C was used to obtain in-depths information from the principals regarding the effect of CDF bursary schemes on participation rates, needy students and their opinion regarding better ways of disbursing CDF bursaries. Semi structured

interviews schedule was considered for CBC members because they have varied literacy levels.

3.5.1 Validity of instruments

Borg and Gall (2003) define validity as the degree to which a test measures what it purports to measure or validity is the degree to which measure or several measures of the concept measure the concept (Orodho, 2005). In this study, piloting was used to validate research instruments to determine accuracy, clarity and sustainability of the instruments. The questionnaire was pre-tested using a sample of two principals and two students since two or three cases are sufficient for some pilot studies (Borg And Gall 1989). Based in analysis of the pilot study result, rectification will be made to the research instrument. Schools for piloting will be included in the main study. Content validity was established by consultations and discussion with researcher's supervisor.

3.5.2 Reliability of instruments

Reliability of measurement concerns the degree to which a measure of how consistent a particular measuring procedure gives similar result over a number of repeated trials (Orodho 2005). Test retest was used to assess reliability of the research instruments; it involves administering the same instruments twice to the same group of the subject. A time lapse of one week between the first and the second test was allowed. The scores were correlated using Pearson's product moment co-efficient and this was taken as an estimate of reliability.

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where:

$\sum X$ =the sum of scores in X distribution

$\sum X^2$ =The sum of the squared score in X distribution

$\sum XY$ = The sum of the product of paired X and Y scores

N= The number of paired X and Y score

R= Co-efficient of reliability (Best& Khan, 2006)

If a co-efficient of 0.5 or more is attained the instruments would be adopted for use in the study otherwise necessary adjustments would be made to research instruments and process repeated until an acceptable co-efficient is attained.

3.6 Data collection procedure

The researcher obtained permission and authority to conduct the research from Ministry of Education. The TSC County Director, Homabay was requested to give an introduction letter before commencing the research. The principal and students were given questionnaires to fill by the researcher. The researcher guided and briefed them on their requirements. Researcher booked appointment for interviews schedules with the CBC members and personally conducted the interview on agreed dates. Data was edited, and arranged accordingly.

3.7 Data analysis techniques

The study generated both qualitative and quantitative data. Data collected was tabulated using descriptive statistics such as percentages and frequencies. The qualitative data was classified then coded into themes for analysis. Data was also analyzed using SPSS, statistical package of social science.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This study was an evaluation of effectiveness of the CDF on participation rate in public secondary school in Rachuonyo north district. The researcher used secondary school principals and students of public secondary school in form three and four.

4.2 Questionnaire return rate

This is the proportion of the questionnaires that are returned to the researcher from the sample that participated in the study. All the principals returned their questionnaires making a return of 100% whereas 16 students did not turn their questionnaire making a return of 91.4%.

Table 4.1 Questionnaire return rate

Category	Sample	Questionnaire Returned	percentage return rate
Principals	15	15	100
Students	186	170	91.4
TOTAL	201	185	

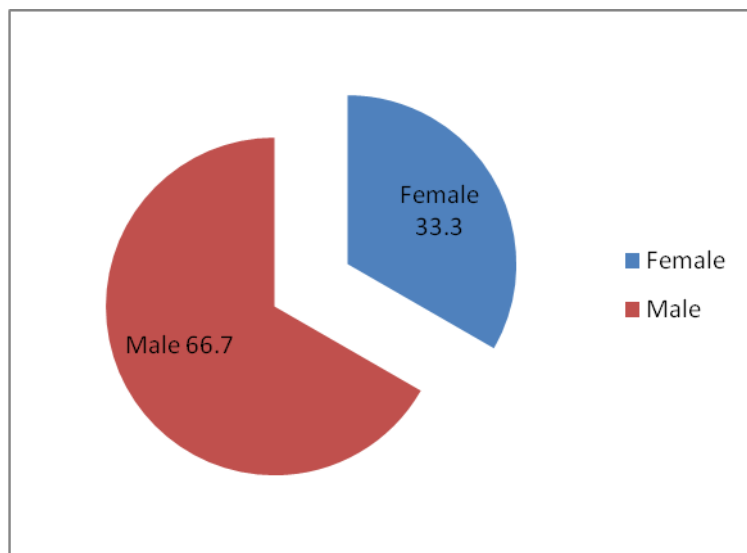
4.3 Demographic information of respondents

The demographic information of respondents is the information that describes the characteristics of respondents in terms of gender, age and teaching experience.

(a) Gender of principals

For the purpose of this study, principals were asked to indicate their gender on the questionnaire and their revelation were calculated and presented on Figure 4.1

Figure 4.1 Gender of Principals

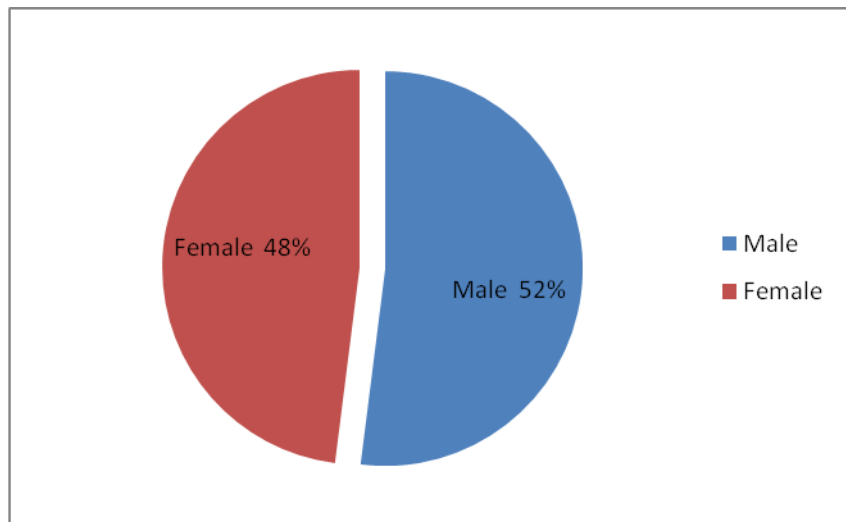


According to figure 4.1, majority of principals (66.7%) were male with 33.3% being females. These findings are an indicator that female ascent to school headship in public secondary schools is not at par with their male counterparts.

(b) Gender of students

Students were equally asked to indicate their gender and their responses presented on figure 4.2 as follows.

Figure 4.2 Gender of students

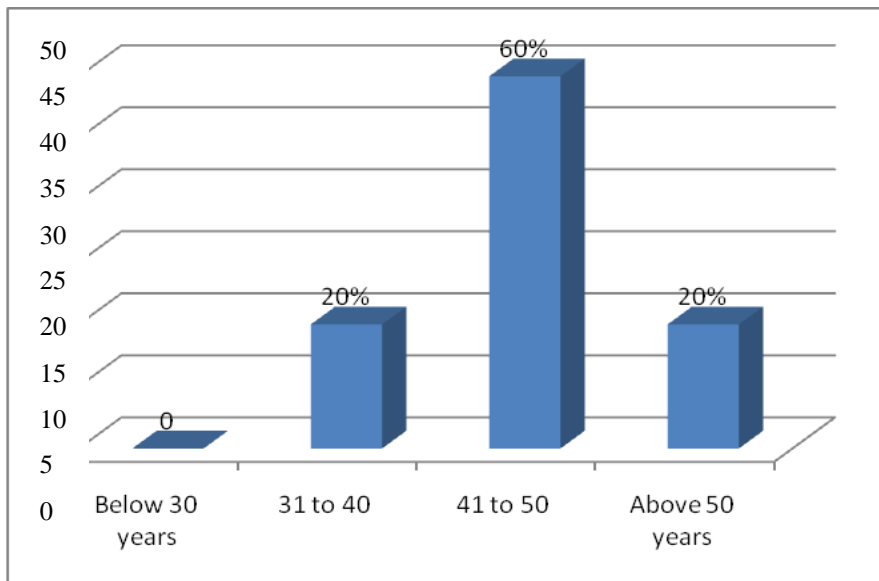


Among the students boys slightly more at 52% this concurs with the Koech report (2009) which revealed that gender parity continued to exist in Kenya education sector. Rachuonyo district is therefore not an exception.

