

**FACTORS INFLUENCING DISBURSEMENT OF CONSTITUENCY
BURSARY FUNDS TO STUDENTS IN PUBLIC SECONDARY SCHOOLS
IN VIHIGA SUB COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This work is dedicated to my husband Felix Aswani Muhindi and our children
Cynthia, Tessy and Pascal.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ASAL	Arid and Semi-Arid Land
CBFC	Constituency Bursary Fund Committee
CDF	Constituency Development Fund
DEO	District Education Officer
GoK	Government of Kenya
MoE	Ministry of Education
RoK	Republic of Kenya

ABSTRACT

The purpose of this study was to establish the factors influencing disbursement of Constituency Bursary Funds to students in public secondary schools in Vihiga Sub County, Kenya. The objectives of the study were; to establish the extent of availability of government funds, to examine political factors, to determine public awareness on availability of bursary schemes and to establish the extent to which application procedures influence disbursement of bursary funds to students in public secondary schools in Vihiga Sub County. The study used descriptive survey design to analyze data. The respondents were the 4 CBF committee members, 8 principals and 867 students from form one to form four using questionnaires and an interview schedule. Reliability of the instruments was determined by piloting the instruments in one of the schools in the sub county that did not participate in the final study. The interview schedule was piloted on one of the CBF committee members that did not take part in the final interview. Validity was enhanced by requesting experts in research methods to examine the instruments for content validity. Qualitative and quantitative data collected was analyzed and presented using tables of frequencies, percentages and figures. The study assumed that; needy students in Public secondary schools in Vihiga Sub County face the same disbursement challenges in their access of bursary information, application, and disbursement of funds from the CDF; availability of government funds, political factors, public awareness and application procedures, are the only factors that influence disbursement of bursary funds to students in public secondary schools in Vihiga Sub County and that respondents gave objective and reliable information concerning disbursement of bursary schemes in the Sub County schools. Key findings revealed that; many needy students in public secondary schools had not benefitted from the bursary disbursement process while several undeserving students had benefitted from this scheme, the government had availed bursary funds to bursary committee to disburse the funds to all deserving students in the schools, the political influence was high to tilt the awarding of CBF fund to students in public schools, the public information provided was not delivered timely to needy students for applications to be made, application procedures were not clear to many students as very few had prior knowledge of the requirements and process of applying. Based on the research findings the researcher made the following recommendations; that the government should increase bursary funds allocation to needy students, politicians should not preside over CBF committees and members friends and relatives should be barred from benefitting from the kitty to fight corruption, the public should be provided with full and clear information on bursary using multidimensional media and that application procedures should be availed to applicants and that those who cheat and get awarded should pay hefty fines as a deterrent. School boards of management should be given the mandate to identify needy students and award the full bursaries in order to reduce the dropout rate. Based on the recommendations, further research is suggested on; socio-economic factors influencing disbursement of CDF funds in the whole County, consider poverty index of regions where schools are located and cost of disbursing the funds, effectiveness of bursary schemes to retention and learning outcomes of beneficiaries and finally the same study should be replicated in several parts of the country for correct and representative generalizations to be made from the research work.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Most countries in Sub-Saharan Africa after attaining independence, heavily invested in education at all levels in order to develop adequate manpower for national development and provide solutions to problems facing them like poverty. Consequently higher budgets were allocated to education to realize these goals. Bursaries all over the world form an important part of the plan for many poor people seeking education (UNESCO, 2007)

According to Armstrong & Allan (2009), the demand for schooling is influenced by economic, political, social, and cultural factors. Governments spend a significant part of its budget resources on education. While such outlays have led to a tremendous expansion on schooling, they have not reduced the level of disadvantage for many groups, especially those residing in rural areas, including poor people, women, ethnic or religious minorities and indigenous peoples. UNESCO (2007) observes that many countries of the world have committed themselves to the Millennium Development Goal of Education for All of achieving universal primary education enrolment by 2015.

According to Lewin (2003), 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. Consequently, maintaining a high student enrolment, transition and retention at the secondary school level should be a priority for all countries. The aim of the government subsidy programs like Constituency development fund, Free Tuition Secondary Education and the Ministry of Education bursary schemes is to cushion the country's poor and vulnerable families against the high and increasing cost of secondary education and hopefully reduce inequalities that are created and maintained by unequal access to education opportunities (Republic of Kenya, 2012)

However, contrary to the high expectations; cases of complaints about the disbursement of the constituency bursary fund are many. Also notable is the fact that, there are insufficient studies on factors influencing bursary disbursement particularly in Vihiga District (Siringi, 2006). It is on the basis of these complaints and gaps that the study will be conducted.

In Kenya, the Secondary Schools Bursary Scheme was introduced in the 1993/1994 financial year with an initial allocation of Ksh 25 million. The government financial allocation increased steadily over the years to reach Ksh. 787 million in 2008/2009 Financial Year (Republic of Kenya, 2009). The allocation was further increased to Ksh. 950 million for financial years 2009/10

and further to Kshs.1.13 billion for 2010/2011 and 2011/2012 (Republic of Kenya, 2012). Allocations for the bursary scheme to constituencies vary depending on the Ministry of Education's annual provisions, the number of students enrolled in secondary schools in a particular constituency, total national secondary school enrolments and poverty indices (Lumili, 2009)

The Vision 2030 strategic plan for industrialization notwithstanding, the education sector in Kenya is faced with a number of challenges (Republic of Kenya, 2010). As articulated in the Vision 2030, Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy. This will be done through life-long training and education. A historical analysis of patterns and trends of education financing in Kenya reveals existence of partnership between the Government, communities and households. (Republic of Kenya, 1999) However, in most developing economies, public spending on social services has all along been rising without achievement of the desired outcomes such as quality and quantity. In Kenya for instance, public expenditure on education has had the highest budget allocation relative to other social services (MPER 2006/07). In the Financial year 2010/11 the government increased the allocation to education by 4.9 percent from 9.2 percent to 14.1 percent of its budget (Republic of Kenya 2011). According to the UNESCO (2011) report, this translates into one of the highest expenditure levels on education out of a GDP in Africa. The share of education out of the

Government budget and commitment to education is comparable to that of a middle income country.

Republic of Kenya (2005) contends that, the bursary application process is cumbersome. The beneficiaries are particularly unhappy with the requirements that a section of the application form has to be completed by their primary school heads, the local Chief or the pastor, who are not easy to access. According to Lewin (2003), information availed to beneficiaries is scanty leaving them confused especially regarding where to return the completed forms. This is because the beneficiaries' area of residence, place of worship and location of school are not necessarily in the same constituency in a District like Vihiga. He adds to say that Students who wish to apply for bursary awards could get forms either from their schools, educational office or from the provincial administration offices.

