

**INFLUENCE OF BURSARY SCHEME ON RETENTION OF STUDENTS
IN PUBLIC SECONDARY SCHOOLS IN KIAMBAA CONSTITUENCY,
KIAMBU COUNTY**

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DECLARATION

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

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DEDICATION

This study is dedicated to my husband Francis Matu, daughter Fiona Muthoni and son Mark Matu who were a pillar of strength and source of inspiration during the whole period of the study.

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ABBREVIATIONS AND ACRONYM

ASAL	Arid and Semi- arid Lands
CBF	Constituency Bursary Fund
CBFC	Constituency Bursary Fund Committee
CBR	Constituency Bursary Report
CDF	Constituency Development Fund
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
HIV	Human Immune-Deficiency Virus
IPAR	Institute of Policy Analysis
KIPPRA	The Kenya Institute for Public Policy and Research
MOEST	Ministry of Education Science and Technology
NACOSTI	National Council of Science, Technology and Innovation
SEBF	Secondary Education Bursary Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The Constituency Bursary Fund (CBF), which was formally referred to as Secondary School Education Bursary Fund (SEBF), was established in 1993/4 financial year. The objective of the fund was to reduce the financial burden of Poor families in financing secondary education. CBF aims to cushion the country's poor and vulnerable groups against the high and increasing cost of secondary education, therefore reducing inequalities. It is therefore necessary that an assessment be carried out to determine the efficiency of the Constituency Bursary Fund with a view of making its allocation better and more targeted to enhance retention of needy students in secondary schools. This study therefore sought to establish the influence of the SEBF on retention of students in public secondary schools in Kiambaa Constituency, Kiambu County. The objectives of the study were; to establish the extent to which the criteria given by the ministry of education on secondary education bursary fund has affected retention of students in secondary schools in Kiambaa Constituency, to determine the extent to which the bursary allocated is adequate to influence students' retention in schools, to examine the extent to which consistency of bursary schemes fund influence retention of students in public secondary schools in Kiambaa constituency, to find out the strategies that can be employed to improve the bursary scheme to enhance retention of students in public secondary schools in Kiambaa constituency. The study used descriptive survey research design with quantitative and qualitative approaches used. The target population comprised all the 17 secondary schools in Kiambaa Constituency in Kiambu County. The sample size was made up of 90 students who had applied for bursary, 10 Principals and 3 CBF committee members. Data for the study was collected using questionnaires and interviews. To test validity and reliability of the instrument, questionnaires were issued to sample schools outside the population of study before embarking on the main research. Quantitative data was analyzed using frequencies and percentages and was presented using pie charts, bar graphs and frequency tables. The study established that the amounts awarded to the students was too little to enable them remain in school throughout the study period hence affecting their performance negatively. It also established that there was no consistency in allocation and that the allocations were not in line with the school calendar hence being of little help to the students in having them retained in school leading to poor performance. The study recommended that the main criteria that should be emphasized during allocation is the poverty level of the student and other considerations can follow after. School administration and community leaders should also be involved in the vetting process because they are in close contact with the students and can easily identify the needy ones.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education the world over has been given paramount importance due to its contribution to the social, economic and political development of the masses. As such, a large portion of national resources both public and private are devoted for education. From the 1960s, studies that relate to economic growth and educational investments have been conducted and evidence on effects of education on development is widely reviewed (World Bank, 1995; Psacharopoulous, 2001; Lewin, 1994). These findings generally support the positive impact of educational investment on development.

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. Education is a profitable private investment yet many students cannot afford to finance it out of their own family resource (Psacharopolous & Woodhall, 1985) and this has led to governments coming in to subsidize the cost so as to enable the poor to access education. Improved access to education can reduce income inequality and eradicate poverty (Todaro, 2003).

However, in the 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. 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. The conclusion here is that bursaries do not have any significant influence on retention of students in schools.

The Government of Kenya however recognizes that education is an important tool that contributes greatly to the social, economic and political development of the country and this explains her commitment to the provision of quality education to all citizens (Republic of Kenya, 2012). This, together with an increasing demand for more education and training opportunities for a fast growing population and the government commitment to the provision of quality education, training and research as a human right for all Kenyans in accordance with the law and international conventions made provision of quality education and training a central policy issue.

Kenya's priority and commitment in the provision of education is reflected in the relatively large and consistent resource allocation and expenditure to education since independence (Republic of Kenya, 2005). For example, to ease the strain created by Sessional paper No.6 of 1988, the Government introduced the

Secondary Education Bursary Fund which mainly targeted students from poor families, those in slum areas, those living under difficult conditions, districts in arid and semi-arid lands (ASAL), orphans, the girl child and those from pockets of poverty in high potential areas (KIPPRA,2007). The bursary fund was in line with ideas supported by the proponents of demand side financing of education as opposed to other alternatives of financing education, such as supply side financing, who believe on putting the resources in the hands of those who demand education and not those who supply it (Patrinos ,2007). The goal is to bring down the barriers that prevent children from continuing their education. Some of the benefits of demand-side financing are said to include schooling gains, in terms of higher enrolments, attendance, completion and achievement.

The bursary fund however is not based on a fixed share of the national budget. Allocations vary depending on the Ministry of Education annual provisions, the number of students enrolled in secondary schools within each constituency, national secondary school enrolments and poverty indices. Furthermore, Bursary funding is extremely limited and varies by district (World Bank 2006).

Since 2003/2004 the bursary fund has been coordinated by CBF, which screen potential beneficiaries, coordinate and disburse the funds, and prepare reports to the MOE. The government has continued to increase bursary allocations for secondary schools over the period where allocations rose from KES 20 million in

the period 1996-97 FY to KES 800 million for the period 2008-09 FY. Njeru and Orodho (2003) however identified major weaknesses of the SEBF as lack of transparency, inadequacy of funds, fluctuations of the amount allocated, disbursement delays; lack of uniform criteria for identification of the poor students and inadequate equity consideration.

From the financial year 2003/2004, the bursary funds disbursements methods were changed and funds are now disbursed directly to the constituencies at Sub-County Level. Each Constituency gets an initial one million Kenya shillings and the remaining amount is disbursed on the basis of Constituency students' enrolment and Sub- County poverty Index. The funds are then disbursed to the selected students in secondary schools (Republic of Kenya 2004). A study by Okoth (2009), shows that thousands of poor students in the country do not benefit from CBF leading to dropout. He also argues that there are loopholes in the allocation of bursaries and therefore the need to assess the effectiveness of the bursary scheme against one of its main objectives, that is, to ensure retention of those who enter secondary schools.

A historical analysis of patterns and trends of education financing in Kenya reveals existence of partnership between the government, communities and households. Government funding includes provision of teachers, direct funding to schools as well as provision of bursaries. Unlike the earlier years where bursaries

were only provided by the Central government, today there are several sources of bursaries which include CDF, Ministry of Education and those from the County government. With such a wide source, it is prudent for educational economists to ensure that the funds are put to proper use, allocated to the deserving students and that there is no duplication.

1.2 Statement of the problem

Anecdote evidence suggests that high enrolment rates or even high levels of access without an equal level of retention of students in schools will be an effort in futility since transition rates will definitely be low; the study therefore intended to determine the influence that bursaries have on retention of students in public secondary schools and specifically in Kiambaa Constituency. The fact that the levels of poverty in this constituency are quite high and the number of orphans soaring by the day which could be due to the high levels of alcoholism rendering parents economically unproductive and others dead, as well as the effects of HIV and Aids which again incapacitate parents to engage in worthwhile income generating projects and killing others hence leaving a trail of poor children and orphans (Kiambu County Bursary Fund Bill, 2014), heightened the need for this study.

According to the Kiambaa Constituency bursary report (2014) out of the 900 students who had applied for the bursary, only 443 benefitted with amounts ranging from KES 2000 to KES 5000 which is still below the recommended day school fees of KES 13000. This implies that even those who benefitted might have been sent home to look for the balance to complete their fees at one time or the other. This then indicated that there is a problem with the bursary scheme as far as retention of students in school is concerned and which needs looking into. This then demonstrated the need to look into the influence that the SEBF have on retention of students in Kiambaa Constituency especially because dropout rates are still alarmingly high and transition to Universities downright low in the Constituency.

1.3 Purpose of the study

The study was meant to establish the influence of SEBF on the retention of students in Public secondary schools in Kiambaa constituency.

1.4 Objectives of the study

The study was guided by the following objectives;

1. To establish the extent to which the criteria given by the Ministry of Education on secondary education bursary fund influences retention of students in secondary schools in Kiambaa Constituency.

2. To determine the extent to which the bursary allocated influences students' retention in public secondary schools in Kiambaa Constituency.
3. To examine the extent to which consistency of bursary schemes fund influences retention of students in public secondary schools in Kiambaa constituency.
4. To establish the strategies employed to improve the bursary scheme to influence retention of students in public secondary schools in Kiambaa constituency.

1.5 Research questions

The study sought to answer the following research questions-;

1. To what extent did the criteria used in the allocation of the bursary fund influenced retention of students in schools in Kiambaa constituency?
2. To what extent did the adequacy of bursary fund influenced students retention in public secondary schools in Kiambaa Constituency?
3. To what extent did consistency bursary scheme allocation influenced retention of students in public secondary schools?

4. To what extent did the strategies put in place influenced the performance of Secondary Education Bursary scheme to enhance retention of students in schools?

1.6 Significance of the study

The Ministry of Education is committed to achieving its objectives of providing affordable secondary education which may guarantee increased transition from primary to secondary schools. It is therefore, hoped that, the findings of this study may be found useful by the ministry of Education both at the National and County levels. This is so because the provision of bursaries to many students in their secondary education, increases literacy levels which in turn increase economic development. In addition to this, may be the findings of this study will add knowledge to the existing literature on the subject. Finally, the suggestions provided in this study may be adopted to improve the system of bursary disbursement and as a result increase retention of students in secondary schools.

1.7 Limitations of the Study

This study could be hampered by issues such as; Limited information on the amount of bursary funds received or disbursed. Collection of data from different points of disbursement can resolve this, for example, from the MOE, County and the Constituency itself. Respondent's unwillingness to volunteer information especially the Constituency Development Committee members for fear of being

accused of misappropriation and favoritism. This was however resolved by assuring the respondents that all information given will be treated as confidential.

1.8 Delimitation

The study was delimited to Kiambaa Constituency, Kiambu County and included the 8444 students in all the public secondary schools in the Constituency. Private secondary schools were not included in the study because students in these schools are not eligible to the constituency bursary fund. The study will only concentrate on the influence that the bursary scheme has on retention of students in public secondary schools in Kiambaa Constituency.

1.9 Basic assumptions of the study

In the study, it was assumed that:-

- a) The Constituency Bursary Committee was in place and functional in Kiambaa Constituency
- b) Inadequacy of disbursed CBF is a key determinant of school dropout and that students who are allocated CBF were unlikely to drop out, while those unallocated were likely to drop out.
- c) The respondents gave honest answers to the research questions.