(c) Age of principals

In this study the researcher asked the principals to indicate their age and the results are presented on figure 4.3.

Figure 4.3 Age of principals



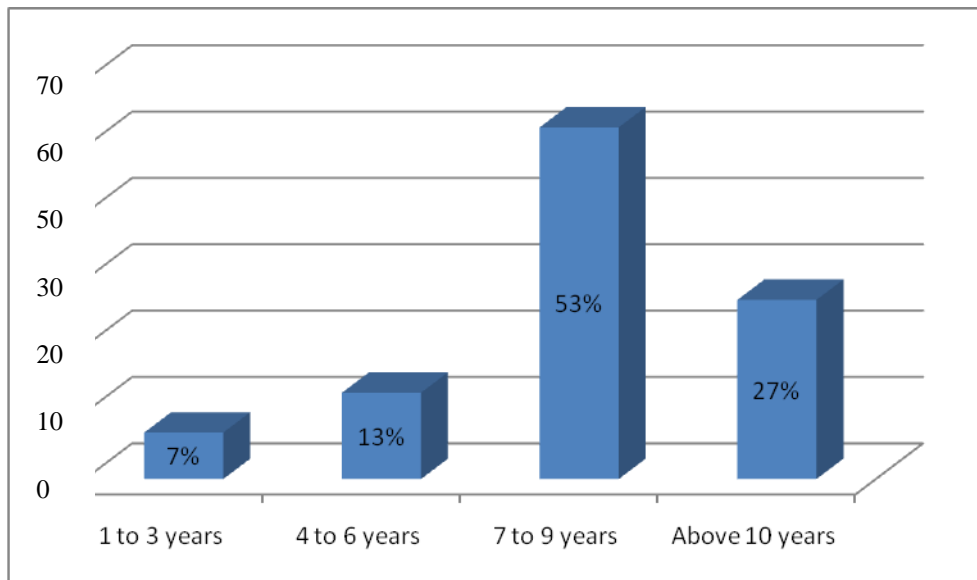
The findings presented on figure 4.3 show that majority of principals 60% were aged between 41-50 years. This precedes 20% of those between 31 to 40 and above 50 years. While none of them had below 30 years.

These indicates that most principals in public secondary school in Rachuonyo north district had attained ages that could be said to be appropriate for them to qualify for administration of public secondary schools and therefore could furnish this study with information that is reliable in relation to effectiveness of CDF on participation rate.

4.4 Principals' administrative experience

This study sought to find out from principals their teaching experience in years and the responses obtained in figure 4.4.

Fig 4.4 principals' administrative experience

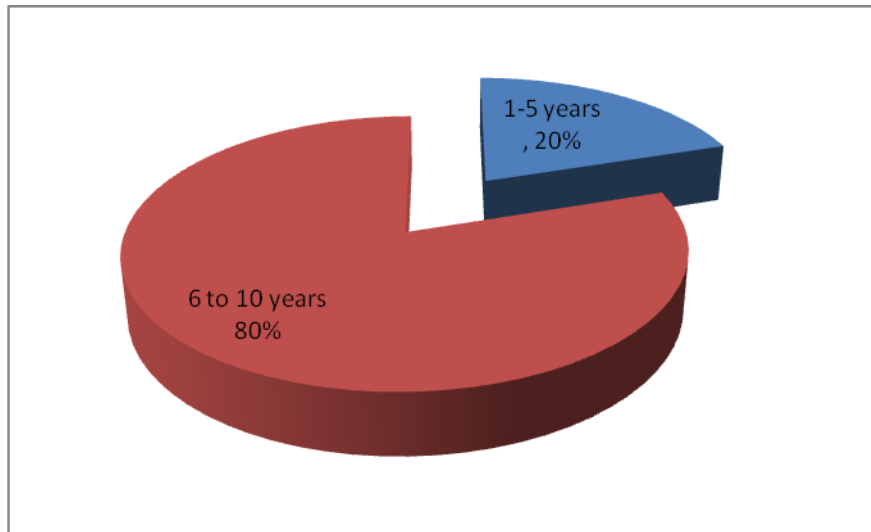


The findings reveal majority of the principals 53% is said to have worked as principals for a period of 7 to 9 years followed by 27% for those with above 10 years, 13% with administrative experienced 4 to 6 years and 7% with administrative experience 1 to 3 years. These findings are an indicator that majority of principals sampled for this study had administrative experience that could enable them to be conversant with financial assistance available to needy students and the effectiveness it has on participation rate.

4.5 Length of time in the current station

The study also required principals to provide information on their length of service in the current station. Their responses are shown in figure 4.5

Figure 4.5 Principals length of service in the current station



The findings have majority of principals 80% to have been in the current station for a period of 6 to 10 years and 20% for those who have worked for 1-5 years. These findings are an indication that most principals sampled for this study had been in the current stations for more than 6 years and therefore could be said to understand the dynamics of public secondary schools in this district in relation to effectiveness of CDF bursary fund to participation rate. Due to this they can also identify needs of students in their respective schools.

4.6 Category of schools

This study also found it necessary to find out from principals, the category of schools they were heading. The results obtained are as shown on Table 4.2.

Table 4.2 Category of public secondary school

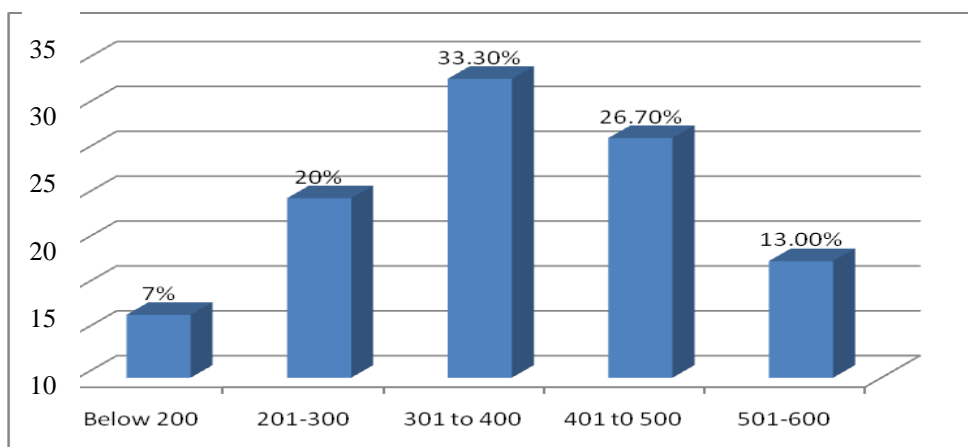
School Category	Frequency	Percentage
Provincial boarding	1	7
District Day	12	80
District boarding	2	13
Total	15	100

The findings shown on table 4.2 indicates that majority of schools 80% are district day school followed by 13% district boarding and 7% provincial boarding. These findings are also an indicator that majority of schools in Rachuonyo north district are district day which are mostly suited for students from poor family going by their relatively cheaper cost as compared to boarding schools, thus students in these schools are in need of the CDF bursary fund.