The bursary scheme program is aimed at enhancing access, equity and retention at secondary level. For these reasons, the bursary targets the vulnerable groups who include orphans, girls and children from poor families in slum areas, pockets of poverty in high potential areas, and Arid and Semi-Arid Land (ASAL) districts. For example, in Vihiga District, only 20 percent of eligible primary school learners proceed to secondary schools due to high poverty level (Siringi, 2006). The objective of targeting secondary school boards is to ensure that the processes that are used are able to minimize exclusion errors, are cost efficient, transparent

and accountable in reaching the most learners in need (Republic of Kenya, 2005). As a result instead of sending funds from headquarters direct to schools, these funds go through constituencies causing unnecessary delay in reaching beneficiaries.

According to Siringi (2006), Vihiga County is one of the counties that have the highest poverty level per household, very high population growth rate and with about 50 percent of the residents living below the poverty level in an environment where education is among the most expensive social services. As a result, he notes that most people are not able to access education.

1.2 Statement of the problem

Secondary school education is very critical in any education system because of its crucial role in catalyzing national development. That is why Kenya subscribes to the international protocol that established Education for All (EFA) in Jomtien, Thailand 1990 (UNESCO, 2002). According to Siringi (2006), many countries have put up efforts to maintain a high student enrollment at the secondary school level as a priority. He also observes that the aim of the bursary scheme in Kenya is to cushion the country's poor and vulnerable groups against the high and increasing cost of secondary education and bridge the gap between the rich and poor as a way of increasing school enrolment. Lumili (2009) observed that, the fund had not succeeded in increasing enrolment, retention and completion as a way of reducing income inequality. They noted that the time taken for the funds

to reach the intended beneficiaries is too long. Apart from that, Siringi (2006) noted that, contrary to the high financial support expectations by poor families from the government, cases of complaints about the unfair disbursement of the constituency bursary funds are many in Vihiga District. It is on the basis of these complaints and lack of satisfaction from would be beneficiaries of the constituency bursary fund noted by Lumili (2009) in Bungoma South District and Siringi (2006) in Vihiga District that there was need to conduct a study to investigate factors influencing disbursement of constituency bursary funds to students in public secondary schools in Vihiga Sub County.

1.3 Purpose of the study

The purpose of this study was to investigate factors influencing disbursement of Constituency Bursary Funds to students in public secondary schools in Vihiga District in Kenya.

1.4 Objectives of the study

The objectives that guided this study were:

- i. To establish the extent to which availability of government bursary funds influence disbursement of bursary funds to students in public secondary schools in Vihiga Sub County.
- ii. To examine the influence of political factors on disbursement of bursary funds to students in public secondary schools in Vihiga Sub County.

- iii. To determine the influence of public awareness about availability of bursary schemes on disbursement of bursary funds to students in public secondary schools in Vihiga Sub County.
- iv. To establish the extent to which application procedures influence disbursement of bursary funds to students in public secondary schools in Vihiga Sub County.

1.5 Research questions

The research questions that guided the study were:

- i. To what extent does availability of funds from the government influence disbursement of bursary funds students in public secondary schools in Vihiga Sub County?
- ii. What is the influence of political factors on disbursement of bursary funds to students in public secondary schools in Vihiga Sub County?
- iii. To what extent does public awareness about availability of bursary funds influence disbursement of bursary funds to students in public secondary schools in Vihiga Sub County?
- iv. To what extent do application procedures influence disbursement of bursary funds to students in public secondary schools in Vihiga Sub County?

1.6 Significance of the study

Findings of this study may be useful to the Ministry of Education (M.O.E), when reviewing policies on bursary disbursement for efficiency in order to benefit genuinely needy parents who cannot afford to educate their children due to lack of fees. The results from this study may be used by needy students who apply for the government bursary funds to study in public secondary schools in the country as a means of achieving Kenya Vision 2030 objective of a globally competitive quality education, training and sustainable development (Republic of Kenya, 2008). The government may use findings to evaluate and improve the constituency bursary fund scheme as a method of financing education in Kenya. The study may also be used as a source of data for future reference in studies by those interested in financing of education as an area of study.

1.7 Limitations of the study

Limitation is an aspect of research that may influence the results negatively, but over which, the researcher has no control (Mugenda & Mugenda, 2003). It is also noted that some respondents did not give honest information for fear that they would be exposing negative qualities about the composition of the committee members. The researcher however mitigated by assuring respondents that findings would be used for academic purpose only and that their identities would be kept confidential.

1.8 Delimitations of the study

The studies mainly focused on factors influencing disbursement of bursary funds to students in public secondary schools in Vihiga Sub County only. Under normal circumstances, the study ought to have been carried out in the entire nation for generalizations to be made. The study was also confined to the bursary from the Ministry of Education only yet there are other government financial subsidy schemes like Free Tuition Secondary Education, Local Authority Transfer Funds (LATF) among others that were disregarded (Republic of Kenya, 2012). As a result, no generalization was done.

1.9 Basic assumption of the study

The study was based on the following assumptions:

- i. The respondents gave objective and reliable information on disbursement of bursary funds to students in public secondary schools.
- ii. Students in public secondary schools in Vihiga District face challenges in accessing constituency bursary funds to finance their studies.
- iii. Availability of bursary funds, political factors, application procedures and public awareness of bursary funds are the only factors influencing disbursement of bursary funds to students in public secondary schools in Vihiga District.

1.10 Definition of significant terms

Bursary application procedures refer to the steps followed during the processing of constituency development fund money meant to assist needy students in public secondary schools pay their tuition.

Constituency Bursary Fund refer to the government financial allocations to each Constituency, which is aimed at assisting children from poor households pay for the cost of secondary education.

Disbursement refers to the act of paying out money. In this study, disbursements means money paid out to public secondary school students to cater for their school fees.

Factors refer to the independent variables of government funds, political influence, public awareness and application procedures followed in bursary application.

Influencing refers to the ability of a variable (factor) to determine how and where funds will be allocated by a committee to needy students.

Political factors refer to the influence that particular individuals (leaders) exert upon the goal achievement like processing of bursary awards of others especially on members of the bursary committee.

Public awareness refers to the communication given to the various stakeholders in form of advertisement, announcements and sensitization on constituency bursary disbursement to students.

1.11 Organization of the study

The study is organized into five Chapters. Chapter one deals with the introduction to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, , assumptions of the study, definition of significant terms and organization of the study.

Chapter two comprises of the relevant literature reviewed. The areas covered are introduction, influence of the availability of funds from the government, political factors, public awareness and application procedures on disbursement of bursaries, summary of the gaps in the literature reviewed, theoretical and conceptual framework.

Chapter three covers the research methodology which comprised of the introduction, research design, target population, sample size and sampling techniques, research instruments, validity and reliability of the research instruments, data collection procedures and data analysis techniques.