1.10: Definitions of significant terms

The following are the significant terms as used in the study:

Adequacy refers to ability of the bursary fund to meet the financial needs of the student to pay for his/her school fees

Consistency refers to frequency at which bursary is allocated to match with the academic calendar.

Criteria refers to guidelines to be followed in bursary allocation

Retention refers to ability of students to remain and progress in school until they complete their secondary school cycle

Socio economic status refer to the social background and financial income of a family.

1.11 Organization of the study

The research project is organized into five chapters. Chapter covers introduction to the study, background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitations and delimitations, basic assumptions and definitions of significant terms.

Chapter two covers the literature review divided into; criteria for allocation of bursary fund, adequacy in bursary fund allocation and retention, consistency in

bursary fund allocation, strategies that can be put in place to improve the bursary scheme, theoretical framework, conceptual framework and summary on literature review.

Chapter three has the research methodology which includes: research design, the target population, sample size and sampling procedure, research instruments, validity of instruments, reliability of instruments, data collection procedures, data analysis and presentation and ethical considerations. Chapter four contains data analysis, presentation and interpretation.

Chapter five on the other hand covers summary of the study, conclusions, recommendations and suggestion for further research.

CHAPTER TWO

RELATED LITERATURE REVIEWED

2.1 Introduction

This chapter covers, criterion of bursary allocation to the needy students, adequacy of bursary funds on retention, Consistency in allocation of bursary funds on retention, strategies that can be employed to improve bursary fund allocation, theoretical framework and conceptual framework.

2.2 Criteria for allocation of bursary funds

The constituency bursary fund was established by the government of Kenya, through an act of parliament. The CBF strategy was in line with the government's policy on devolution, decentralization of power and empowerment of local communities (Kimenyi, 2005). The Ministry of Education annual bursary allocations to the constituencies vary depending on; the number of students enrolled in secondary schools, total national secondary school enrolments and poverty indices. The funds are channeled to schools through the constituencies and the fund is administered under the guidelines of the ministry of education. These guidelines specify application procedures, evaluation criteria and allocation ceilings.

In addition, the ministry has provided further guidelines as to the minimum amounts to be awarded to applicants from the various categories of secondary schools. The recommended amounts are; day secondary schools – KES.5, 000, boarding secondary schools- KES.10, 000 and national schools` – KES.15, 000. Contrary to the high expectations about the constituency bursary fund, complaints abound about its effectiveness. According to reports in CDF offices (CBR, 2011) recipients receive an allocation of KES.3000 for those in day schools and KES.5000 for those in provincial boarding schools.

The value of the bursary that each school receives is determined by a formula that takes into account the factors of school enrolment and the District Poverty Index.

Constituency Dev. Fund = $\frac{\text{National Allocation} \times \text{Constituency enrolment} \times \text{Dist. Poverty Index}}{\text{National enrolment} \times \text{National Poverty Index}}$

National enrolment x National Poverty Index

The current scheme has limitations in effectively and consistently ensuring that only students genuinely in need actually benefit from these subsidies. However, Oyugi (2009), outlines the criteria for awarding bursaries to individual students as; complete orphan, partial orphan, single parent needy and both parents needy. Though the latter two criteria are bound to change and therefore the social economic background of the beneficiary, the former two cannot be reversed. Those considered for funding because they are either complete orphans or partial

orphans of necessity should then automatically qualify for a four year funding, which is usually not the case.

Kirigo (2008), conducted a study to assess the effectiveness of bursaries on enhancing retention in secondary schools in Mombasa District. The study established that schools and constituency bursary committee in Mombasa followed the laid down criteria and that 42% of the deserving students received bursaries, 60% of whom were females. Kirigo (2008) also established that, bursary fund had no significant impact on the retention in Mombasa District, based on the fact that 53.3% of those who received bursaries were sent home over 3 times due to inadequacy of funds set aside for bursary and unpredictability of the funds. This study therefore, sought to establish whether the government set criteria is followed in Kiambaa constituency and as a result ascertaining whether kirigo's findings can be said to be true about Kiambaa constituency.

2.3 Adequacy of bursary fund allocation and retention

Republic of Kenya (1965), Sessional paper No.10, which provides guidelines about the aims of Kenyan society, point out the most systematic policy statements on Kenyan egalitarian principles to be pursued within the framework of African Socialism. In the Development Plan of 1979 - 1983, the government stated that during this period the educational opportunities would have to be substantially improved to reach target groups such as the pastoralists, small scale farmers,

landless rural workers and urban poor (Republic of Kenya, 1979). The amount of money allocated for recurrent expenditure in education in 1987/1988 was 55 times what it was in 1963/1964, and that for development expenditure in education during the year report (Republic of Kenya, 1999), reveal that the high cost of learning and teaching facilities have proved unaffordable for students from poor families thus leading to low participation rates and high dropout rates for the poor (Gravenir1991). From *Table 2.1*, it is clear that the amount given to beneficiaries in terms of bursary funding do not compare well with the government approved maximum fees for day schools of KSH. 10,500, other boarding schools ksh.22, 900 and national schools of KES. 28,900

Table 2.1: Level of bursary allocation to beneficiaries

	Level of Bursary	Allocation To	Beneficiaries	
Years	15000	10000	5000	<5000
2004	3.01	9.58	49.93	37.48
2005	3.07	11.08	48.92	36.93
2006	3.46	11.38	58.95	26.22
2007	2.83	14.38	59.89	22.89
2008	5.46	23.76	40.68	30.10
Average	3.57	14.03	51.6	30.72

Source: survey data, 2009.

Various studies have been carried out to assess the impact of the Constituency Bursary Scheme, which include; Pricewaterhouse Coppers (2006) and Institute of Policy Analysis (IPAR 2007) which found out that more funding is still required to support secondary education for children from poor households because of the limited funds allocated to the scheme by the Government.

A study conducted by Odebero (2007), found out that the amount of bursary funds disbursed to constituencies from the Ministry of Education was insufficient and could not meet the demands of the high number of the needy applicants. IPAR (2008) noted that as much as 58% of the demand was unmet. Further, there is poor use of the Ministry of Education set guidelines on allocation resulting to 84% of the beneficiaries getting the minimum allocation of KES.5000.

A study by Onyango and Njue (2004), observed that, the Constituency Bursary Fund was not serving its purpose as it was under the direct control of MPs and had been transformed into a political instrument hence compromising its effectiveness. They observed that the MPs gave bursaries to their friends, family and political supporters who were not necessarily needy. The funds were also split into tiny amounts so as to reach as many people as possible thus making the fund inadequate resulting to lowered retention rate. This makes students from poor families to drop out of school a situation that warrants research. A study carried out by Njau (2013), in Juja constituency discovered that the most significant way

of improving SEBF disbursement to the needy students is to increase the SEBF allocations and recommended that the management should scale up the amount of cash allocated to each student to ensure the sustainability of their education. This heightened the need to carry out this study to establish whether the situation in Juja Constituency applies to Kiambaa Constituency as both are in the same County.

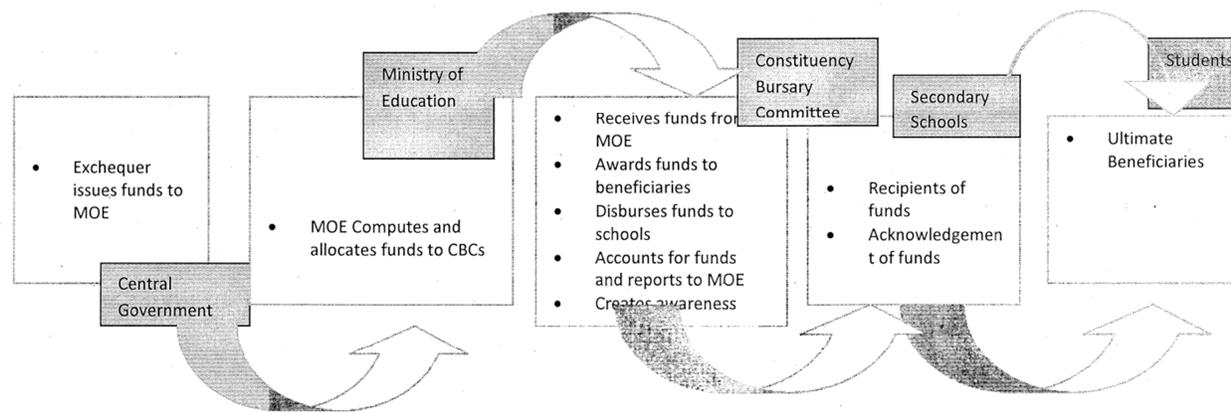
2.4 Consistency in allocation of bursary funds

Inconsistency and fluctuation in fund allocations from the national level and inconsistent support to needy students disrupt the learning programme when students are sent home to collect fees. This makes many students supported by the scheme to drop from school altogether. Based on the findings of the study carried out in Kajiado County (Fedha, Catherine, Mumuikha, Ndiga, Mwala, Njagi 2014), the allocations to applicants is not consistent and having an allocation in Form One does not guarantee students subsequent funding. A survey carried out in Nairobi Province (IPAR, 2008) revealed that except for Langata constituency where beneficiaries are consistently financed, beneficiaries in other constituencies are not guaranteed continuous funding.

The allocation schedules are also not in line with the school calendars, forcing funded students to miss most learning time as they go about searching for fees. Mwangi (2006) observes that, the process of sending money from the Central

Government to the constituencies then to schools takes long. By the time students get the money, many would have been sent away from school or had wasted a lot of time trying to look for it as shown (Ministry of Education-Draft Training Manual for Secondary Schools Bursary Scheme 2010) in Figure 2.1.

Figure 2:1 Flow of bursary fund from the Central Government to beneficiaries



Based on timeliness of the allocation, a report by the MOEST (2003), Report of the National Conference on Education and Training documented that a new method or system of allocating bursary funds to deserving students should be devised as the current arrangement involving the constituency takes too long to reach the students and/or their schools. Further, parliamentarians have undue influence over the funds hence the process is prone to political abuse.

Oyugi, N. Riechi, A.R & Anupi, E (2010), on a study of Public Expenditure Tracking of Bursary Schemes in Kenya remarks that the major objective of the bursary scheme is to enable children from poor families“ access education. However, there is no consistency in supporting these children. This is because students seeking for bursary funding from the SEBF are not guaranteed continuous funding to completion of high school education. This is because each time they need the bursary; they have to re-apply and are re-evaluated along with other new applicants.

Oyugi, N. Riechi, A.R & Anupi, E(2010) further findings reveal that the level of funding is also not consistent with the school fees requirements. An estimated 83 percent of the bursary beneficiaries got KES 5,000 or less as bursary. This is way below the government approved fees for day schools, boarding provincial secondary schools and national schools which is KES.10,500 and KES.22, 900, and KES 28 900 respectively. This implies that the current level of bursary allocation hardly meets a quarter of the required fees and this makes students miss classes as they go about looking for Financiers to supplement the allocations they receive from the constituency fund. According to the CBFC, the applicants are too many , and therefore one can only receive a bursary once in an academic year and the bursary is spread thinly so that majority of the applicants evaluated as poor and needy can benefit. Due to the above observations, it becomes important

for further studies to be carried out to ascertain whether this applies to all constituencies hence the reason for this study

2.5 Strategies to curb the challenges facing secondary education bursary Fund

The Secondary Education Bursary fund which was later devolved to the Constituencies was introduced by the government in 1993/1994 FY to enhance access, ensure retention and reduce disparities and inequalities in the provision of secondary school education. However studies carried out indicate that the SEBF has not achieved the objectives for which it was set, that is, to cushion the country's poor and vulnerable groups against the high and increasing cost of secondary education.