4.7 Number of students in schools

The study also sought from principal the number of students enrolled in public secondary schools in Rachuonyo North district. The results are as indicated in figure 4. 6 .

Figure 4.6 Number of students



The findings indicate that 33.3% of principals said they had 301 to 400 students in their schools, 26.7% 401 to 500 students, 20% of the principals had 201-300, 13% 501-600 and 7% below 200. This indicates that most schools in this district had a substantial number of students despite that most students come from poor families.

4.8 Whether both parents of students are alive

The study also asked students to indicate whether both their parents were alive and the responses are as shown on table 4.3.

Table 4.3 whether both parents of students are alive

Response	Frequency	Percentage
Both alive	30	17.6
One parent	108	63.52
None	32	18.82
Total	170	100

The findings as revealed on table 4.3 shows that 63.52% had one parent alive while 17.6% both parents are alive and 18.82% said were orphans. The findings also indicates that 82.34% had lost one parent or are orphaned which makes it difficult to pay their fees thus making them rely on the CDF bursary fund. Further, the students indicated which of their parents was alive and their responses are as shown on table 4.4.

Table 4.4 the parent that is alive

Responses	Frequency	Percentage
Mother only	81	75
Father only	27	25
Total	108	100

The findings of table 4.4 show that out of 108 students who did not have all parents majority of them 75 % had mothers against 25% who had fathers only. The findings further revealed that most students who had lost one of the parents had mothers only, which means that they find it difficult to raise enough money for their fees in relation to the information provided on table 4.5 which indicates that most mothers are earning below 2,500 shillings a month.

4.9 Mother/father/guardians total monthly income

The researcher further asked students to provide information on their parents/guardians monthly income and their responses are as shown on table 4.5

Table 4.5 Mother/father/guardian total monthly income

Parent	Amount	Frequency	Percentage
Mother	2,500	68	40
	2500-6000	40	23.5
	6001-20000	10	5.9
	20001-30,000	05	2.9
	30,000-50,000	02	1.2
Father	Below 2,500	10	5.9
	2500-6000	08	4.7
	6001-20,000	04	2.4
	20,001-30,000	03	1.8
	30,000-50,000	01	0.6
Guardians	2,500	10	5.9
	2501-6000	06	3.5
	6001-20,000	04	2.4
	20001-30,000	01	0.6
	30,000-50,000	0	0

The findings on table 4.5 show that majority of students 40% said their mothers earned below 2,500 shillings monthly followed by 23.5% who said they earn 2500-6000 shillings, 5.9% who said they earned 6001-20000, and 2.9% who said they earned 20001-30,000 and lastly 0.6 % said they earned 30,000-50,000 shillings. For the case of fathers, majority of students 5.9 % said their fathers earned below 2500 shillings a month, followed by 4.7% who said they earned 2500 – 6000, this is followed by 2.4% who said they earned 6001-20,000, 1.8% said they earned 20,001-30,000 and 0.6% who were saying their fathers earned between 30,000-50,000. For those under the care of guardians, 5.9% said their guardians earned below 2,500 shillings a month, while 3.5% earned 2,501-6000, 2.4% earned 6001-20000, 0.6% earned 20001-30000 and none of the guardians earned 30001-50000. These findings are an indicator that majority of parents of students in the sampled schools had low income that necessitated the application for CDF bursary for their children.

4.10 Parent employer

The researcher asked students to provide information on where their parents work and their responses are as shown on Table 4.6.

Table 4.6 Where parents work

Parent	Amount	Frequency	Percentage
The government	Father	16	9.4
	Mother	05	2.9
	Guardians	02	1.2
Private sector	Father	07	4.1
	Mother	12	7.1
	Guardians	02	1.2
Informal sector	Father	08	4.7
	Mother	06	3.5
	Guardians	03	1.8
Self employment	Father	34	20
	Mother	12	7.1
	Guardians	06	3.5
Not employed	Father	22	12.9
	Mother	30	17.6
	Guardians	05	2.9

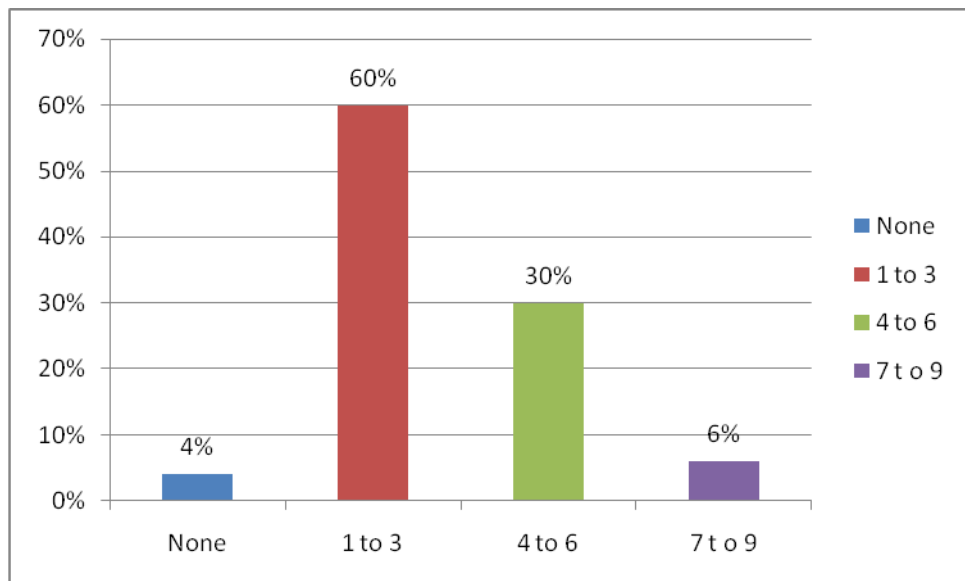
According to the table 4.6, on where parents work,9.4% of the students said, their fathers works with the government, 2.9% saying their mothers works with the government and 1.2% of their guardians work with the government. In regard to the private sector, 4.1%of the students indicated that their fathers work with private sector with 7.1% saying their mother's works with the private sector and 1.2% saying their guardians works with private sector. On the side of informal sector, 4.7%of the students saying

their fathers work with the informal sector against 3.5% who cited their mothers with informal sector and 1.8% saying their guardians work with informal sector. On self employment majority of students 20% said their fathers are self employed against 7.1% who cited their mothers are self employed and 3.5% citing guardians. Lastly on whether parents are not employed, majority of student 17.6% said their mothers are not employed against 12.9% who cited their fathers are not employed and 2.9% cited their guardians. This finding revealed that majority of parents of students in Rachuonyo north district were either self employed or not employed which means they did not have substantial income to support their children’s education and therefore there is need for CDF bursary fund.