Chapter four deals with the analysis of the data that was collected from the field, interpretation and discussions of the research findings.

Chapter five covers the summary, conclusions, recommendations of the study and suggestions for further research studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter describes the literature review of past studies on factors influencing constituency bursary funds disbursement to students in public schools. The review is examined under the subtopics: Government funds available and disbursement of CBF to students, Political factors and disbursement of CBF to students; Application procedures and disbursement of CBF to students, Public awareness and disbursement of CBF to students, summary of the study and research gap to be filled, theoretical framework and the conceptual framework.

2.2 Disbursement of Constituency Bursary Funds (CBF)

Allocation of funds on to students in educational institutions all over the world has been used to help children from poor families to access educational services as a way of uplifting their standards of living. Many families have been able to break away from the cyclic cycle of poverty through this programme (Silingi, 2006). It is the recognition of this contribution that the Government of Kenya became a signatory to the Universal Primary Education declaration by 2020 by United Nations to help the vulnerable school going age children to access basic education (UNESCO, 2011). According to Maliyamkono & Mwiria (1999), the Tanzania government subsidised the education programmes through provision of 13 percent of the costs incurred in education apart from teachers' salaries and

allowed needy students' parents to pay fees by providing labour in class room construction or offer of community service. This programme helped educate many needy children that would otherwise drop out of school.

In Kenya, the NARC government under the stewardship of Retired President Mwai Kibaki introduced the free Primary education in 2003 to increase access to education and retention the Primary school level while at the secondary school level, bursary schemes allocation at the Ministry of education and Constituency level were increased to support the students from poor and vulnerable families meet the cost of education (Republic of Kenya, 2008).

The bursary allocation to students has faced several challenges from the time it was introduced in schools in the 1990s to assist the poor. School boards of management were initially used by the government to disburse them to identified needy students in secondary schools (Republic of Kenya, 1999). When the NARC government introduced the Constituency Development Fund, politicians like counsellors started using the scheme to gain political mileage by awarding almost anyone who applied a small portion of fees which has led to accumulations of huge fees arrears in schools by learners from poor(Siringi,2006). The Ministry of Education also award bursary to needy students in Public secondary schools. This programme runs parallel to the CDF scheme. Students fill application forms and the CDF bursary committee vet the beneficiaries to be awarded (Siringi, 2006).

Therefore, there was need to assess the factors influencing disbursement of CDF to students in public secondary schools in Vihiga Sub County.

2.3 Government funds available and disbursement of CBF to students.

To ensure efficient bursary disbursement, the government supported by development partners has to availed huge amounts of money. The Free secondary tuition programme was indeed a welcome relief to the parents and no wonder that is why the idea also went down very well with the donors. It was encouraging that the World Bank had to avail a grant of Kshs. 3.9 billion towards FPE and bursaries, British government gave Kshs 1.6 billion for the project with the treasury on its part pumping Kshs. 2.8 billion to kick start it (Republic of Kenya, 2005).

Republic of Kenya (2005) however, contends that, the availability of fund affects educational investment programs such as bursaries. Issues of state, such as good governance and corruption are important determinants of the results of educational investment while being outside the control of the sector. Republic of Kenya (2005) suggests that recent policy thinking by the commission for Africa, the World Bank and United Nations Millennium Project recognizes the strategies between inter-sectoral factors and the MDGs. The government concludes that public school bursaries require a holistic approach and not only a focus on primary education. It emphasizes the importance of other sectors including

agriculture, energy, transport and trade along with the need for strong national vision, good governance and government capacity building.

2.4 Political factors and disbursement of CBF to students.

According to Armstrong & Allan (2009), the political power of the middle and upper class group and elites and their determination to retain economic and educational privileges are motivating factors in the provision of education. It is imperative that politicians are controlled so as to ensure that they do not exploit the ordinary people in the education sector. There should be separation between politics and issues of national importance like bursaries. The fund is for the benefit of the community and politicians should not manipulate for gaining political support.

Odalo (2000) observed that those concerned with awarding bursaries use their positions to assist their undeserving relatives acquire the awards. This result in needy and deserving not getting the bursary moreover claims have been advanced on members of parliament that they influence on the composition of the committees by nominating their supporters. This is why most of the leaders associate themselves with the bursary scheme. Bursary should not be used for personal aggrandizement and selfish ends and perhaps this is what Armstrong & Allan (2009) had in mind when he argues that rapid expansion in access to primary education in recent years in Kenya as in Uganda and Tanzania are linked to the re-introduction of democratic election in these countries, his point being

that when leaders are subjected to competitive politics they tend to initiate policies that are popular with the electorate. This is purposely for outdoing one another in terms of gaining political popularity hence attracting more supporters.

Following the changes in the allocation mechanisms since 2003, claims of misallocation of bursary funds, double awards to one student in two schools, awards to “ghost” students, as well as excessive patronage by members of parliament who influence skewed allocations have been prevalent (Siringi, 2006). Most of the members of parliament use the bursary funds in his/her constituency to gain some political mileage in the community. Other stakeholders are involved in the interference of the allocation of bursaries. This includes the provincial administration (chiefs and assistant chiefs are known to have some influence), religious leaders and the District Education officials. IPAR (2003) reported that, in some cases, DEOs and politicians are said to have put undue pressure on bursary committee to allocate bursaries to their undeserving relatives, thereby denying the genuinely needy students access to the facility. This implies that students who did not deserve to receive bursary funds at the expense of needy students. This leads to needy students not accessing the bursary hence risk dropping out. A government survey in 2009 found that politicians meddled in the award of bursaries by recommending the beneficiaries and that this is hurting the poor and delaying school cash (Siringi, 2006).

2.5 Application procedures and disbursement of CBF to students.

In Britain any award made before GCSE will not necessarily continue to the A-level stage. There are two types of bursary awarded by institutions (such as universities). The first is a means-tested bursary which is available for all students whose parents earn under a threshold value per annum. It is often given out using a sliding scale, with people at the lowest end of the scale receiving a full bursary and the monetary award decreasing in value with proportion to the parental earnings (Siringi, 2006).

According to Lumili (2009), students need to be informed on the bursary products available, who qualifies and the process of application. At the same time, bursaries may be awarded in addition to scholarships where financial need is demonstrated and the prospective student would otherwise be unable to enter the school. To obtain such a bursary, it is customary for parents to be asked by the school's bursar to fill in an application form, giving details of their financial circumstances, supported by documentary evidence, including capital assets. The application will be considered by the bursary committee in accordance with its bursary policy. He adds that the award often remains in force until the student has to sit the next relevant public examination. Most schools review bursaries awards annually to ensure that the justification for an award remains.