Studies carried out by Njeru and Orodho (2003), Mellen (2004) and Fedha, Mumuika, Ndiga, Mwala and Njagi (2014), have evaluated the bursary scheme and found out that the funds are not effective and are generally strained with faults. These studies reveal that there is need to review the scheme so as to determine whether the objectives are being achieved especially after the increase of the bursary awards and if not what strategies can be put in place to improve its effectiveness. A study carried out by Njau (2013), on Juja constituency have identified the challenges faced in the financing of SEBF but little has been done to identify the strategies that can be employed to remedy this situation in Kiambu

County. This study therefore will delve on the identification of the solutions to the challenges facing the bursary scheme as this area is less explored especially in Kiambu County where Kiambaa Constituency is located.

Studies carried out by Ngware, Onsomu, Muthaka and Manda (2006), to examine strategies for improving access to secondary education in Kenya noted that, the money the students received was not enough to cater for their education needs for a whole year and that they still had fee balances after getting the bursary fund. They noted that persistent low participation rates from low income households indicates that the bursary fund had limited influence in ensuring that the beneficiaries are adequately supported for a full cycle. Then, this calls for identification of ways and means that can be used to ensure that the funds are enough to retain the students in school instead of funding them and yet they are consistently absent hence making the SEBF an effort in futility.

A study carried out by Wanjiku (2011), on Manyatta constituency identified some suggestions that can be used to improve the bursary scheme. These include; improving the disbursement process, funds should be sent directly to schools to avoid delays and nepotism, head teachers and principals to be involved more in electing CBF committee members and that needy students should be identified right from primary schools as some do not enroll in secondary schools. This study

tried to find out whether these suggestions have been applied in Kiambaa constituency and if not then they may be some of the strategies that will be suggested to be put in place to improve the scheme.

Njeru and Orodho (2003), identified major weaknesses of the SEBF as lack of transparency, inadequacy of funds, fluctuations of the amount allocated, disbursement delays; lack of uniform criteria for identification of the poor students and inadequate equity consideration. These weaknesses are similar to those recently identified, for example, those identified by Kirigo (2008) on Mombasa County, Obare, Mellen Monchari (2012) on Nyamira district and Mwaura C. (2014) on Thika district. Again, these weaknesses are similar to those identified by studies carried out on demand for bursary fund. This then is a clear indication that very little has been done to come up with long lasting solutions to this problem. This study will try to come out with strategies that can be used in Kiambaa Constituency and provide a long lasting solution to some of these problems as well as coming up with methods of strengthening the strategies that have already been put in place.

2.6 Summary of related literature reviewed

The literature captured in this section touches on the bursary schemes that are initiated by the government and their influence on retention of students in public secondary schools in Kiambaa constituency. The first section has dealt with the

criteria of allocation of bursary fund while adequacy of the bursary funds provided in relation to the expected annual school fees is dealt with in the second section

The third section deals with the consistency of the bursary scheme in terms of timeliness of the funds in relation to the calendar year versus the academic term and frequency of allocations while the fourth deals with the strategies that can be put in place to improve the bursary scheme. Theoretical and conceptual frameworks have been dealt with at the end of the section.

The literature gaps were identified as no study on the influence of bursary fund has been carried out in Kiambaa constituency and those carried out elsewhere such as Njau (2013) on Juja constituency did not investigate on adequacy nor consistency of the bursary fund. Though some studies have given suggestions on the strategies that can be used to improve the bursary scheme, for example Mergery (2011) study on Manyatta constituency, Embu County, they are still found wanting and hence more studies need to be carried out thereby sparking the need for this study.

2.7 Theoretical framework

Rawl (1971) theory of justice as fairness is the theory that guided this study. Rawl's constructs justice as fairness around specific interpretations of the defining liberal ideas that citizens are free and equal and that society should be fair. His

principle of fair equality of opportunity requires that citizens with the same talents and willingness to use them have the same educational and economic opportunities regardless of whether they were born rich or poor.

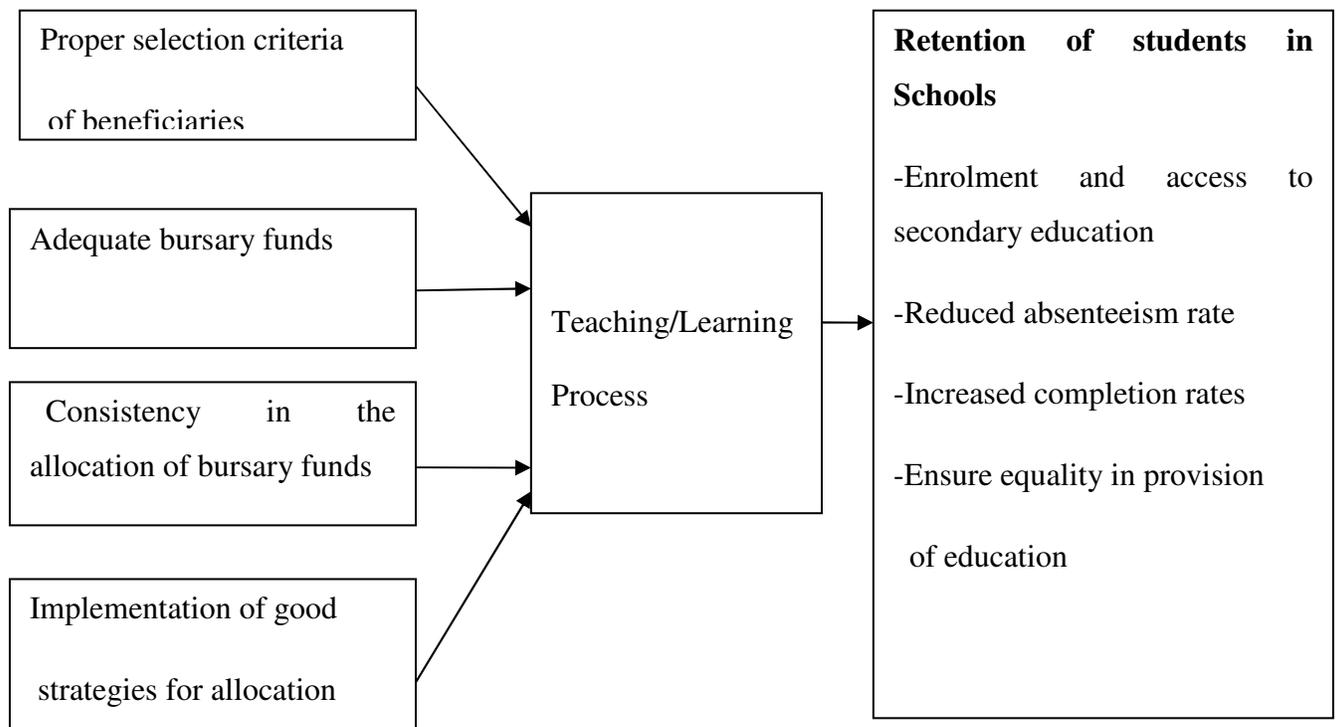
The implication of this is that educational systems should be designed so as to remove external barriers of any nature such as economic, cultural and geographical barriers that prevents bright students from low economic background from taking advantage of inborn talents which accelerates them to social promotion.

Theory of justice and fairness emphasizes that every citizen should be given, through education, an opportunity to exercise freedom and improve their social status. This is what the Constituency Bursary Fund was meant to achieve and hence the reason behind adopting this theory in the study. By making secondary education available to children from all social classes through provision of bursary funds, it is hoped that one removes the handicaps that are inherited in being born poor. On the level of education policy, the problem is mainly seen as one of providing grants for the poor but able students (Republic of Kenya, 1996). This will ensure that ideal conditions are created to implement the vision of equal opportunity where everybody has access to education and can be retained in school so that he or she gets the amount of education that suits him/her.

2.8 Conceptual framework

The dependent variable for this study was the influence of bursary fund on retention in public secondary schools. The independent variable is the adequacy of the bursary fund, criteria employed to identify would be beneficiaries, consistency with which the bursary should be given to enhance retention and the strategies that should be employed to improve bursary allocation. When all the above variables interplay there will be retention of students in secondary schools as shown in Figure 2.2.

Figure 2.2: Factors affecting bursary allocation



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents, research design, Location of the study, Target Population, Sample and sampling procedure, research Instruments, validity of instruments, reliability of instruments, data collection procedures, data analysis techniques and ethical considera

3.2 Research design

The study used descriptive survey design which is a method of collecting information using questionnaires or administering interviews to a sample of individuals which makes it suitable for extensive research. It is also appropriate as it will enable the collection and analysis of data, on present practices of constituency bursary fund, from a wide range of respondents (Orodho 2003), Descriptive survey research is also suitable for the analysis of both qualitative and quantitative data. To obtain qualitative data, the study employed interview and open ended sections of the questionnaires while for quantitative data closed ended sections of the questionnaires were used.

3.3 Target population

The target population was all the 17 secondary schools in Kiambaa Constituency and their 17 Principals, all the 8444 students enrolled within the study period and all the 15 Committee members. The schools were grouped into County, Sub-county boarding and day schools. There are 3 county, 1 sub-county boarding and 13 day schools. The data is as shown on Table 3.1

Table 3.1 Target Population

Target Population	Total Number
Principals	17
Students	8444
CBF committee members	15

3.4 Sample Size and Sampling procedures

In this study, stratified random sampling was used to select 10 schools from the 17 public secondary schools. According to Gay (1992) when the population is large a sample size of 20% can be used but if the population is small a sample size of over 50% is appropriate and this is the criterion that was used to select 10 schools out of the 17 in the constituency.

On the other hand, purposive sampling which allows a researcher to target a group of people believed to be reliable for the study was used to select the students, principals and constituency bursary fund committee members to be used in this study. All the Principals of the selected schools were selected while 10% of all the 900 students (Mugenda and Mugenda, 2003) who had applied for bursaries and deserving to receive were selected. This means a total of 90 students where 9 participated in the study per selected school. This was done through simple random sampling. As for CBF committee members only the Chairman, Secretary and Treasurer participated in the study. To determine the sample size, the table designed by Krejcie and Morgan (1970), will be used. This is shown on Table 3.2

Table 3.2 Population and sample size

No.	Category	Population	Sample size
1	Principals	17	10
2	Students who applied for bursary	900	90
3	CBF Committee Members	15	3

3.5 Research instruments

Data collection was done using two research instruments, which are questionnaires and interview schedules. The questionnaires were preferred as they can gather data from a large sample and diverse regions and hold a high level of confidentiality, save time and eliminate interviewer bias since they are on paper and also give information that is not directly observable (Gall 1996)

Two questionnaires were constructed, that is one for Principals and another for students. The questions to be administered to both the Principals and the students are semi-structured and included both open and closed ended questions. Kothari (2008) emphasizes that whereas open ended questions give informants freedom of response, the closed ended types facilitate consistency of certain data across informants. In this study, open ended questions allowed the students and the principals to respond through their own words and experience as far as the bursary scheme is concerned while the closed ended ones facilitated consistency in the responses.