4.11 Number of siblings

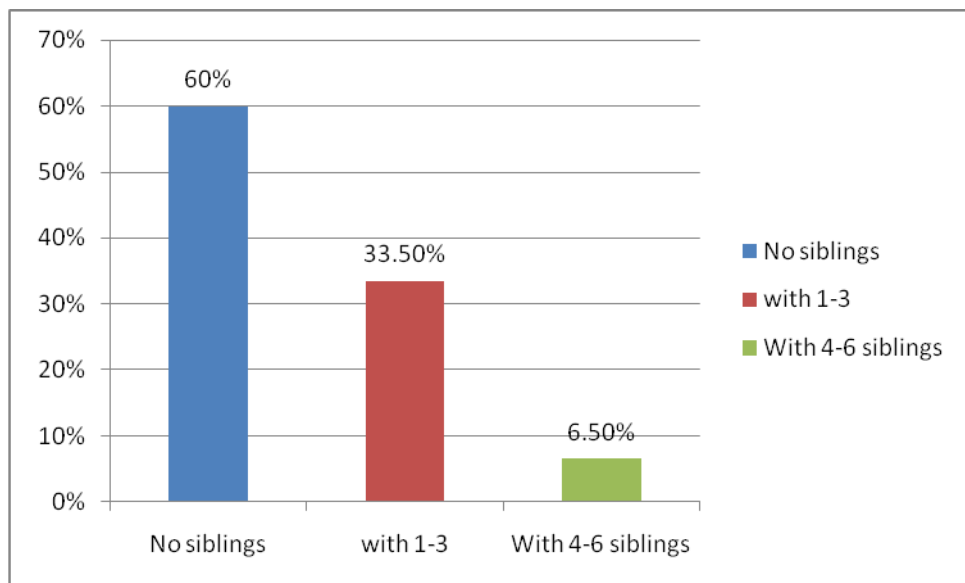
The researcher equally sought from students the number of siblings in their families and the findings are shown in the figure 4.7.

Figure 4.7 Number of siblings



The finding on the figure 4.7 indicates that the majority of students (60%) indicated that they had between 1 to 3 siblings in their families with 30% saying that they had 4 to 6 siblings, 6% 7 to 9 and (4%) none. These findings were followed by the researcher asking student the number of siblings in secondary school on bursary and their responses are shown on the figure 4.8.

Figure 4.8 Number of siblings in secondary school on bursary



The findings on the figure 4.8 shows that majority of students 60% said they had no siblings on bursary followed by 33.5% of those with 1-3 siblings and 6.5% with 4 to 6 sibling. The finding on table 4.7 and 4.8 indicate that majority of students comes from families with a small number of children. However, this does not translate into meaning that their parents should then find it easy to pay schools fees as there are other underlying factors that make it difficult for them to raise schools fees.

4.12 Whether students have siblings working for pay

The study also required students to indicate whether they have siblings working for pay and their responses are as presented in table 4.7.

Table 4.7 Whether students have siblings working for pay

Response	Frequency	Percentage
Yes	34	20
No	136	80
Total	170	100

Form Table 4.7 majority of students 80% said that they did not have siblings working for pay against 20% who said they had. These findings were followed by the researcher asking students if they receive any financial assistance towards fees from siblings and their responses are as shown on Table 4.8.

Table 4.8 Whether students have siblings working for pay

Response	Frequency	Percentage
Those who receive	17	10
Those who do not receive	153	90
Total	170	100

The findings on Table 4.8 show that majority of students (90%) did not receive any financial assistance for fees payment from siblings against (10%) who said they received. These findings are a revelation that students lacked people who could combine efforts to raise their fees thus the need for CDF bursary fund. As a follow-up to this, the researcher had asked students to indicate persons who pay their schools fees and their responses were as shown on Table 4.

Table 4.9 who pays fees according to students

Response	Frequency	percentage
Father	16	9.4
Mother	51	30
Both parents	18	10.6
Guardian	5	2.9
Bursary	18	10.6
Government	9	5.3
Brother	1	0.59
Sister	1	0.59
CDF	51	30
Total	170	100

The findings on Table 4.9 show that majority of students (30%) were paid fees through the CDF bursary fund and mothers followed by both parents and government bursary (10.6%), (9.4%) from fathers, (5.3%) government, (2.9%) guardian and (0.59%) for brothers and sisters. These findings are an indication that payment of fees is being done by a number of persons and bodies.

4.13 Data Analysis

This section presents data analysis on the effectiveness of the CDF bursary fund scheme on participation rate in public secondary schools in

Rachuonyo North District. This was done based on the research questions on the study.

4.14 Number of Students who have benefited from CDF Bursary Fund

Research question 1: To what extent do applicants of the CDF bursary qualify to be awarded the bursary?

4.15 Number of students who have applied for CDF

The researcher sought from CDF officials the number of students who had applied for the CDF bursary and the findings are as shown on Table 4.10.

Table 4.10: Number of students who have applied for CDF bursaries for the last four years

Year	Applicants	No. of students considered
2013	710	658(92.7%)
2014	700	638 (91.1%)
Total	1,410	1,296 (91.9%)

The findings of Table 4.10 show that CDF officials indicated that out of 710 applicants, only 658 had been considered in 2013 and out of 700 in 2014 only 638 had been considered. The results above shows that approximately 92% of those who apply for bursaries end up being successfully awarded, however, the researcher observed that the majority of the deserving students in the district cannot even access the application forms. This means majority of student will be sent a way for fee resulting to continuous absenteeism and increase dropout, therefore there is need to increase the number of forms to enhance participation rate in the district. The study however established that data for years 2011 to 2012 was not

available due to change in management and the district being new. CDF committee members are appointed by the MP hence any change in this position implies a new committee will handing over process not being observed. These findings are in agreement with Otieno (2009) that MPs control the bursary money alongside CDF making it open to political manipulation.

4.16 Number of times students received the bursary

This study sought to determine the number of times students received bursary from the CDF fund and their findings are as shown on Table 4.11.

Table 4.11: Number of times students received the bursary

Response	Frequency	Percentage
Once	108	63.53
Twice	51	30
Thrice	11	6.47
4 times	0	0
Total	170	100

According to the findings of Table 4.11, majority of students (63.53%) said they had received the bursary fund once followed by 30% who said they had received it twice, and 6.7% who had received it thrice. This was for duration of four years. Considering the fact that students who responded to this study were form three and four students. The finding also revealed that majority of students (63.53%) received bursary only once, leading to increase absenteeism, repetition ,dropout and further more low academic

achievement. Therefore bursary allocation should be done more than once to increase participation rates in the district.

4.17 Sources of knowledge on the existence of CDF bursary

In order to apply for CDF bursary, students need required information on the existence of the scheme. This prompted the researcher to ask them where they got information on the existence of CDF and their responses are as shown on table 4.12.

Table 4.12: Sources of information on CDF bursary

Source of information	Frequency	Percentage
Principal	60	35.29
Parents	24	14.12
Village elders	2	1.18
Area chief	28	16.47
Pastor	7	4.12
CDF officials	19	11.18
Ward Representative	30	17.65

According to Table 4.12, 35.29% of the students said they got information from principals, followed by 17.65% from ward representatives, 16.47% from area chief, 14.12% from parents, then 11.18% from CDF official, 4.12% from pastor and 1.18% from village elders.