2.6 Public awareness and disbursement of CBF to students

The prime purpose of the bursary scheme is to cushion households from the rising impacts of poverty, unstable economy and the devastating effects of the HIV/AIDS pandemic (Nduva, 2004). Under this program, bursaries are from the ministry of education headquarters. The ministry of education would then send money to the various constituencies for disbursement. The Bursary committee allocates money to needy students in schools based on the level of financial need prevailing in the student body. However, this disbursement is hovered with huge bureaucracies including application procedures (Siringi, 2006).

The disbursement methods are therefore faulted for inordinate bureaucracy and for perpetuating unfairness by giving bursaries to the undeserving students and to those that are well connected (Odalo, 2000). A study carried out by Odebero (2002) on bursary allocation in Busia district revealed that, the bursary disbursement in the district had a lot of inefficiencies. According to this study, recipients from high socio-economic backgrounds received more bursary support than their counterparts from the humble backgrounds. This anomaly was attributed to the flawed criteria of selecting the bursary recipients. Complaints raised against the foregoing style of bursary allocation, prompted the government of Kenya to introduce the Constituency Bursary Fund (CBF) in 2003.

2.7 Summary of the literature review

This chapter has covered a review of literature related to the impact of bursary funds on needy students' retention in education. The literature review has shown that bursary funds can improve access and retention in secondary schools. The budgetary provision for the bursary fund is done for a financial year and this is different from the academic (calendar) year. The literature gaps on availability of government funds, application procedures, public awareness and political factors have been identified and this study seeks to fill this gap. Although Nduva (2004) conducted a study disbursement of funds was under school heads and BOGs, the study never looked at the influence of public awareness on disbursement. Another study was done by Siringi (2006) when the government had come in with new guidelines which are geared towards improving the efficiency of the scheme and enable it meet its objectives of increasing access for the poor households to secondary schools, ensure the on time disbursement of bursary fund for those who enter secondary schools, enhance completion rates and reduce disparities and inequalities in the provision of secondary education. However, availability of government funds was ignored.

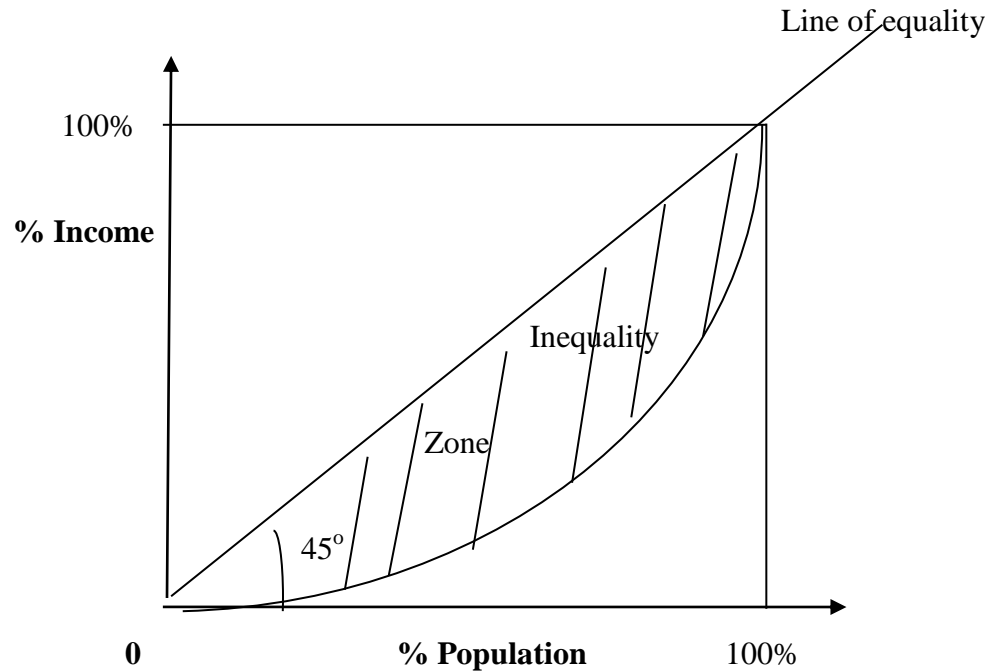
The studies by Odalo (2000) indicate the effects of bursary fund on girl-child access to secondary education. However, the political influence and application procedures on disbursement were not assessed. Furthermore, the studies by Siringi (2006) and Nduva (2004) were conducted before the government

introduced free secondary education. It is on the back drop of these gaps on political influence, government funds availability, public awareness and application procedures that this study endeavours to address by conducting a study on the factors influencing disbursement of bursary funds to secondary school students.

2.8 Theoretical Framework

This study was guided by the theory of socialist economics of education. This theory was propounded by a French writer and historian called Louis Blanc in 1848. The theory underscores the need to create an economy that redistributes income from the rich to the poor so as to create equality of well-being (Selowsky, 1979). The socialist economics theory forms the basis of the Lorenz curve, which is the geometric representation of the distribution of income among families in a given country, at a given time (Baumol & Blinder, 1979). The Lorenz curve measures the cumulative percentage of families from the poorest to the richest on the horizontal axis, while the cumulative percentage of income is put on the vertical axis. In the present study, the cumulative percentages are described in terms of quintiles. When quintiles are used, the population is divided into five equal portions. The measures are then used to compare the relative share going to specific groups such as the top quintile or the bottom quintile as shown in figure 2.1.

Figure 2.1: Lorenz Curve



Source: Baumol & Blinder (1979)

According to the socialist economics of education theory, bursary allocation can help enhance equity in access to secondary schools. Otherwise, if education were offered without bursaries only those who can afford to pay school fees and other related costs would enroll in school. Under such circumstances, inequalities would be perpetuated. In this particular study, if the recipients are identified impartially based on their parentage, academic performance and socio economic status, the Lorenz curve will not show a lot of sagging, an implication of equity in bursary allocations. However, in the event of partiality in the selection criteria, the sagging will be distinct, implying the presence of inequalities in the allocations.