The interview schedule in this study targeted constituency bursary fund committee members. Semi- structured interviews were used to save time and to gain insight into the bursary allocation from the committee members who are in charge of the CBF.

3.6 Validity of instruments

A research instrument is valid if it actually measures what it is supposed to measure and when the data collected through it accurately represents the respondent's opinions (Amin, 2005). Carrying out a pilot study ascertained content validity of the research which in turn ensured that instructions were clear and all possible responses to questions were captured.

3.7 Reliability of instrument

The research instruments were pre-tested before the field research and this was meant to improve reliability (Mugenda & Mugenda, 2003). The pilot study was conducted in a different school from those that were selected for research. The pilot study allowed the researcher to gain familiarity with the instruments and get a chance to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were either discarded or modified to improve the quality of the research instrument. .

Reliability is the extent to which a test gives consistent results after repeated trials (Mugenda & Mugenda 2003). The test-retest technique of assessing reliability of a research was involved in administering the same instruments twice to the same group of subjects. This was after a lapse of two weeks. Spearman rank order correlation was employed to compute the correlation coefficient in order to establish the extent to which the content of the questionnaires was consistent in eliciting the right responses

every time the instrument was administered. A correlation coefficient (r) of 0.75 was considered high enough in judging the reliability of the instruments.

3.8 Data collection procedures

A research permit and letter of authorization from the NACOSTI as well as an introductory letter from the University of Nairobi was obtained before embarking on the study. The permit was then presented to the Sub-county Education officer who granted the researcher permission to carry out the study. The researcher booked appointments with the Principals of the selected schools and was allowed to carry out the research, respondents were given instructions, and assured of confidentiality and the research instruments were then administered

3.9 Data analysis techniques

Data analysis is the whole process which starts immediately after data collection and ends at the point of interpretation and processing data (Kothari, 2004). The statistical package for social sciences (SPSS) Martin, K. & Acuna, C. (2002), was used; whereby frequencies and percentages, generated from the various data categories was computed and shown in different graphs, tables and figures.

3.10 Ethical considerations

Ethical issues refers to the rules to be observed in the course of collection of data where human and animals are involved and especially where it involves changing the subjects behavior or in some cases causing the subject pain or distress. Ethical issues

considered in this study included Maintaining confidentiality at all times, obtaining informed consent from any subjects used in the study and ensuring that all subjects participate voluntarily, taking reasonable measures to protect the subjects psychologically from themselves and other subjects, and the researcher fully explaining the research in advance and debriefing the subjects afterwards.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.0 Introduction

This chapter contains; instrument return rate, demographic information, Constituency bursary fund, responses from all the respondents and problems encountered at school and constituency level as concerns bursary allocation.

4.1 Instrument return rate

The target student population was all the 900 students who had applied for bursary of which 90 were sampled out of which 11.2% did not return the questionnaires. There was 100% response from the principals as well as the CBF committee members. This is shown on Table 4.1.

Table 4.1 Instrument return rate

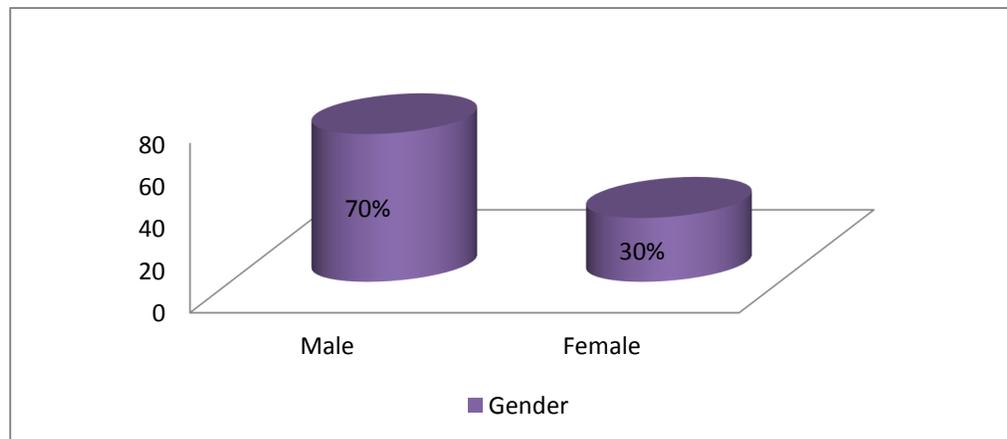
No.	Category	Sample size	Returned	Return Rate
1	Principals Questionnaires	10	10	100%
2	Students Questionnaires	90	80	88.8%
3	Interview Schedule	3	3	100%

4.2 Demographic information

The study targeted 10 principals, 3 CBF committee members and 90 students from public secondary schools in Kiambaa constituency, Kiambu County. 10 students did not return the questionnaires hence they were not included in the data analysis. The demographic data of principals focused on their gender, type of school they head and duration of service as principals in their schools. The demographic information of the learners focused on their gender, classes, parents they live with, parents occupation, performance and whether they like schooling.

The researcher explored the demographic data of the principals on gender and the response was as shown in Figure 4.1.

Figure 4.1 Gender compositions of principals



The results in Figure 4.1 indicate that 70% of the principals were male while the remaining 30% were female. The Principals were further asked to indicate the type and category of the school they head. Their responses were as presented in Figure 4.2 and Figure 4.3.

Figure 4.2 Type of school.

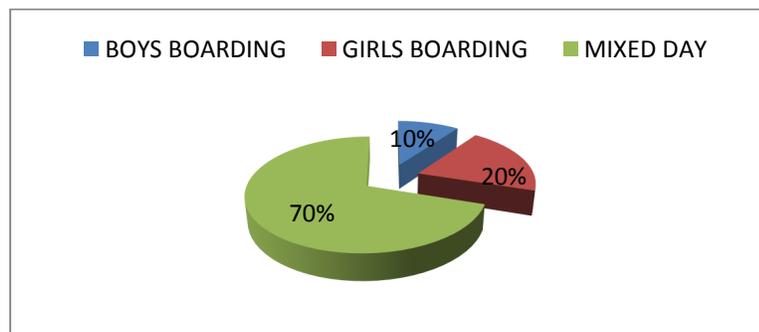
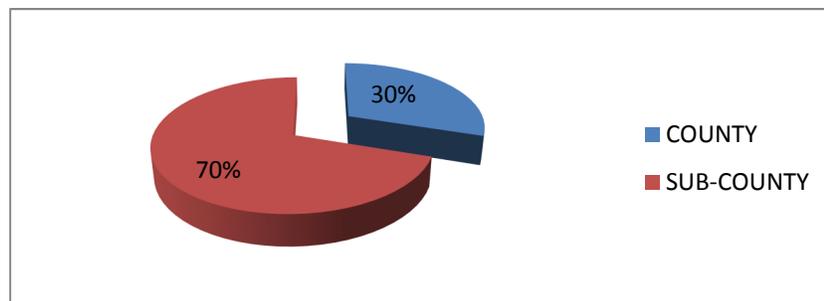


Figure 4.3 Category of school.



The data in figure 4.2 and 4.3 on the analysis of the type of schools indicated that 10% were boys boarding, 20% were girls boarding while 70% were mixed day

schools. On the category of school the data indicated that 30% were county schools while 70% were sub county schools. This is an indication that most of the learners are in sub-county schools. This could be because they charge lower fees as compared to County schools that charge more hence the parents preferring to take their children to schools that they can afford to pay fees to ensure their stay in school.

The researcher further wanted to find out the length of service of principals in the school and the responses were as shown on Table 4.2.

Table 4.2 Principals length of stay in the current school

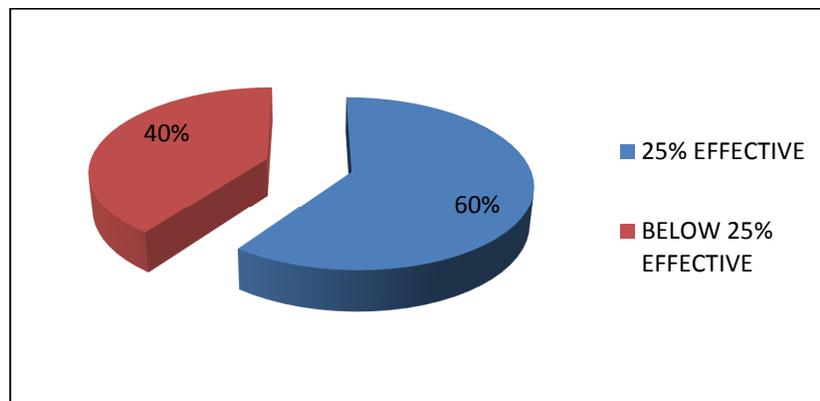
Length of stay for head F teachers		%
0-5 years	2	20%
Over 5 years	8	80%
Total	10	100.0

The results on Table 4.2 on duration that the principal had served as heads showed that 20% of the principals had served as heads in their schools for a period less than 5 years, 80% of the principals had served for a period of over 5years. Most of the principals having stayed in their schools as heads for over 5years means that they

fully understand the problems affecting the bursary fund and are the right people to suggest the strategies that can be put in place to improve bursary allocation.

The researcher sought to know if the bursary disbursement procedure was effective. The responses were as shown in Figure 4.4.

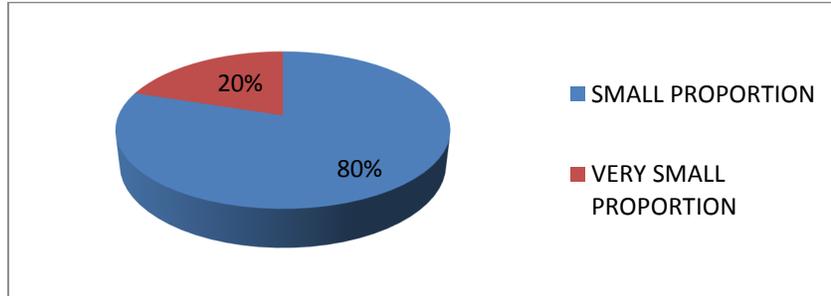
Figure 4.4 Effectiveness of procedure for bursary allocation



The findings in Figure 4.4 show that 60% of the respondents said that the procedure was 25% effective, 40% of the respondents said that the procedure was below 25% effective. This agrees with Smith (2006 as cited by Opon 2007) who argued that the complicated system of bursaries, grants and fees is no doubt confusing many students and their parents and is clearly not working.