These findings are an indicator that students get information about the CDF bursary mostly at school from principals. Local administrative officials also have a role to play in sensitizing parents and students about the existence of the CDF bursary fund. This however is done discriminatively with

information being given to specific students or parents based on their connections with the local administrative officials. This denies deserving student's access to the CDF bursary fund thus reducing its impact on promoting participation. These findings concurs with Njeru and Orodho (2003)

That bursary schemes are handicapped by poor 'Criteria for selecting the genuinely needy and inadequate awareness of their existence.

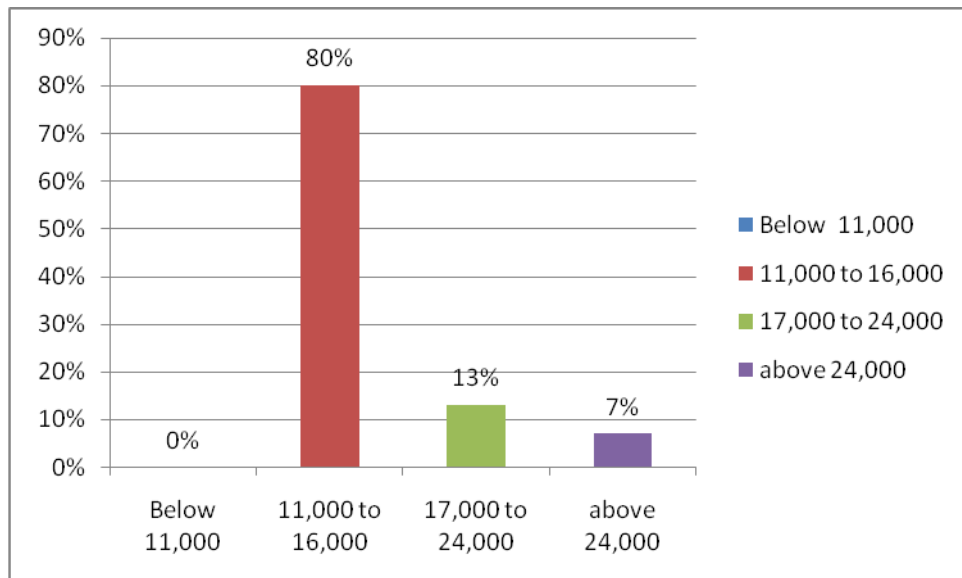
4.18 Total amount of money disbursed to Schools

Research question 2: To what extent does the total amount of CDF bursary awarded enhance participation in public secondary schools?

4.19 Amount of fee charge per year

The study further required principals to indicate the amount of fee charged in form 1 to 3 per year.

Figure 4.8 Amount of fee charged per year



According to the findings on figure 4.8, none of the public secondary schools in Rachuonyo North district had fee charges below KShs.11,000/-.

The findings in the figure shows that majority 80% of schools were

charging 11,000 to 16,000/- in form one to three, while 13% between 17,000 – 24,000/- and 7% above 24,000/-. These shows that the amount of fees paid were relatively high considering the high poverty levels of Rachuonyo North District.

4.20 Amount of money awarded per term

The researcher sought from students the total amount of money awarded to them per term so as to establish the total amount disbursed to schools. Their responses are as shown on Table 4.13.

Table 4.13 Amount of money awarded per term

Amount	Term	Frequency	Percentage
500 to 1,000	First terms	17	10
	Second term	34	20
	Third term	34	20
1,100 to 1,600	First terms	5	2.94
	Second term	51	30
	Third term	34	20
3,100 to 6,000	First terms	0	0
	Second term	51	30
	Third term	4	2.35
6,100 to 12,000	First terms	2	1.18
	Second term	18	10.58
	Third term	0	0

According to the results on Table 4.13, majority of students (30%) said they were awarded between 1,100 to 1,600 and between 3,100/- to 6,000/- shillings in second terms followed by 20% who got between 500-1,000 in second term and between 1,100 to 1,600 in third term. These findings are an indicator that majority were awarded bursary in the second term other than first term, which in most cases carries the heaviest fee burden. For that matter many students will be sent home for school fee leading to increased absenteeism, dropouts and repetition.. Therefore there is need for bursary allocation to be awarded in the early first term of the year. It was also established from CBC officials that the amount awarded is not adequate with the minimum amount given to day schools being 2,000/- yet the fees could be Kshs.11, 200/- which means that there is always a deficit. They further revealed that for boarding schools, a student may receive KShs.5,000/- per year. but the fees ranges from KShs.18, 000/- to KShs.35, 000/- per year. This is only 13% of the total fee required per year. For that matter, quite a number of students will not have regular attendance from school leading to increase dropout and repetition. Therefore there is need to increase the amount of bursary allocation to enhance participation.

4.21 Number of students who dropped out in the past years

The study required principals to indicate the number of students who dropped out in the past years. Their responses are as shown on Table 4.14.

Table 4.14: Number of students who dropped out in the past years

Number of students	Form	Frequency	Percentage
1 to 5	Form 1	14	93.3
	Form 2	10	66.7
	Form 3	12	80
	Form 4	1	7
6 to 10	Form 1	2	13
	Form 2	6	40
	Form 3	10	66.7
	Form 4	0	0
11 to 15	Form 1	0	0
	Form 2	0	0
	Form 3	1	7
	Form 4	0	0

The findings presented on Table 4.14 shows that majority of principals (93.3%) indicated that 1 to 5 of the students had dropped out in form 1, (80%) form 3, (66.7%) form two and (7%) form four. Those who indicated 6 to 10 dropped out, 66.7% form three, 40% form two, 13% form one and none in form four. For 11 to 15 none (0.0%) in form one, two and four respectively and 7% in form three. These findings are an indicator that there is a remarkable number of students who dropout leading to low participation.

4.22 Criteria used by head teachers to identify needy students

The researcher question 3: What criterion is used to identify needy students?

(a) Whether students are in need of financial assistance

In order to establish the value of CDF bursary fund to students in public secondary schools in Rachuonyo North District, students were asked to indicate if they were in need of financial assistance towards fees payment. The responses are as shown in Table 4.15.

Table 4.15 whether students are in need of financial assistance

Response	Frequency	Percentage
Students in need of assistance	168	98.82
Students not in need	2	1.18
Total	170	100

The findings in Table 4.15 have an overwhelming majority of students (98.82%) indicating that they are in need of financial assistance towards fee payment with only 1.18% saying they are not in need. These findings are an indication that majority of students in public secondary schools in Rachuonyo North District are in need of financial assistance making the CDF bursary funds a welcome idea. Students (1.18%) who do not need financial assistance indicate discrimination in allocation of the funds. This is in line with what was concluded by Kiragu (2002). The study indicated that bursaries introduced by government in secondary schools do not necessarily benefit most deserving students due to poor selection criteria,

nepotism and corruption resulting to many student dropping out of school. Therefore there is need to harmonize the criteria used to enable many student to apply. The students also indicated reasons as to why they were in need of financial assistance and the results are shown on Table 4.16.

Table 4.16 Reasons why students are in need of financial assistance

Reason	Frequency	Percentage
Would like to complete form four studies pursue their careers.	34	20
Parent not being able to raise fees	102	60
Parents not having steady income	17	10
Sick parent	5	3
Other siblings that need fees	12	7

According to table 4.16 majority of students (60%) indicated they needed financial assistance as parents not being able to raise fees. This is due to the fact that most parents are peasant farmers thus receive very little income. This was followed by (20%) who said they need to complete form four studies and pursue their careers, (10%) are parents not having steady income, (7%) having other siblings that need fees and (3%) of students having sick parents. These findings are an indicator that most students in secondary schools in Rachuonyo North District come from poor families thus raising school fees becomes very difficult.

4.23 Whether principals have data of needy students

The study asked head teachers to indicate whether they have records of needy students in their schools. Their responses are as shown on table 4.16.

Table 4.16 whether principals in public secondary schools have data of needy students

Response	Frequency	Percentage
Yes	15	100
No	0	0

The results of Table 4.16 show that all principals of public secondary schools (100%) said they had records of needy students. This then led to researcher to ask principals to provide information on the number of needy students in their schools. Their responses are as shown in table 4.17

Table 4.17 Number of needy students

Number of students	Frequency	Percentage
Below 30	0	0
30 – 40	4	26.7
41 – 50	2	13.3
Above 50	9	60
Total	15	100

According to the table 4.17 majority of public secondary principals (60%) revealed that they had above 50 needy students. This was followed by (26.7%) of those who said they have 30-40 needy students and (13.3%) for

those who said they have between 41-50 students. This is an indication that most public secondary schools in Rachuonyo North District have a remarkable number of needy students, hence need for bursary funds.

4.24 Criteria used by secondary principals to identify needy students

Based on the information on the table 4.17 the study found it necessary to establish from principals the criteria used to identify needy students. Their responses are presented in Table 4.18.

Table 4.18: Criteria used by principals to identify needy students

Criteria	Frequency	Percentage
Information from class teachers	6	40
Fees balances	3	20
Orphans	3	20
Peasants	2	13.33
Students lack of basics needed such as Uniform	6	40
Information given by other students	1	6.67
Family size	6	40
Family income	6	40

The findings as presented on Table 4.18 indicate that majority of public secondary schools principals (40%) use information from class teachers, students lack of basic needs such as uniform, family size and family income, (20%) from fee balance and orphans, (13.33%) from peasants and (6.67%) information given by other students. These findings show that public secondary principals had a number of ways through which they

identified needy students with the information from class teachers, family size, and student's lack of basics needed such as uniform and family income. CBC officials, on the other hand indicated that the constituency had 7 wards and the total amount of bursary is sub-divided into these wards equally. In 2013/2014 each ward received 360,000/- for all students regardless of levels of education. About 150,000/- go to secondary schools. They further explained that each ward has a committee that determines the amount each applicant should be given. The Ministry of Finance does not have a guideline criterion to be used for allocation of bursary. CDF Act (2003) only indicates that some funds allocated to constituencies may be used for bursary but is not specific. These findings differ from the findings of study by Ziderman (2004) which showed that most bursaries eligibility was pegged on official poverty level. CDF bursary, unlike SEBF, has no criterion for allocation of funds nor does it have a policy for identifying needy applicants.

4.25 Timing of Disbursement and Participation.

Research Question 4: To what extent does the timing of the release of the bursary fund influence participation in public secondary schools?

(a) Month when the CDF bursary fund is released to schools

The timing of the release of the CDF bursary fund have a major bearing on the success of the CDF bursary fund in enhancing participation in public secondary schools. This led the researcher to ask public secondary principals when the bursary funds are released to schools. Their responses are as shown on Table 4.19.

Table 4.19: Month when the CDF bursary fund is released to schools

Month	Frequency	Percentage
January to February	1	6.67
March to April	1	6.67
May to June	2	13.3
July to August	9	60
September to October	0	0
November to December	2	13.3
Total	15	100

The findings on Table 4.19 show that majority of public secondary schools principals (60%) indicated that the CDF bursary fund is released to schools between July to August. This is followed by (13.3%) between May to June and November to December and none was released between September to October. These findings are an indication that the CDF bursary fund is released after and before the end of the financial year which does not go hand in hand with the schools' academic calendar, thus affecting participation rates in public secondary schools.

4.26 Importance of the CDF funds

The researcher asked students to state the importance of the CDF bursary fund using the statements in Table 4.20.

Table 4.20 Students views on the importance of CDF bursary fund

Statement	Response	Frequency	Percentage
Bursaries offset much of the Beneficiaries' schools fees.	Strongly agree	7	4.11
	Agree	51	30
	Undecided	10	5.89
	Disagree	68	40
	Strongly Disagree		
	Total	170	100
Bursary allocation is awarded to beneficiaries in time	Strongly agree	4	2.35
	Agree	6	3.5
	Undecided	16	9.45
	Disagree	102	60
	Strongly Disagree		
	Total	170	100.0
Beneficiaries of bursaries are rarely sent away for school Fees.	Strongly agree	34	20
	Agree	38	22.35
	Undecided	12	7.1
	Disagree	18	10.6
	Strongly Disagree		
	Total	170	100

From Table 4.20, majority of students (60%) disagreed with the fact that bursaries offset much of the beneficiaries' school fees against 34.11% who agreed that it does. For that matter many deserving students will drop out of school due to the frequency of absenteeism that will lead to low academic performance. Therefore there is need to strengthen and improve bursary allocation to the needy students.

Students also disagree with the notion that bursary allocation is awarded to the beneficiary in time by (84.7%) against (5.85%) of those that agree. Since many students indicated that bursary allocation is not awarded in time, these situation results to inconsistencies in poor school attendances, increase drop out and repetition. This is likely translates to low academic achievement hence decrease participation. Therefore bursary allocation need to awarded towards the end of the year to be used in the following year

Lastly majority of students (50.6%) disagreed with the notion that the student are rarely sent away for school fees, against (42.5%) of those that agree.

The findings reveals that majority of students are often sent away for school fee leading to low academic achievement due to continues absenteeism and increase drop out. Therefore bursary allocation should be awarded in time to increase participation rate. Bursary allocation not awarded in time has the greatest in impact since majority, (84.7%) revealed that it is not allocated in good time, only (5.85%), who agreed, which is very minimal.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of the findings, conclusions, recommendations and suggestions for further research derived from the study.

5.2 Summary of the Findings

The purpose of this study was to investigate the effectiveness of the CDF bursary scheme on participation rates in public secondary schools in Rachuonyo North District. This was obtained by formulating research objectives on the number of students who have benefited from the bursary fund, the amount disbursed and its effectiveness on participation, the criterion used to identify needy students and the timing of the release of funds and its impact on participation.

The study employed descriptive survey and targeted 48 public secondary school principals, 840 secondary school students and 15 bursary committee members out of which a sample of 15 public secondary principals, 186 students and 5 CBC officials were selected for the main study. The researcher used questionnaire for students and principals and interviewed the CBC officials and data analyzed using descriptive statistics and the SPSS computer software.

The study made the following findings: That majority of schools in Rachuonyo North District are District day schools, which are mostly suited for students from poor family backgrounds going by their relatively cheaper costs as compared to boarding schools. This is an indication that students in this schools are in need of the CDF bursary fund. The study also revealed that a substantial number of students who had lost one of the parents had mothers only which means that they find it difficult to raise enough money for their fees in relation to the information provided which indicates that most mothers are earning below 2,500 shillings a month and that majority of parents of students in the sampled schools had low income that necessitated the application for CDF bursary for their children. It was further established that majority of parents of students in public secondary schools in Rachuonyo North District , were either self-employed or not employed which means they did not have substantial incomes to support their children's education and therefore the need for CDF bursary fund.