The researcher also sought to find out the proportion of the students who benefit from the bursary. The response were as shown in Figure 4.5

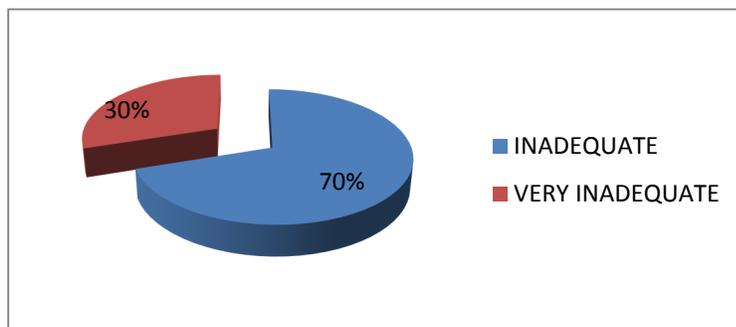
Figure 4.5 Proportion that benefit from bursary



The data in Figure 4.5 show that 80% of the principals indicated that a small proportion of the students benefitted while 20% indicated that a very small proportion of the students benefitted.

The researcher further asked the principals how adequate the bursary funds were in meeting the needs of students' sustenance and tuition fees. The response were as shown in Figure 4.6.

Figure 4.6 Adequacy of the funds in meeting the needs

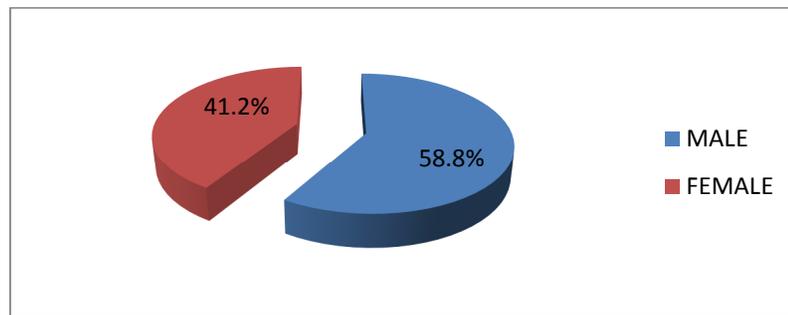


The findings in Figure 4.6 indicate that 70% of the respondents indicated that the fund were inadequate while 30% indicated that the funds were very inadequate.

This is in line with the findings made by Pricewaterhouse Coppers (2006) and Institute of Policy Analysis (IPAR 2007) that more funding is still required to support secondary education for children from poor households because of the limited funds allocated to the scheme by the Government.

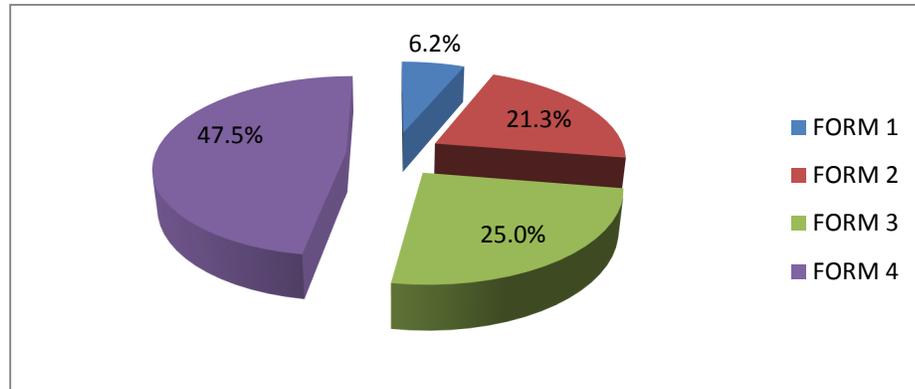
The researcher explored the demographic data of the students which was as shown in Figure 4.7.

Figure 4.7 Gender compositions of learners



The data on Figure 4.7 show that 58.8% of students who participated in the study were male while 41.2% were female. Further the researcher also explored the classes the students were in. The response was as shown in Figure 4.8.

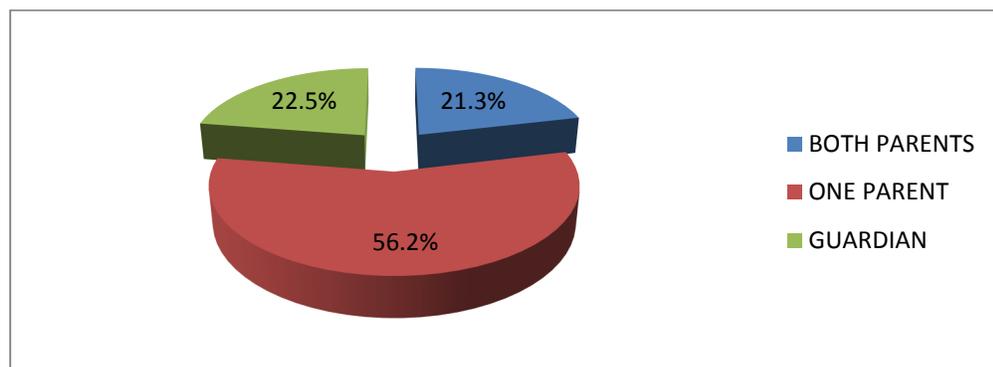
Figure 4.8 Classes the students were in



The results in Figure 4.6 indicate that 6.3% of the students were in form 1, 21.3% were in form 2 while 25.0% were in form 3 and 47.5% of the students were in form 4.

The learners were further asked to indicate whom they stayed with. Their responses were as presented in Figure 4.9.

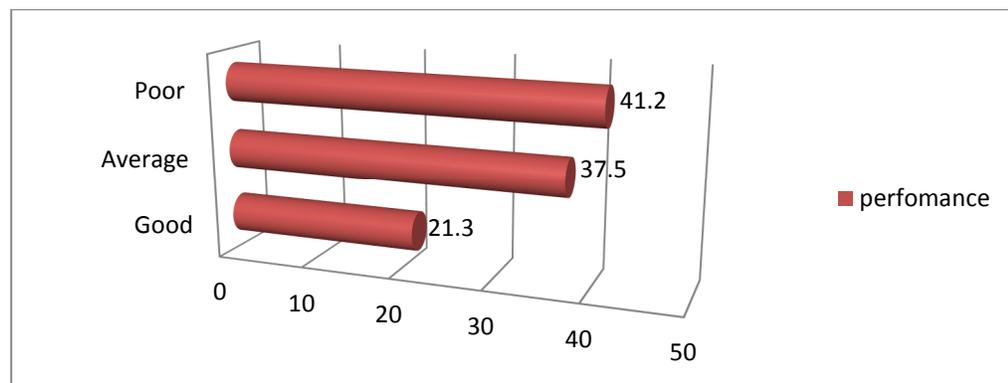
Figure 4.9 Who lives with the student



Data on whom the student lived with indicate that 21.3% of the students lived with both parents, 56.2% lived with one parent 22.5% lived with a guardian. This finding indicates that all students should be considered for bursary allocation irrespective of who they lived with.

The researcher sought to find out the academic performance of the students. The responses were as shown in Figure 4.10.

Figure 4.10 Academic performances of students



The results in Figure 4.10 indicate that 21.3% of the students were good, 37.5% were average, while 41.2% were poor in academics. The data shows that majority of students were academically poor but were given bursaries despite their poor performance. The poor performance can be attributed to absenteeism from school due to lack of school fees

The researcher sought to know the occupation of the parents or guardians' of the students. The response was as shown on Table 4.2.

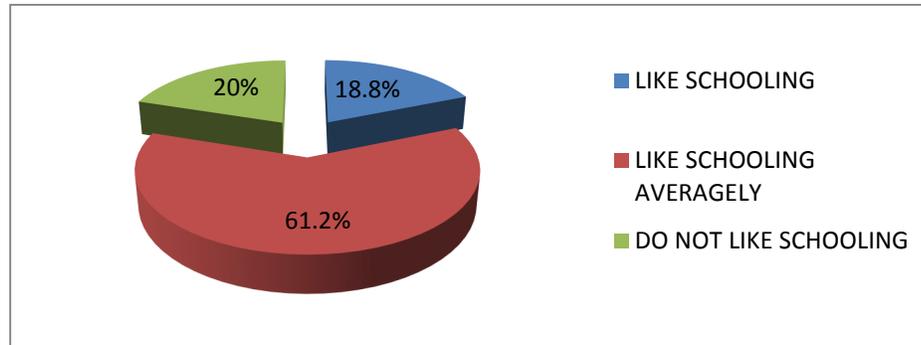
Table 4.3 Occupation of parents/guardian

Parent occupation	F	%
Employed	16	20.3
Unemployed	63	79.7
Totals	79	100.0

The findings on Table 4.2 show 20.3% of the parents are employed while 79.7% of the parents are unemployed. One of the respondents did not give an answer to this question. This depicts that the SEBF was a critical source of funds for the students' education as majority of their parents (79.7%) did not have a stable source of income. The findings agree with Mirigat (2003), who reported that 'of the richest 20% households, 76% of their children attend school compared to 40% of the poorest 20% households. This implies that children from poor households have much lower attendance.

Students were asked whether they like schooling. The responses given were as shown in the Figure 4.11.

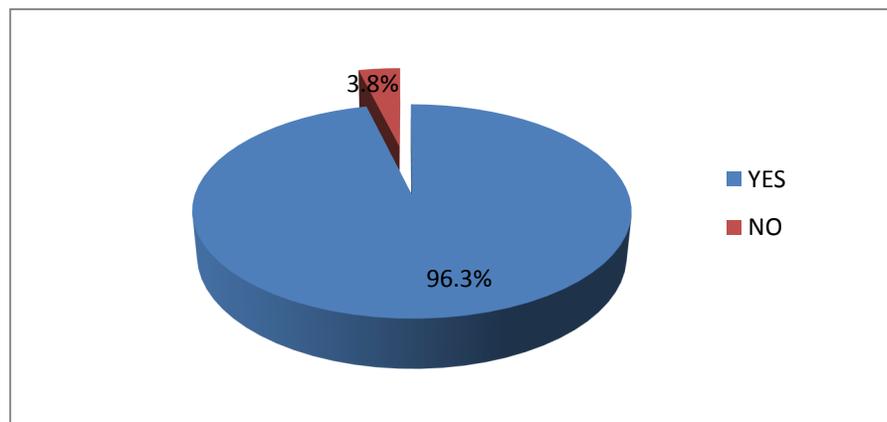
Figure 4.11 Liking of schooling by students



The data in Figure 4.11 show that 18.8% of the students liked schooling very much, 61.2% had an average liking of schooling while 20% did not like schooling at all. This shows that bursaries were awarded to students who did not necessarily need rather than to any student who applied.

The researcher sought to find out from the students if they were sent home for school fees. The responses were as shown in Figure 4.12.

Figure 4.12 Whether students are sent home for school fees



The results in Figure 4.12 indicate that 96.3% of the students indicated that they were sent home, 3.8% indicated that they have never been sent home for school fees. This shows that the retention of students in secondary schools was significantly affected by lack of finances as reflected by high rate of students being sent home.

Further the researcher sought to establish how many times the students are sent home for fees. The responses were as shown on Table 4.4.

Table 4.4 Number of times the students are sent home for school fees.

Frequency of how many times students are sent home	F	%
once	5	6.3
twice	6	7.5
Thrice	13	16.3
Many times	56	70.0
Totals	80	100.0

The data on Table 4.4 show that 6.3% of the students were sent home only once, 7.5% were sent home twice, 16.3% were sent home thrice while a majority 70% were sent home for school fees many times. This shows that the retention of the students in school is low despite the disbursement of the bursaries.

The researcher sought to find out how long the students stayed at home after being sent home for school fees and the response given by students were as Shown on Table 4.5.

Table 4.5 Length of stay at home for school fees.

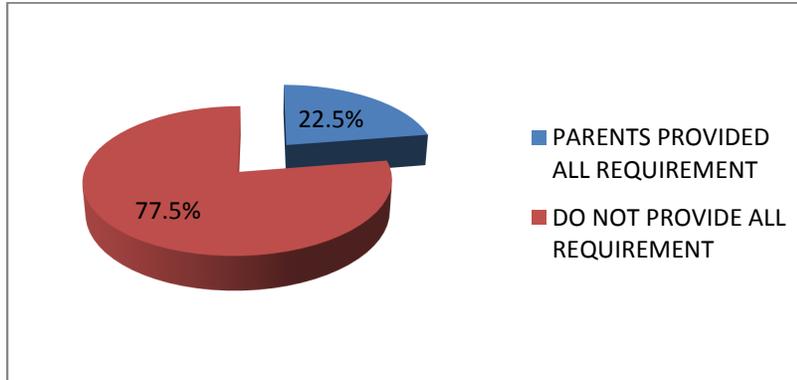
Length of stay	F	%
1-3 days	7	8.8
4-6 days	13	16.3
1-2 weeks	47	58.8
3 weeks- 1 month	10	12.5
Over 1 month	3	3.8
Totals	80	100.0

The findings on Table 4.5 show that only 8.8% of the students stayed 1-3 days at home, 16.3% took 4-6 days at home, 58.8 % stayed at home for 1-2 weeks while 12.5% stayed at home for 3 weeks-1 month and 3.8% stayed at home for over 1 month. This indicates that over 75% of the students spent more than 1 week at home due to lack of school fees. The finding shows that the majority of the students came from poor economic background which made them to be at home for long due to lack of school fees. This further indicates that the students deserve

SEBF to ensure their retention in school. The finding agrees with IPAR (2008) that the high poverty rate in Kenya (46%) poses affordability problems towards the financing of secondary education. It also agrees with Kirigo(2008) who established that, bursary fund had no significant impact on retention in Mombasa District, based on the fact that 53.3% of those who received bursaries were sent home over 3 times due to inadequacy of funds set aside for bursary and unpredictability of the funds.

On whether the parents were able to provide all the school requirements for the students, the response from the students were as indicated in Figure 4.13. **Figure**

4.13 Parent provisions for school requirements

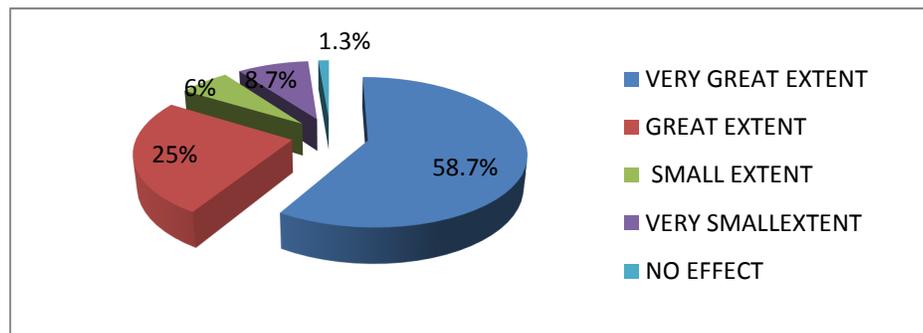


The results in Figure 4.13 indicate that 22.5% of the students were provided for the entire requirement for schooling while 77.5% were not provided for by their parents. This shows that the student may still have to be away from school not only because of school fees but due to lack of other essential requirements. This

increases the period of stay away from school reducing retention even further. This is an indication that the bursary scheme should not only cater for fees but also for essential commodities that students require in school.

On the effect of lack of learning requirement on learning, the response from the students was as indicated in Figure 4.14.

Figure 4.14 extent of effect of lacking learning requirements



The findings in Figure 4.14 show that 58.7% indicated that lack of learning requirement affected learning to very great extent, 25.0% indicated that learning was affected to great extent, 8.7% showed that the effect was to a small extent, 6.3% indicated a very small extent and 1.3% indicated that there was no effect. The findings show that students whose parents cannot provide school requirements are likely to perform poorly. This agrees with the study carried out by Njau, W. (2013) on Juja constituency which indicated that lack of essential school requirements were likely to perform poorly academically which again will deny

them access to bursary as good performance is one of the criterion for bursary award.

4.3 Response on constituency bursary fund

The researcher sought to find out whether the student had heard about the CBF and from whom they had heard from. All the students had heard about the CBF while from whom they had heard from is as shown on Table 4.6.

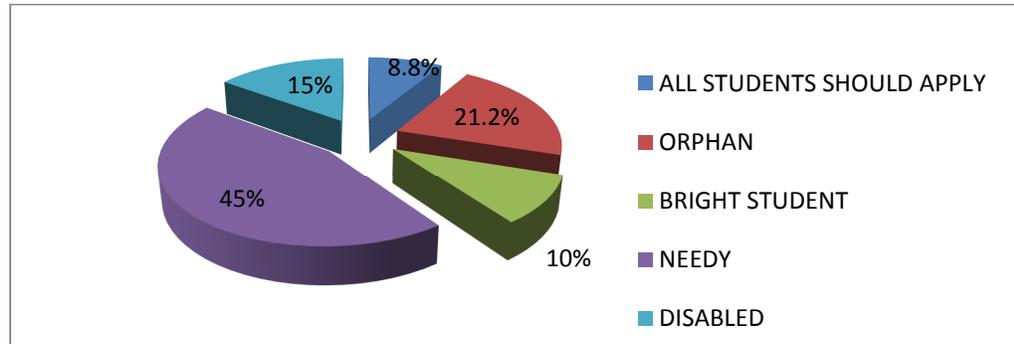
Table 4.6 Source of information about CBF

Source of information	F	%
Teachers	58	72.5
Parents/Guardian	16	20.0
Community/Church	6	7.5
Totals	80	100.0

The data on Table 4.5 indicate that, 72.5% of the students had gotten information about CBFs from teachers, 20.0% from parents and Guardians while 7.5% had heard from community and church leaders.

On who should apply for the bursary funds the responses were as indicated in Figure 4.15.

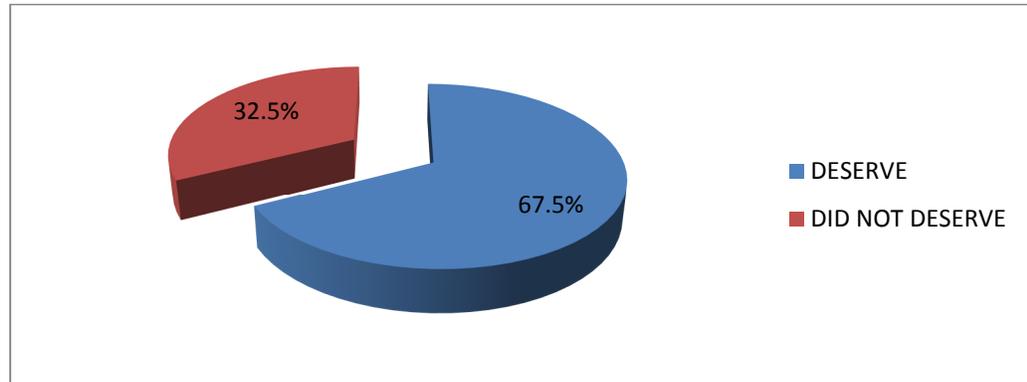
Figure 4.15 Who should apply for bursary?



The findings in Figure 4.15 indicate that 8.8% of the students feels that all students should apply for bursary, 21.2% indicated that only the orphans should apply for bursary, 10.0% indicated that only the bright students should apply while 45.0% indicated that only the needy students should apply, and 15% indicated that only the disabled should apply. The finding shows that ‘need’ is important criteria to consider when allocating bursaries though majority deserved to benefit from the bursary scheme as they belonged to various categories of students who meet the criteria for applying for bursary fund. This is in agreement with Oyugi (2009) who outlines the criteria for awarding bursaries to individual students as; complete orphan, partial orphan, single parent needy and both parents needy.

The researcher sought to find out if the students deserved to be awarded bursaries that they had received. The responses were as indicated in Figure 4.16.

Figure 4.16 whether the students deserved the bursary



The data in Figure 4.16 show that, only 67.5% of the student indicated that they deserved, however 32.5 % indicated that they did not deserve to be awarded the bursary. This shows that the procedure followed to award the funds was not good enough to vet the applicants so as to disburse the money only to the deserving students. This also shows that most students come from poor economic backgrounds and therefore require other sources of funding other than their own families to enable them be retained in school. This agrees with Orodho (2003) who identified major weaknesses of the SEBF as lack of transparency, inadequacy of funds, fluctuations of the amount allocated, disbursement delays; lack of uniform criteria for identification of the poor students and inadequate equity consideration.

The researcher sought to find out how many times the students had applied for the bursary and how many times they had received the bursary. The response given by students is as shown on Table 4.7.

Table 4.7 Number of times bursary have been applied and received

Time applied and received	APPLIED		RECEIVED	
	F	%	F	%
ONCE	17	21.3	35	43.8
TWICE	20	25.0	27	33.8
THRICE	14	17.5	11	13.8
FOUR TIMES	29	36.3	7	8.8
Total	80	100.0	80	100.0

The findings on Table 4.7 indicate that 21.3% of the students applied for the bursaries once, 25.0% applied twice and 17.5% applied thrice while 36.3 % applied four times. Of those who applied 43.8% received once, 33.8% received twice, 13.8% received thrice while 8.8 % had received four times. According to the results, it is no guarantee that every student who applies for bursary must receive or that because a student received once must continue receiving. This findings concur with the findings of the study carried out in Kajiado County (Fedha,Catherine, Mumuikha, Ndiga, Mwala, Njagi 2014), the allocations to

applicants is not consistent and having an allocation in Form One does not guarantee students subsequent funding. A survey carried out in Nairobi Province (IPAR, 2008) also revealed that except for Langata constituency where beneficiaries are consistently financed, beneficiaries in other constituencies are not guaranteed continuous funding.

On whether the money received by the students was enough and whether the students were left with balances on the school fees, the response from the students were as indicated on the Table 4.8.