The study equally revealed that majority of students who apply for the bursary fail to get it which impacts on participation rates in public secondary schools, thus students who responded to this study were from three and four students, with majority of them having received the bursary only once which is not good enough and this means that the impact of the bursary to participation rate is very low. Students get information about the CDF bursary mostly at school from principals and other students. Local administrative officials also have a role to play in sensitizing parents and students about the existence of the CDF bursary fund. This however, is done discriminatively with information being given to specific students or

parents based on their connections with the local administrative officials. This also denies deserving students' access to the CDF bursary fund thus reducing its impact on promoting participation. The study also established that majority of students were awarded bursaries in term two unlike first term which in most cases carries the heaviest fees burden. It was also established from CBC officials that the amount awarded is not adequate with the minimum amount given to day schools being 2,000/- yet the fees could be 11,200/- shillings which means that there is always a deficit. They further revealed that for boarding schools, a student may receive 10,000/- per year but the fees range from 18,000/= to 35,000/= per year. This led to many students dropping out of school.

The findings also reveal that the CDF bursary fund is normally released after and before the end of the financial year which does not go hand in hand with the schools' academic calendar which affects participation in public secondary schools. Students however view the CDF bursary fund as being important given the fact that it offsets much of the beneficiaries' fees. However, since the fund is not delivered on time, just like other students, beneficiaries are also sent home for schools fees. It can be concluded that the CDF fund plays a major role in promoting participation although this can only be accomplished if the fund is increased and also delivered in time.

These findings further show that most students in public secondary schools in Rachuonyo North District come from poor families. This is an indication that most public secondary schools in Rachuonyo North District have a remarkable number of needy students. Principals on the other had a number

of ways through which they identified needy students with the information from class teachers.

CBC officials on the other hand indicated that the constituency has 7 wards. The total amount of bursary is sub-divided into these wards equally in financial year 2013/2014 each ward received 360,000/- for all students regardless of levels of education. About 150,000/- goes to secondary schools. They further explained that each ward has a committee that determine the amount each applicant should be given. The Ministry of Finance does not have a guideline on allocation of bursary. In fact the CDF Act (2003) only indicates that some funds allocated to constituencies may be used for bursary but is not specific.

These findings equally reveal that that most students were discouraged from applying for the CDF bursary fund due to the money being released late in the academic calendar instead of being released at the beginning of the academic calendar in January when the fees to be paid in heaviest. This coupled with the fact that students are not sure of being awarded the bursaries, they lack information on the availability of the bursary and the money being too little has discouraged students from applying for these funds thus creating a blow on participation in public secondary schools.

5.3 Conclusion of the Study

The inception of the Constituency Development Fund was greeted with jubilation throughout the country and in other countries all over the world. In addition to the Ministry of Education bursary fund, 15% of CDF was set aside for bursaries to needy students in constituencies. The needy students

would thus get a most welcomed relief when it comes to fees payment and thus enhanced participation rates in public secondary schools. However, this is not the case since the money allocated for the bursary fund is not sufficient and is also released late in the year when the academic calendar of schools is half underway. Disbursement is also done discriminatively which denies deserving students a chance to utilize the fund. The study also concludes that the Ministry of Finance has no set criterion for identifying needy students and for allocation of funds for the same. The criterion used in Rachuonyo constituency left room for a lot of discretion which could be subjective. This calls for measures to be put in place to ensure that the fund benefits those who need it.

5.4 Recommendations of the Study

In view of the findings of the study, the study makes the following recommendations:

- (i) The public should be adequately sensitized on the existence of the CDF bursary fund and when it is released to ensure that more students are able to apply for it.
- (ii) The allocations of the bursary to needy students should be done transparently and fairly to ensure that deserving students benefit from the scheme.
- (iii) The timing of the release of the CDF bursary fund should be in line with the school academic calendar so that students can get the funds at the right time.

- (iv) The amount allocated for the CDF bursary scheme should be increased so that more students can benefit as well as enough money to be given to deserving students to enable them clear their fees.
- (v) All bursaries available from the Government such as CDF, LATF, and SEBF should be harmonized to enhance equitable distribution of fund to needy students.

5.5 Suggestions for further research

In view of the delimitations of the study, the researcher recommends further research to be conducted in the following areas:

- i. The study was conducted in Rachuonyo North District only which means that it can only be generalized for other parts of the country with a lot of caution. Therefore, a similar study should be conducted in wider areas for example covering the whole of the Homa Bay County or the whole country.
- ii. This study also involved public secondary principals, students and CBC officials leaving out other stakeholders such as parents, teachers and local administrative officials. A similar study should therefore be undertaken involving these persons as respondents.
- iii. That bursary schemes are handicapped by poor criteria for selecting the genuinely needy and inadequate awareness of their existence .

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APPENDICES

Appendix I : Letters of Introduction to The Principals and CBC

Members

Paul M. Obiero
University of Nairobi
Faculty of Education
Dept of Education, Admin. & Planning
P.O BOX 30197
NAIROBI
26TH September, 2013

Dear Respondent,

I am a postgraduate student in the Department of Educational Administration and planning, University of Nairobi. I am currently carrying out a research on effectiveness of CDF bursary scheme on participation rates in Rachuonyo North District. You have been randomly selected to participate in this study.

The attached questionnaire is designed to assist the researcher gather data from the respondents for purposes of research. Please respond to the questions asked honestly. I would like to take this opportunity to assure that this information you give will not be used anywhere else beyond this study. Therefore to maintain confidentiality please do not indicate your name.

Thank you for your cooperation.

Yours faithfully,

PAUL MARAMBA OBIERO

Appendix II : Questionnaire for students

The purpose of this questionnaire is to enable the researcher to obtain information about the effectiveness of CDF Bursary on participation rates in Public Secondary Schools in Rachuonyo North District. You are kindly requested to fill in all the questions as honestly as possible. Your responses will be used only for the purpose of this study. Confidentiality is guaranteed. You are required to tick the spaces [] for appropriate opinion or just fill in the spaces provided and give opinion where explanation is required. Please note that there is no right or wrong answer. The information you provide could be used to raise enrolment and completion rates in secondary schools in Rachuonyo North and Kenya at large.

Part A

Respondent characteristics

1. Gender Male [] Female []

Form I [] II [] III [] IV []

School _____ Year of
admission _____

2 Family background

3. Are both your parents alive?

Yes [] Father only []

No [] Mother only []

4. If any or both parents are alive indicate their marital status.

Single [] separated [] widowed [] married []

divorced []

5. Indicate where your mother/father/guardian works.

	Father	Mother	Guardian
The Government	[]	[]	[]
Private sector	[]	[]	[]
Informal sector	[]	[]	[]
Self Employment	[]	[]	[]
Not in any form of employment []		[]	[]

6. Indicate your father/mother/guardians total monthly income in kshs

Amount	father	mother	guardian
Below 2500	{ }	{ }	{ }
2501 – 6000	{ }	{ }	{ }
6000 – 12000	{ }	{ }	{ }
12001 – 30000	{ }	{ }	{ }
Above 30000	{ }	{ }	{ }

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

8. How many are in secondary school? -----

9. Who pays their fees? -----

10. How many are on bursary? -----

11. Do you have any siblings working for pay? -----

If yes, do you receive any financial assistance towards fees from your siblings?

Yes []

No []

PART B: Qualification for CDF bursary

12. Did you receive any bursary?

Yes No

13. If yes which type

CDF Ministry of Education

14. How did you get the bursary? How did you come to know about the bursary?.....

15. How long have you been sponsored?

Since birth A few days ago A month ago Years ago

16. Specify.....

17. Do you have any have any other siblings on bursary/sponsorship?

Yes No

18. Do you receive Cash or Cheque?.....

Part C: Amount versus Need?

19. Who pays your fee? (Ministry of Education, CDF, or any other)

20. How did you know that CDF bursary exists?.....

21. How many times have you received the CDF bursary since you joined secondary school?.....

22. Is the fund enough to meet all year scholarships need?

Yes No

23. If yes, how?.....

If no, how do you raise the rest?.....

24. Do you have another source of fees?

Yes No

25. Are you satisfied with the amount given to you?

Yes No

26. Do you have other scholarly needs apart from fees?

Yes No

27. If yes, how do you meet them?.....

28. Do you like the school you are in?

Yes No

29. Given a chance can you change to another school?

Yes No

30. If yes, why?.....

If no, why?.....

Part D: Determine the criteria used to identify needy students.

31 are you in need of financial assistance?

Yes No

Part E: timing of the of disbursement and participation

32. When did you apply for CDF (Date of application).....

33. On which month did you get it?.....

34. The statements below describe some of the reasons why a student attending a public secondary school may opt not to apply for a bursary. Supplied also are five options corresponding to these statements: Strongly Agree(SA), Agree(A), Undecided(U), Disagree(D) and Strongly Disagree(SD). Please tick the option that best suits you're your opinion on statement given. SA A U D SD

Lack of information on when to apply	[]	[]	[]	[]	[]
Amount is too little	[]	[]	[]	[]	[]
Amount always delays	[]	[]	[]	[]	[]
Certainty of not being awarded	[]	[]	[]	[]	[]
The application procedure is too tedious	[]	[]	[]	[]	[]

35. The statements below regards bursary allocation awarded to students attending a public secondary school. Please tick the appropriate answer.

	SA	A	U	D	SD
Bursary offset much of the beneficiary's school fees	[]	[]	[]	[]	[]
Bursary allocation is awarded to beneficiaries in time	[]	[]	[]	[]	[]
Beneficiaries of bursary are rarely sent away for	[]	[]	[]	[]	[]

Part F: Management

1. Who is in charge of your bursary?
 Parent Guardian Others
2. How do you ascertain payments?
 Bank Cash
3. Are your fees paid in time?

Yes No

4. Is the child accountable to the fund?

SA A SD D

5. Are the schools and Boards transparent with the funds?

SA A SD D

6. Funds come on time/in time?

SA A SD D

7. Parents, Guardians and students are sensitized of fund.

SA A SD D

Thank you for your participation

Appendix III : Principals' Questionnaires

You are requested to fill in this questionnaire. Your participation will help gather information on CDF bursary and its effectiveness on participation and completion rates in public secondary schools in Rachuonyo North district. Kindly answer all the questions as honestly as possible. There is no answer that is right or wrong. Your name is not required. Please indicate with a tick for appropriate opinion or fill in the spaces provided and give your opinion where explanation is required.

PART A

Respondent's characteristics

Gender: Male [] Female []

Age above 50 years [] 40-50 [] 30-40 [] below 30 []

How many years have you served as a head of institution?

1-3 [] 4-6 [] 7-9 [] 10 and above []

How long have you been in this institution? _____

PART B

1. Name of school _____ Student

population _____

2. Indicate category of your school. Provincial Boarding [] District day

District Boarding []

3. Describe the social and economic features of the catchment area of your school.

PART C:

Financing and participation

1. Indicate the average annual fees by form in your school.

Form	I	II	III	IV
Total				

2. How many students dropped out in the past one year?

Form	I	II	III	IV
Total				

(i) Do you have data on number of needy students in your school?

Yes [] No []

If yes, please state the number _____

(ii) Which criteria do you use to identify needy students?

4. Do you provide information to your students about existence of bursaries?

Yes [] No []

If yes, explain how

5. How many students received CDF bursary in the following years in your school.

Year	No. of students
2010	-----

2011	-----
2012	-----
2013	-----

6. Rank the following on a scale of 1-5; with 5 being the highest rank and 1 the lowest rank as some of the reasons a student may opt not to apply for a CDF bursary in your school.

	1	2	3	4	5
7. Lack of information on when to apply	[]	[]	[]	[]	[]
Amount is too little	[]	[]	[]	[]	[]
Amount always delays	[]	[]	[]	[]	[]
Certainty of not being awarded	[]	[]	[]	[]	[]
Application procedure is too tedious	[]	[]	[]	[]	[]


8. How frequently has your school been given this bursary?

Annually { } bi annually { } specify any other.....

Appendix IV : Research Permit

Permit No : **NACOSTI/P/14/2954/2109**
Date Of Issue : **27th June, 2014**
Fee Received : **Ksh 1,000**


THIS IS TO CERTIFY THAT:
MR. PAUL MARAMBA OBIERO
of UNIVERSITY OF NAIROBI, 760-40300
homabay, has been permitted to conduct
research in Homabay County
on the topic: EFFECTIVENESS OF
CONSTITUENCY DEVELOPMENT FUND
BURSARY SCHEME ON PARTICIPATION
RATE IN PUBLIC SECONDARY SCHOOLS
IN RACHUONYO NORTH DISTRICT KENYA
for the period ending:
31st August, 2014

Applicant's Signature  **Secretary**
National Commission for Science, Technology & Innovation

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CONDITIONS

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

REPUBLIC OF KENYA

NACOSTI
National Commission for Science, Technology and Innovation
RESEARCH CLEARANCE PERMIT
Serial No. A-2065
CONDITIONS: see back page

Appendix V : Letter of Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

27th June, 2014

NACOSTI/P/14/2954/2109

Paul Maramba Obiero
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effectiveness of constituency development fund bursary scheme on participation rate in public secondary schools in Rachuonyo North District, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Homabay County** for a period ending **31st August, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Homabay County** before embarking on the research project.

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Homabay County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

Appendix IV : Letter Of Authorization From County Commissioner

Homa Bay County



THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: Homa Bay 22104 or 22105/Fax:22491
E-mail: cc_homabay@yahoo.com
When replying please quote

COUNTY COMMISSIONER
HOMA BAY COUNTY
P. O. BOX 1 – 40300
HOMA BAY

REF: ED.12/1/VOL.I/VOL.I/162

3rd July, 2014

The Deputy County Commissioner
RACHUONYO NORTH SUB COUNTY

RE: RESEARCH AUTHORIZATION: MR PAUL MARAMBA OBIERO

This is to confirm that the above has been authorized to carry out research on ***"Effectiveness of constituency development fund bursary scheme on participation rate in public secondary schools"*** in our County.

The same to expire on 31st August, 2014.

Kindly assist him when he comes calling.

A handwritten signature in blue ink, appearing to read 'Ali N. Duba'.

**ALI N. DUBA
FOR: COUNTY COMMISSIONER
HOMA BAY COUNTY**

*Please note our e-mail address: cc_homabay@yahoo.com