Table 4.8 Was the money enough/ was there balance left?

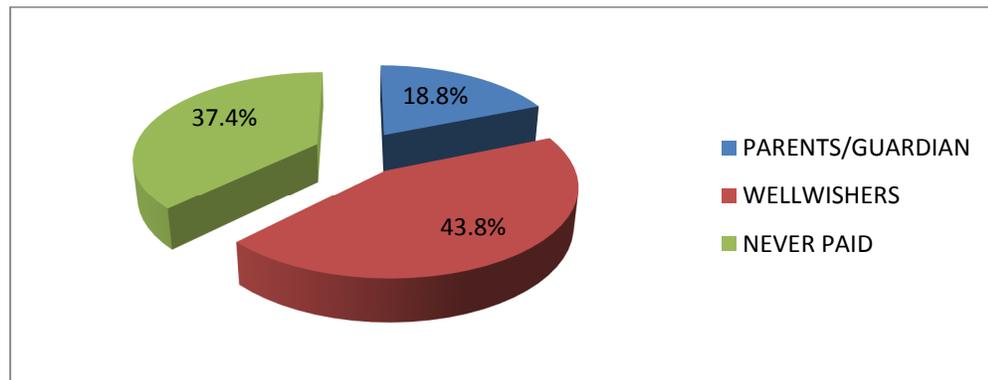
	Adequate		Balance	
	F	%	F	%
Was money enough				
Yes	17	21.2	73	91.2
No	63	78.8	7	8.8
Total	80	100.0	80	100.0

The data on Table 4.8 show that, 21.2 % of the student indicated that the money was enough while 78.8% indicated that the money they received as bursary was not enough. 91.2% indicated that they had school fees balances after receiving the bursaries, while only 8.8% had no balance after receiving the bursary funds. This agrees with a study conducted by Odebero (2007) which found out that the

amount of bursary funds disbursed to constituencies from the Ministry of Education was insufficient and could not meet the demands of the high number of the needy applicants.

The researcher sought to find out who paid for the balances that the students had after receiving the bursary. The responses were as indicated in Figure 4.17.

Figure 4.17 People paying the balance.



The findings in Figure 4.17 indicates that 18.8% of the students balances were paid by the parents/guardian, 43.8% was paid by well-wishers and 37.4% of the fee balances were never paid. Thus the bursary fund did not serve its purpose; this is in agreement with Oyugi (2010), whose findings reveal that the level of funding is also not consistent with the school fees This implies that the current level of bursary allocation hardly meets a quarter of the required fees and this makes

students miss classes as they go about looking for Financiers to supplement the allocations they receive from the Constituency fund.

Further, the researcher sought to find out from the students when the bursary funds were received and the entire respondent indicated that they receive the money at the end of the year. This agrees with the study by Mwangi (2006) who observes that, the process of sending money from the central government to the constituencies then to schools takes long. By the time students get the money, many would have been sent away from school or had wasted a lot of time trying to look for it.

4.4 Responses on procedures employed in bursary disbursement

The researcher sought to know the procedures employed in bursary disbursement in the constituency. The respondents gave the procedure as listed below;

- Bursaries are advertised on the constituency office notice boards, chief's offices and through school principals, church leaders and ward representatives.
- The vetting is done by the CBFs committee.
- Cheques are written and sent to schools
- The school posts the money to the students account

4.5 Response on disbursement criteria

On what criteria is used to get the bursaries the respondents said that only interested students apply but on application the following are given priority;

- Total orphans
- Partial orphans
- Students with disability
- Where both parents are needy.
- Parent/s have a disability

4.6 Response on when the bursaries are released to schools

On when the bursaries are released to schools, the respondents said that bursaries are released after vetting have been done and on what proportion of the students benefit from the bursaries the CBF committee members said that 50% benefited but the amounts awarded were very small ranging from 2000/- to 5000/- The principals on the other hand said a very small percentage benefitted. The researcher further sought to know to what extent the funds provided met student's tuition and sustenance, where all the respondents said the money is inadequate. This agrees with a study by Onyango and Njue (2004) which observed that, the Constituency Bursary Fund was not serving its purpose as it was under the direct control of Members of Parliament and had been transformed into a political instrument hence compromising its effectiveness. They observed that the

Members of Parliament gave bursaries to their friends, family and political supporters who were not necessarily needy. The funds were also split into tiny amounts so as to reach as many people as possible thus making the fund inadequate resulting to lowered retention rate.

4.7 Responses on checks and balances put in place to ensure funds are put to right use

On how the bursary scheme has enhanced retention in secondary schools the respondents said that it is only to a small extent. On checks and balances to ensure that the funds were put to the right use, the respondents indicated that the cheques are addressed and sent to schools and not to individual students. In addition, the respondents indicated that vetting is done by a panel and not one person to avoid bias and personalization.

4.8 Problems encountered at school level

On the problems encountered at the school level in the bursary allocation the respondents said that there was delay in posting the funds into the students' accounts making them stay away from school despite having received bursary. It was also revealed that, sometimes the bursary is diverted into another student's account who is usually not needy but may have good connection with school administrators. This leaves the needy student without funds and eventually ends

up being sent home for nonpayment of school fees. The responses were as shown on Table 4.9.

Table 4.9 Problems at school level

Problem	Principals	CBF committee members
Delay in posting	7	3
Diversion to other accounts	4	3

4.9 Problems encountered at the constituency level

The problems encountered at the constituency level include

- Money awarded to bursaries not enough to cater for the needs of the students.
- There is delay in the vetting of students who are to benefit.
- Since constituency funds are released quarterly bursaries are never prioritized and students only receive bursaries at the last quarter.
- Undeserving students are awarded bursaries due to political interference.

This is illustrated on Table 4.10.

Table 4.10 Problems encountered at constituency level

Problem	Principal	CBF committee members
Inadequate funds	10	3
Delay in vetting of students	8	2
Lack of prioritization	7	3
Undeserving students being awarded	4	2

4.10 Strategies that can improve bursary allocation

On strategies that can be used to improve bursary allocation the respondents listed the following.

- Regularize timing, that is, Bursaries should be given at a specific time preferably in line with the school calendar.
- Selective criteria that are not prone to human bias should be put in place.
- Criteria to include poverty level and not whether a student is an orphan or not.

- Have a common policy on amounts to be awarded to students in the different school categories.
- Increasing the funds awarded to constituencies for bursary.
- Have a strong policy on the structure of CDF especially CBF committee.
- Needy students be identified right from primary school so that they can start benefitting as soon as they join secondary school.

This data is shown on Table 4.11.

4.11 Strategies to Improve allocation

Strategies to improve Allocation	Principals	CBF members	committee
Regularize timing of allocation	10	3	
Consider 'need' as the main criteria for allocation	8	2	
Employ selective criteria not prone to human bias- Interview and publicity	7	2	
Have a common policy to be awarded per each category of school	9	3	
Increase the funds allocated to constituencies	10	3	
Needy students to be identified from primary school	10	3	
Have a strong policy on the structure of CDF which includes school administrators	10	2	

This is in agreement with a study carried out by Wanjiku (2011) on Manyatta constituency who identified some of the suggestions that can be used to improve the bursary scheme. These include; improving the disbursement process, funds should be sent directly to schools to avoid delays and nepotism, head teachers and principals to be involved more in electing CBF committee members and that needy students should be identified right from primary schools as some do not enroll in secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings, conclusions, recommendations and suggestions for further research.

5.1 Summary of the study

The purpose of this study was to investigate the influence of bursary scheme on the retention of students in Public secondary schools in Kiambaa constituency, Kiambu County. The research objective were; To establish the extent to which the criteria given by the Ministry of Education on secondary education bursary fund has influenced retention of students in secondary schools in Kiambaa Constituency Kiambu County; To determine the extent to which the bursary allocated is adequate to influence on students' retention in secondary schools in Kiambaa Constituency, Kiambu County; To examine the extent to which consistency of bursary schemes fund influenced retention of students in public secondary schools in Kiambaa constituency, Kiambu County; To find out the strategies that can be employed to improve the bursary scheme to enhance retention of students in public secondary schools in Kiambaa constituency, Kiambu County.

The study employed a descriptive survey design. The total sample size was 10 schools, 3 CBF members and 80 students giving a total of 93 respondents. Data was gathered by use of questionnaires and interview. The findings show that 60% of the principals indicated that the criteria for bursary allocation was 25% effective and 40% of the principals indicated that the procedure was below 25% effective.

The findings indicated that the criteria used to award bursary did not focus on the academic ability of the students as shown by the analysis. Only 21.3% of the students were good academically, 37.5% were average and majority 41.2% of the beneficiary of bursary was academically poor. On who should benefit from the bursary, 8.8% of the students indicated all the students should benefit, 21.2% indicated that only orphan should apply, 10% indicated that only bright students should apply, 45% indicated that only the needy students should apply while 15% indicated that only the disabled should apply.

On whether the bursaries were awarded to deserving student, 67.5% of the students indicated that they deserved while 32.5% indicated that they did not deserve to be awarded, this show that the criteria used to award the bursary was not thorough enough to vet the applicants so as to disburse the funds to the deserving students.

On the proportion of the students who benefit from bursaries 80% of the principals indicated that a small proportion benefited while 20% indicated that a very small proportion benefited from the bursary fund.

The findings also indicated that the funds were inadequate. This was indicated by the responses given as follows, 70% of the principals indicated the funds were inadequate and the 30% of the principals indicated that the funds were very inadequate. The CBFCs indicated that only 50% of the applicants benefits from the bursary funds. 21.2% of the students indicated that the bursary awarded to them was enough while 78.8% indicated that the money awarded to them was not enough. This left many students with school fees balances even after being given bursaries as indicated by 91.2% of the students who had balances and only 8.8% had no balances after being awarded bursary fund.

The findings also show only 18.8% of the students school fees balances were paid by the parents while 43.8% were paid for by well-wishers and 37.4% of the students school fees balances was never paid. On the retention of the student in schools, the findings indicated that 96.3% were sent home for school fees with 6.3% of the students being sent home only once, 7.5% were sent home twice, 16.3% were sent home thrice while a majority 70% were sent home many times. This shows that the retention of the students in schools is low despite the disbursement of the bursaries.

5.2 Conclusions

Based on the findings of the study, it can be concluded that the criteria used in the bursary allocation is not thorough enough to vet the students who deserve the bursaries to increase the retention rate of students in school as the funds allocated to the undeserving students can be added to the very needy students in Kiambaa constituency, Kiambu County. It can also be concluded that the retention rates are still too low as the funds are inadequate which makes the students go home many times. The study discovered that students in day schools got as little as 2000/- while their fees stood at 13000/- thus indicating high levels of inadequacy. A similar finding was true as concerns those in boarding schools who got between 5000/- and 8000/- while their fees was as high as 28000/- for the lowest paid boarding school.

It was also established that the funds are not disbursed at any specific time though it was usually at the end of the year. This makes the bursary lack consistency and denies students and parents a chance to plan their affairs as they don't know when they will receive the funds if they will receive any. The amounts allocated to individual students can also change and in fact there is no guarantee that a student will be awarded the bursary in consequent years. This is because the student has to re-apply every time. The funds are not released in line with the school calendar hence presenting a challenge not only to the

students but also to the school principals who are sometimes forced to take supplies on credit as they await the bursary money. This sometimes takes too long resulting to disagreement with the suppliers. All the above indicate that there is inconsistency in allocation of the bursary fund.

Further finding established that though there are several studies that have been carried out on how to improve the bursary allocation most of the recommendations go unnoticed and the CBF committee members continue using the old methods. In addition to using such strategies as increasing the funds allocated to Constituencies for bursary as well as the amounts awarded to individual students, ensuring consistency in terms of timing and amounts allocated to individual students, the study discovered that the allocation criteria should also be improved.

It established that 'need' of the student should be the main consideration to determine who will be the beneficiaries of the fund and that the other considerations should just play a subordinate role. This was after discovering that it was not always true that because a student was an orphan or disabled that he/she was needy. Some orphans were discovered to be well off than students with both parents. It was also discovered that village elders, church leaders and the school administrators should be fully involved in the vetting of needy students instead of the whole process being left to the CBF committee

members who have little contact with students hence not getting to know those who were truly needy. Physical visitation of the student's homes and interviewing both the students and their parents was identified as the only method that can undoubtedly identify the needy students.

In addition to this, communication on who has been awarded a bursary should not only be communicated to the school principals but also to the individual student or their parents. This can be done by making the list of beneficiaries' public by putting it up on public notice boards like chief's offices. This will discourage principals from diverting the funds to other students some of who don't exist. It will also minimize political interference as the public will get to know those who are not needy and were awarded. The Government should also put proper checks and balances in place to ensure that the bursary funds awarded to constituencies were used for that purpose only. This could include school principals sending a report directly to the ministry of Education on how much they have received for bursaries.

5.3 Recommendations

The study recommends that

- Bursaries should be given at a specific time preferably in line with the school calendar to avoid delays which may lead to students being sent home for nonpayment of fees.

- Bursary allocation should be increased to a level that can sustain the students in school.
- CBFCs should involve Principals and teachers and community leaders during vetting process to avoid awarding funds to students who are not needy.
- Cases of political interference were revealed by the study in the bursary allocation process, therefore, the study recommends that there is need for the government to put in place a management structure devoid of political manipulation to run the CBF.
- The study further recommends that allocation criteria should consider the need or poverty level of the student more than any other criteria and that to identify the needy student's, interviews on both the parent/guardian and the student should be conducted.

5.4 Suggestion for further research

This study only looked at the influence of the Bursary Scheme on retention of students in Public secondary schools in Kiambaa Constituency in Kiambu County. Therefore, the study suggests that other studies be carried out on the same topic in other constituencies for comparison and to test whether the recommendations given were put in place in any constituency.

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APPENDICES
APPENDIX I
INTRODUCTION LETTER

Ngatia Charity Nyawira

University of Nairobi

P. O. Box 92;

KIKUYU

26th August 2015

The Principal,

.....Secondary School,

Dear Sir/ Madam

RE: Participation in Research

The purpose of this letter is to request for permission to carry out the study in your school as it is one of those that has been selected for the study. The information collected will remain confidential.

My research topic is, “**Influence of Bursary funds in Retention of Students in Public Secondary Schools in Kiambaa Constituency, Kiambu County.**”

Your consideration and understanding will highly be appreciated.

Thank you

Yours faithfully,

Ngatia Charity Nyawira

PART 2: Assessment of effectiveness of the constituency bursary fund

1. What are the procedures employed in bursary disbursement in your school? _____

2. What is your percentage rating of the effectiveness of these procedures? Over 75% [] 50% [] 25% [] Below 25% []

Briefly explain your answer _____

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

4. How timely is the bursary released to your school?

5. Do all the students who apply for bursary benefit? Yes [] No []

6. If the answer is “No” above, what proportion of students benefit?

Very Large [] Large [] Small [] Very small []

7. If the answer is ‘No’ in no.5 above, what are the reasons that made the student/s not benefit? _____

8. To what extent are the funds provided under the bursary scheme adequate in meeting the needs of the student's sustenance and tuition fees?

Very Adequate [] Adequate [] Inadequate [] Very inadequate []

9. What is your percentage rating of the influence of the bursary fund in student retention in public secondary schools in Kiambaa Constituency?

Has increased retention by over 75% []

Has increased retention by 50 - 74% []

Has increased retention by 25 – 49% []

Has increased retention by below 25% []

PART 3: Strategies that can be used to improve bursary allocation

1. What problems are encountered in relation to bursary allocations?

a. At school level _____

b. At constituency bursary committee level

2. What strategies can be put in place to improve bursary allocations?

i. At school level_____

ii. At constituency bursary committee level_____

APPENDIX III

QUESTIONNAIRE FOR THE STUDENTS

This questionnaire is designed to gather information about bursary fund for public secondary school students. Kindly answer the questions by filling in the spaces provided or ticking the appropriate responses to the questions or information needed. All your responses and information in this questionnaire will be confidential and will be used by the researcher for the purpose of this study only. Do not write your name or that of your school anywhere on this questionnaire.

PART 1: Background information

Tick the appropriate responses as it applies to you

1. Indicate your gender Male [] Female []
2. Indicate your class Form1 [] Form2 [] Form3 [] Form4 []
3. Whom do you live with?
 - (a) Both parents []
 - (b) One parent []
 - (c) Guardian []
 - (d) Others (specify) [] _____

4. What is the occupation of your parents or guardian(s)

Father []

Mother []

Businessman []

Business Lady []

Employed []

Employed []

Farmer []

Farmer []

Retired []

Retired []

5. Indicate your performance for last term:

Good []

Average []

Poor []

6. How do you like schooling?

Very much []

Average []

Not at all []

PART 2: Student's Background information

1. Have you ever been sent home for lack of school fees? Yes [] No []

2. If yes, how many times have you been sent home for fees since you joined secondary school: Once [] Twice [] Thrice [] Many times []

3. When you are sent home for fees, approximately how long do you take before going back to school? 1-3 days [] 4- 6 days [] 1-2 weeks []
3weeks -1 month [] over one month []
4. Are your parent(s)/ guardian(s) able to buy you all school requirements? e.g. stationary, text books, school uniform, etc?
Yes [] No []
5. If no in 4 above please list the items you lack

6. To what extent does lack of the items mentioned above affect your learning?
To a very great extent [] To a great extent [] To a small extent []
To a very small extent [] Do not affect at all []

PART 3: Constituency bursary fund

1. Have you ever heard of the constituency bursary fund? Yes [] No []
2. If yes, from whom did you hear about the bursary fund?
Principal [] Teachers [] Parent/ Guardian []
Community/Church leader [] others (specify) []
3. Who do you think should apply for bursary fund? (tick all that apply)

All students [] Orphans [] Bright students []

Needy students who cannot afford fees [] Disabled Students []

Others (specify) [] _____

4. Do you consider yourself as deserving to have received bursary

funds? Yes [] No [] please give reasons _____

5. How many times have you applied for bursary?

Once [] Twice [] Thrice [] Four times []

6. If yes, how many times have you received bursary funds so far?

Once [] Twice [] Thrice [] Four times []

7. If you have received bursary funds, indicate the amount received each

time 1sttime KES..... 2nd time KES.... 3rd time KES.....

4th time KES...

8. Was the money received enough to cater for all your educational needs

for the whole year? Yes [] No []

9. What was the deficit? KES...

10. Did you have a fees balance after receiving the bursary fund?

Yes [] No []

11. If the answer is yes in 10 above, how did you pay the balance?

Parent/Guardian paid [] Well wisher paid [] Never paid []

12. If you have received bursary, when were the funds received?

At the beginning of the year []

At the middle of the year []

At the end of the year []

PART 4: General opinion on bursary scheme

1. Do you think bursary scheme help students to be retained in secondary schools? _____

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

3. How can the bursary allocation system be strengthened to improve retention of students in secondary schools _____

APPENDIX IV

INTERVIEW GUIDE

1. What procedures are employed in bursary disbursement in your constituency?
2. How do you determine the students who are to apply for bursary?
3. When is bursary money released to schools?
4. What proportion of students applying for bursaries benefit from the fund?
5. To what extent are the funds provided under bursary schemes adequate in meeting the needs of the students' tuition and sustenance?
6. How has the bursary scheme enhanced retention in secondary schools in Kiambaa Constituency?
7. What monitoring and evaluation mechanisms does the committee have to ensure that funds are used for intended purposes only?
8. What problems are encountered at the school level and constituency bursary committee level in relation to bursary allocation?
9. What strategies can be used to strengthen bursary allocation systems?

APPENDIX V

LETTER OF RESEARCH 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:

NACOSTI/P/15/6631/6980

16th July, 2015

Charity Nyawira Ngatia
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of bursary scheme on retention of students in public secondary schools in Kiambaa Constituency in Kiambu County,”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **6th November, 2015.**

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

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


DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

APPENDIX VII

LETTER OF AUTHORIZATION FROM COUNTY COMMISSIONER

**MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT
COUNTY COMMISSIONER, KIAMBU**



Telephone: 066-2022709
Fax: 066-2022644
E-mail: countycommissionerkiambu@kenya.go.ke
When replying please quote

County Commissioner
Kiambu County
P.O. Box 32-00900
KIAMBU

ED.12/1/VOL.II/199

17th July, 2015

Charity Nyawira Ngatia
University of Nairobi
P.O. Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation letter Ref. No. NACOSTI/P/15/6631/6980 dated 16th July, 2015.

You have been authorized to conduct research on "*Influence of bursary scheme on retention of students in public secondary schools in Kiambaa Constituency, in Kiambu County*" for a period ending **6th November, 2015**.

You are requested to share your findings with the County Director of Education upon completion of your research.


**COUNTY COMMISSIONER
KIAMBU**
ESTHER MAINA
COUNTY COMMISSIONER
KIAMBU COUNTY

Cc County Director of Education
KIAMBU COUNTY

National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI

APPENDIX VIII

LETTER OF AUTHORIZATION FROM COUNTY EDUCATION OFFICE



MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY State Department of Education

Telephone: Kiambu (office) 020-2044686
FAX NO. 020-2090948
Email: directoreducationkiambu@yahoo.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU

KBU/CDE/HR/4/Vol. 1/(126)

6th July, 2015

Charity Nyawira Ngatia
University of Nairobi
P.O box 30197-00100
Nairobi.

RESEARCH AUTHORIZATION

Reference is made to the National Commission for Science Technology and Innovation letter Ref. No. NACOSTI/P/15/6631/6980 dated 16th July 2015.

This is to inform you that the above named has been authorized to carry out research on *"Influence of bursary scheme on retention of students in public secondary schools in Kiambaa Constituency in Kiambu County,"* for a period ending 6th November, 2015.

A handwritten signature in black ink, appearing to be 'J.K. Koigi'.

J.K. KOIGI
For: COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY