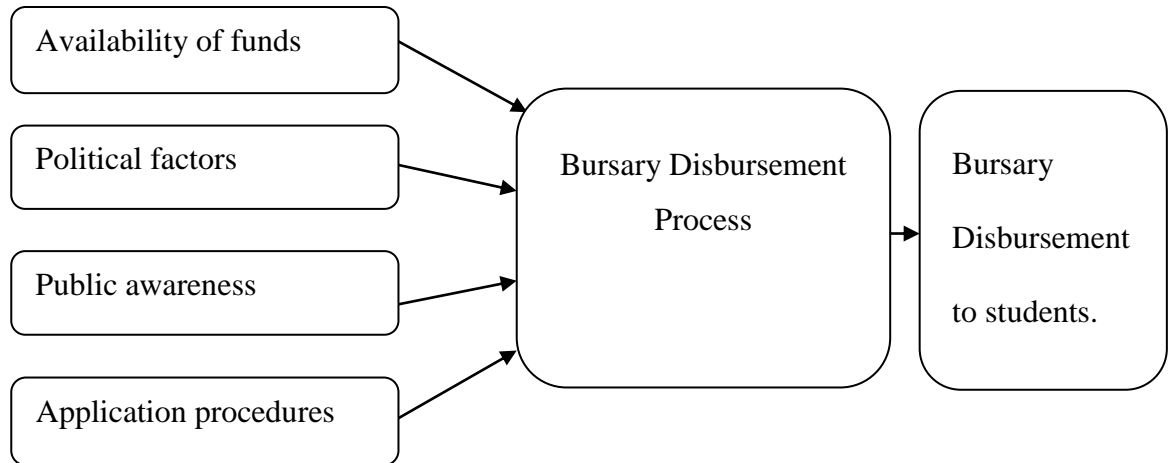
Equitable allocation of the constituency bursary fund can help enhance access to education. The enhanced access to education on the other hand helps to redistribute income and to raise the incomes of the poor. As a consequence of these, an equitable society is created.

This theory was applicable in this study since secondary school education is very critical in any education system because of the crucial role; it plays in catalyzing national development. Consequently, maintaining a high student enrolment at this level should be a priority for all countries. With the communal involvement in decision-making, it was anticipated that there would be fairness and efficiency in the bursary allocation process. However, contrary to the high expectations; cases of complaints about the public awareness of bursary fund as well as the disbursement procedures. The government delays to disburse these funds, a condition that inconveniences many needy students.

2.9 Conceptual framework

The conceptual framework for this study was derived from the theory of socialist economics of education. Disbursement of constituency bursary fund for the Public Secondary School Students is affected by various social, legal, economic and political factors as illustrated by the conceptual framework in Figure 2.2.

Figure 2. 2: Conceptual framework



As indicated in Figure 2.2, availability of funds, political factors, public awareness as well as application procedures determines the efficiency in bursary application, appraisal as well as approval. This consequently affects bursary disbursement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was used in the study. It describes the research design, target population, sample size and sampling techniques, research instruments, validity of instruments, reliability of instruments, data collection procedures, and data analysis techniques.

3.2 Research Design

Adèr, Mellenbergh, & Hand (2008), postulate that a research design is a logical and valuable way of looking at the world. The research design used was descriptive survey. In this method, data is collected from members of a population in order to determine the correct status of that population with respect to one or more variables. In descriptive survey design the researcher collects information by interviewing or administering questionnaires to a selected sample of individuals about their background, past experiences, attitudes and opinions (Orodho, 2005).

3.3 Target Population

According to Orodho (2005) target population is all the items or people under consideration in any field of inquiry which constitute a universe or targeted population. According to the Vihiga District Education Officer's records on Staff establishment, the target population for this study consisted of the District

Education Officer, all the 16 members of the bursary committees, all the 27 public secondary schools with a population of 27 head teachers and 8671 students in Vihiga District. Target population is tabulated in Table 3.1.

Table 3.1: Target Population

Zone	CBC Members	Principals	No of students
Vihiga North	4	8	2649
Vihiga West	4	8	2326
Vihiga South	4	6	2012
Vihiga East	4	5	1684
Total	16	27	8671

Source: DEO's Office Vihiga Sub County (2015)

3.4 Sample Size and Sampling procedures

According to Kothari (2004), sampling in research is important since it is not possible to study every member or element in the whole population as it would be costly and time consuming. Mugenda & Mugenda (2003) defines a sampling design as a research plan that indicates how cases are to be selected for observation or as respondents. For small populations, they advise that a research should have at least 30 cases, but for bigger populations, a sample of 10 percent is representative enough to allow generalizations to be made. Vihiga District has a One DEO, 27 Schools with a population of 27 principals, 16 CBC fund members

and an enrolment of 8671 students by July, 2014. 867 students constituting 10 percent of the enrolment was randomly sampled using the lottery method where a member is picked one at a time from a box in order to study their characteristics. Ten percent of each school enrolment was taken from each class. Eight principals from selected schools for study were also interviewed accounting for 30 percent of their population. The DEO, four Constituency Bursary Committee members were selected using the same lottery method by picking a member after the other from a box. Sample size is shown in table 3.2.

Table 3.2: Sample size

Population description	Target population	Sample size	% of target population
Principals	27	8	30
CBC fund members	16	4	25
Students	8671	867	10

Source: DEO's Office Vihiga Sub County (2015)

3.5 Research Instruments

The research instruments that were used in this study are the Principal's and student's questionnaires and an interview guide for the DEO/ CBC fund members. According to Orodho (2005) questionnaires are preferred in the collection of information because they are self-administered, keeps confidentiality of respondents, standardized for ease of analysis and suitable for collection of data

from large populations. The questionnaire was semi-structured questions provided with a list of responses from which to select an appropriate answer and also open ended questions for collection of detailed information.

3.5.1 Instrument Validity

According to Kothari (2004), validity refers to the extent to which a research instrument measures what it is designed to measure. In this study the piloting was done prior to the actual research. This was done by purposely sampling one school beside the schools to be surveyed before the actual research. Through this piloting, the researcher determined the ambiguity in the information and adjusted corrected the research instrument language used. An appraisal of the research instruments was done through seeking advice of the supervisors on their ability to collect data in conformity with the requirements of the research objectives and research questions. Vague and unclear questions were edited for correctness.

3.5.2 Instrument reliability

According to Mugenda & Mugenda (2003), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Test retest technique was used in this study whereby questionnaires were administered twice to the same respondents within a time lapse of two weeks. The two sets of scores were regressed using the Pearson's product moment correlation

coefficient formula, to determine the correlation coefficient (r) between the two sets of scores.

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

Where X = first set of scores; Y = second set of scores; $\sum X$ = the sum of the first set of scores; $\sum Y$ = the sum of second set of scores; $\sum X^2$ = the sum square of first set of scores; $\sum Y^2$ = the sum square of second set of scores; $\sum XY$ = the sum of cross product of X and Y and n = total number of respondents.

Mugenda & Mugenda (2003) considers a correlation coefficient of 0.8 to be high enough to judge the instrument as reliable. Therefore, taking an absolute error of 0.05, a coefficient closer to 0.8 that is between 0.75 and 0.85 was taken to be reliable.

3.6 Data collection procedures

The researcher got an introductory letter from the University of Nairobi to obtain a research permit from the National Commission for Science Technology and Innovation (NACOSTI), which is charged with the responsibility of issuing the research permits in Kenya. A copy of the introduction letter was hand delivered to the Vihiga District Commissioner and the District Education Officer (DEO) for

authorization to collect the relevant data from Vihiga District. The researcher visited schools to make appointments with head teachers of Vihiga district secondary schools before proceeding to collect data. The researcher created rapport with the respondents then personally administers the interview schedule to the constituency bursary committee fund members. The head teachers were given questionnaires to fill while class teachers administered the students' questionnaires in order to reduce anxiety among the learners and increase reliability of the data collected.

3.7 Data analysis procedures

According to Kothari (2004), data analysis involves reducing the data into summaries. The researcher sorted the completed questionnaires by the respondents for completeness and accuracy. Qualitative data from interview guides and questionnaires were edited to eliminate ambiguities, summarized and coded for easy classification, tabulation and interpretation. The qualitative data was analyzed according to themes and were to be converted into frequencies and percentages. Quantitative data on the objectives were analyzed using descriptive statistics to generate frequencies and percentages. This information was presented in forms of tables and pie charts. This was followed by writing a report.

3.8 Ethical considerations

As a researcher I took the following measures that guarded me against unethical practices when researching among them being:

- i. To authenticate the research process, the University administration provided an introduction letter for the researcher to seek a research permit from the NACOSTI. The permit allowed the researcher gather information with minimal suspicion and restriction.
- ii. To encourage respondents to give honest and reliable responses, the researcher gave assurance to all participants that their information would be treated with utmost confidence. In addition, the data would be used for this research purpose and no other activity. This helped increase positive participation in the research.
- iii. Thirdly, the researcher avoided using the participants' names and school identity to avoid personalizing the research findings which could create prejudice in the research analysis and use in future research work.
- iv. The materials used for reference and personalities were credited through quoting them as authorities in the reference section of this research work and in the acknowledgement section of this work. This was done to avoid the possibility of inadvertent plagiarism.
- v. The Information used from Government departments was collected with prior appointment being sought and proper authority offered for the use of the material by officers like the Sub County Education officers and Sub County Commissioners.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis and interpretation. The response rate, demographic factors, availability of bursary, public awareness, political factors, application procedures, were used to determine factors that influenced disbursement of Constituency Bursary Funds to students in public secondary schools in Vihiga Sub County in Kenya.

The data are presented using tables, pie charts, bar graphs and description of findings. After the collection of the interview schedules and questionnaires that had been administered to 852 respondents, the results were as shown in Table 4.1.

Table 4.1: Response Rate

Questionnaire	No. Administered	No. Returned	Percentage
CBF Members	5	5	100.00
Head teachers	18	16	89.00
Students	830	786	94.70

Source: Vihiga Sub County Secondary Schools (2015)

The interview schedules administered to 5 constituency Bursary Fund committee members and questionnaires that had been administered to a sample of principals in 18 secondary schools in Vihiga Sub County had only 16 returned after several follow-ups, attaining 89 percent return rate. However, the return rates for students attained 94.70 percent. According to Mulusa (1990), a return rate of (50%) is adequate, (60%) good and (70%) very good. The return rate was therefore considered very good to provide required information for the analysis purpose. All the returned instruments were checked and edited per school and officers involved to avoid mix up of facts as observed by the researcher before being analysed as a Sub County Therefore, all the returned instruments were useful in analyzing of factors influencing Disbursement of constituency bursary funds in Public Secondary Schools as an area of study.

4.2 Demographic information of respondents

This section presents the demographic information of the respondents in order to understand the general characteristics of the population under study. They include gender, age and duration of service.

4.2.1 Gender of the respondents

The study sought to establish the head teachers', students' and constituency Bursary Fund members' gender composition. The respondents were asked to indicate their gender. The findings were as shown in Table 4.2.

Table 4.2: Distribution of respondents by gender

Gender	CBF Members		Head teachers		Students	
	Frequency	%	Frequency	%	Frequency	%
Male	4	80	13	81	334	42
Female	1	20	3	19	452	58
Total	5	100	16	100	786	100

Source: Vihiga Sub County Secondary Schools (2015)

In Table 4.2, among the head teachers and CBF Members, majority of the respondents were male at 80 and 81 percent respectively. This finding concurs with Muhinji (2013) who found that a majority of the principals and teachers in Busia District were male at 76.47 and 64.29 percent respectively. However, among the students, the dominant gender was female respondents at 58 percent.

4.2.2 The age of the respondents

The CBF members and head teachers' age distribution was established to determine their maturity in terms of making decisions on bursary allocation based on societal dynamics like poverty index and academic commitment of learners. The age was distributed as shown in Table 4.3.

Table 4.3: Age of the respondents

Age bracket in years	CBF Members		Head teachers	
	Frequency	Percentage	Frequency	Percentage
30-39	0	0	0	0
40-49	2	40	14	88
50-59	3	60	2	12
Total	5	100	16	100

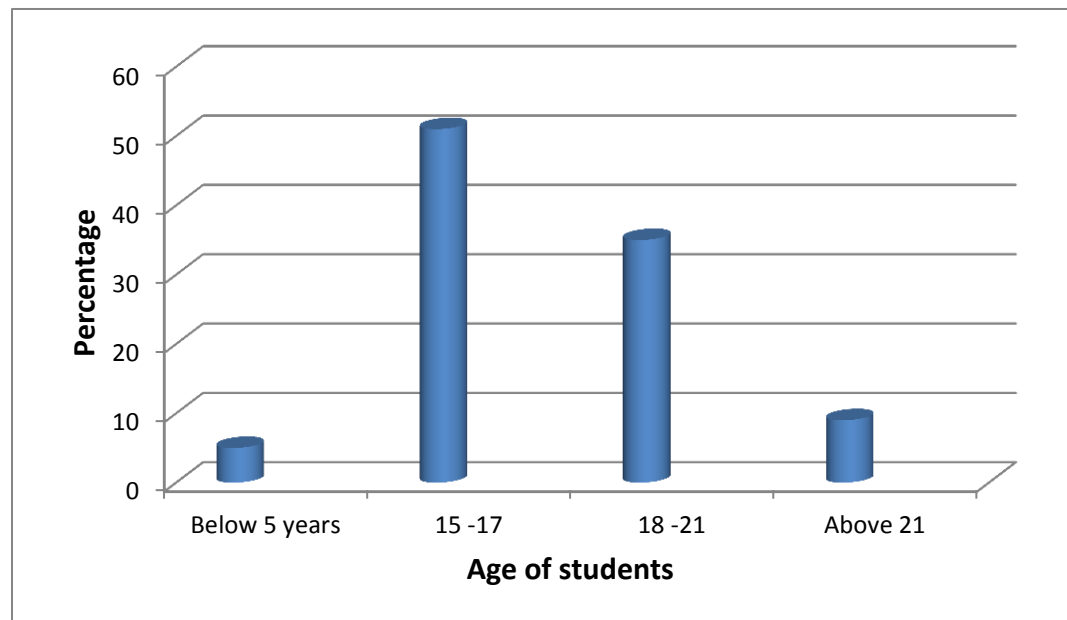
Source: Vihiga Sub County bursary committee and head teachers (2015)

From Table 4.3, it is revealed that most of the CBC members were in the (50-59) year's age bracket while majority of the head teachers were in the (40-49) years age bracket. The CBF members are in the senior citizens age bracket and therefore have enough experience in management of bursary kitty. According to Muhinji (2013), a majority of head teachers in Busia District were in the age bracket of (40-49) years and have a lot of experience in education matters and can give invaluable advice to school boards of management on financing of school projects.

4.2.3 Age of students

Students were asked to give their age in years in order to determine whether they were of the right school going age and their ability to identify need to seek Bursary help when in need. The results were as shown in Figure 4.1.

Figure 4.1 : Age of students



Source: Vihiga Sub County Secondary Schools (2015)

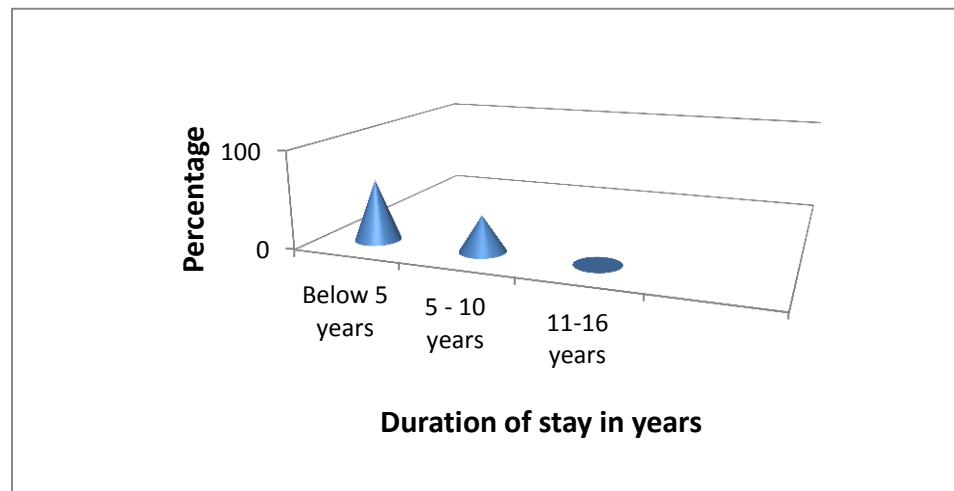
Figure 4.1, sought to establish the age distribution of the students that participated in the study. The study showed that most of the students were in the 15-17 years age bracket. The study revealed that the dominant secondary school going age was 15 to 21 years of age since it accounts for 86 percent of the students in the study. This finding corroborates the finding by Muhinji (2013) where 67% of the

secondary school going children in Busia District was in the 15-17 years age bracket. This is the normal secondary school going age bracket for many schools in Kenya.

4.2.4 Duration of service as a head teacher in a school

Head teachers were asked to indicate the length of service in their current station in order to determine their ability to shade light on the history of bursary funding in the school. The results are summarized in Figure 4.2.

Figure 4.2: Duration of service in school



Source: Vihiga Sub County Head teachers (2015)

In Figure 4.2, a majority of the head teachers (63%) had served for less than 5 years. Only a few (37%) had served for a period of between 5 to 10 years in one station. However, both groups gave information based on filed information. This

led to increased reliability of the data provided. Many of the Head teachers had been relatively new in their stations. This is in conformity with the Teachers' Service Commission policy of transferring teachers upon serving for at least five years in a station to reduce redundancy and reduce corruption among them (Republic of Kenya, 2005). Only a few head teachers had defied this policy by staying in one station for more than five years.

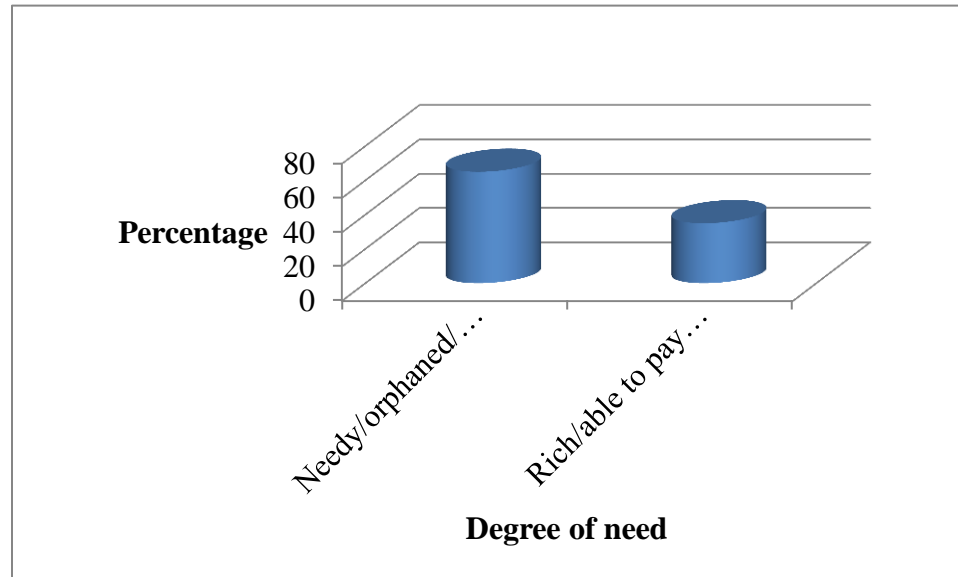
4.3 Data presentation according to research objectives

This section mainly helped to fill the literature review gaps identified. The study used four research objectives to analyze the data. The objectives used were to determine the influence of availability of funds from the government, political factors, public awareness about availability of bursary funds and application procedures on disbursement of constituency bursary funds to needy students in public secondary schools in Vihiga sub – County.

4.4 Influence of availability of government bursary funds on disbursement

The objective sought information on needy students and the level of bursary awards given in schools using structured and open ended questions. To establish the degree of need, students were asked to indicate whether they were needy/orphaned /poor. The outcome was as shown in figure 4.3.

Figure 4.3: Level of need among students



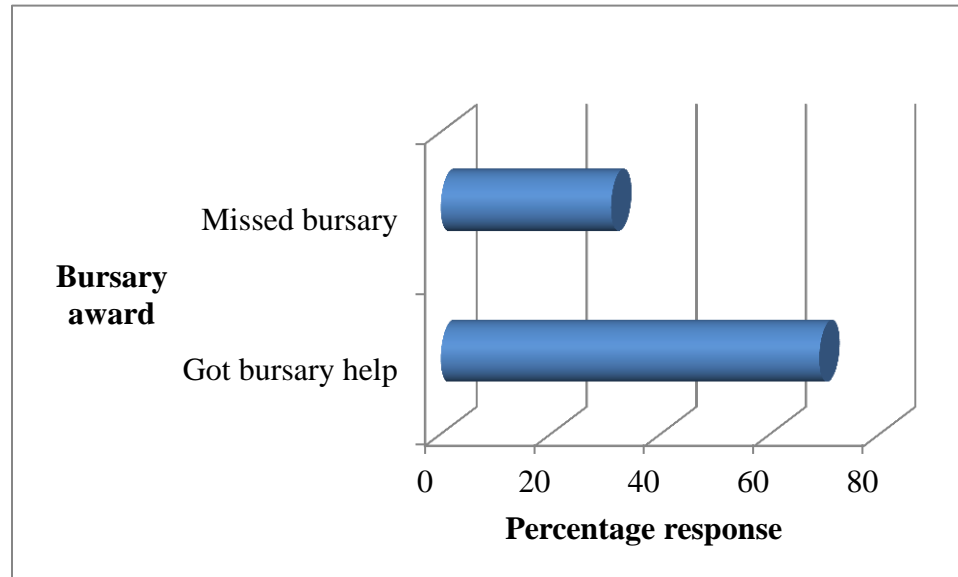
Source: Vihiga Sub County Public Secondary School Students (2015)

The result in figure 4.3 indicated that a majority of the students (65%) were needy cases that required government subsidy in school fees payment while only (35%) could afford paying their fees from family resources. This finding agrees with the Republic of Kenya (2005) which stated that availability of funds affect educational investment programmes like bursaries.

4.4.1 Allocation of bursary funds to needy students

To establish the level of assistance given to needy students, those who declared to be in need of help were asked to declare whether they had received bursary allocation or not. The summary of the result was as shown below in figure 4.4.

Figure 4. 4: Allocation of bursary to needy students



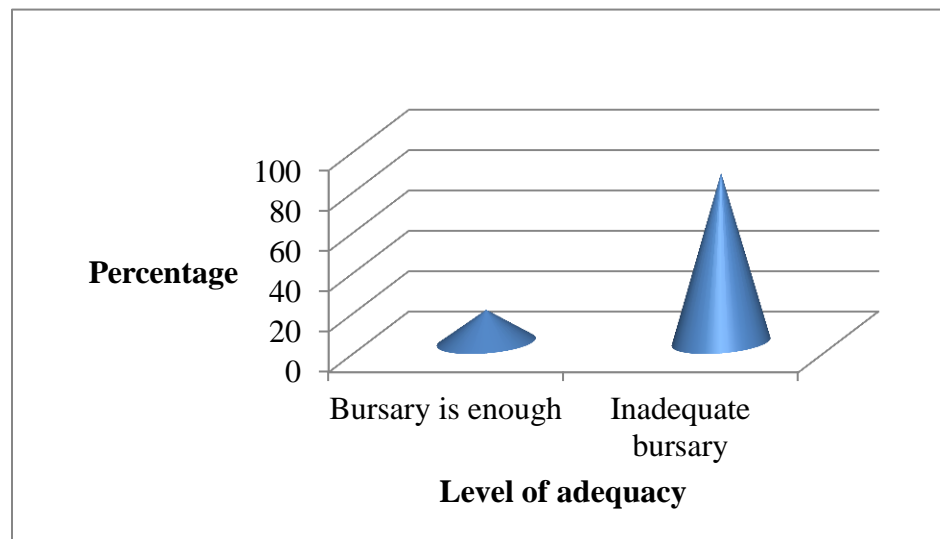
Source: Vihiga Sub County Public Secondary school Students (2015)

The result in figure 4.4 showed that only (69%) had ever gotten a bursary award. The remaining (31%) had never received a bursary award. This indicated that the government is committed to assisting the needy students in secondary schools as a way of increasing access to a majority of Kenyan youth. This finding is in conformity with government policy on increasing access and retention in public schools through Free Primary Education and Free Tuition Day Secondary school Education programmes by the government (Republic of Kenya, 2011).

4.4.2 Adequacy of allocated bursary for school fees

To establish the extent to which the provided funds were enough to cater for the school fees requirement, those needy students who had received bursary were asked to indicate whether the fees was adequate or not. The data collected was summarized as shown below in figure 4.5.

Figure 4.5: Adequacy of allocated bursary



Source: Vihiga Sub County Public Secondary school Students (2015)

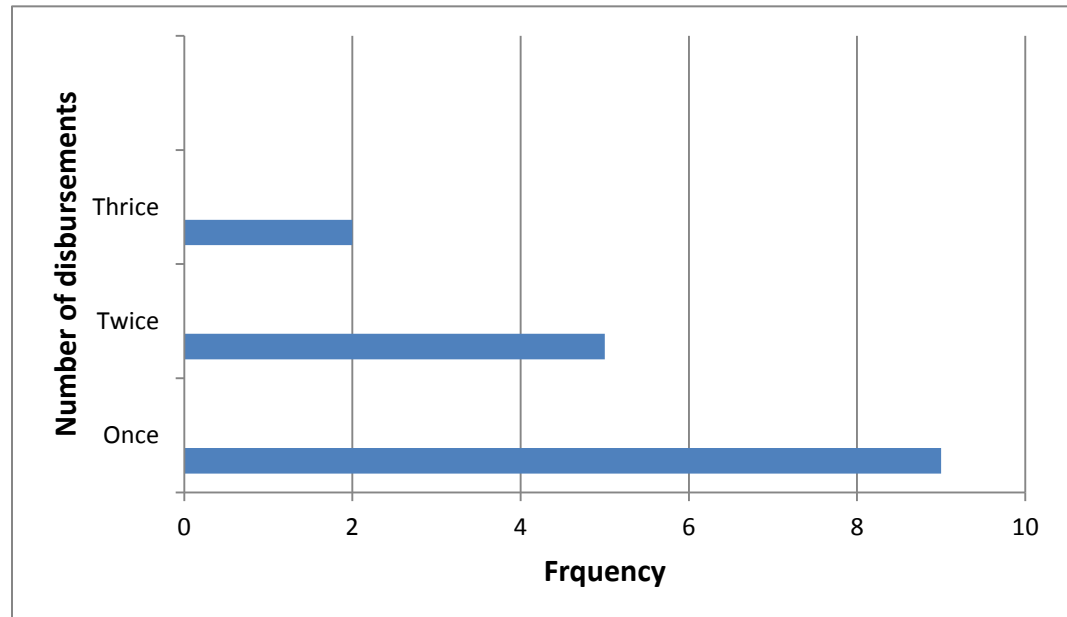
From the data given in figure 4.5, a majority of the needy students (84%) declared that the money was not enough while only (16%) were given what was enough to pay their school fees. The poll indicates that the amount allocated for fees to needy students is not enough. This finding concurs with Siringi (2006) who found that politicization of the bursary schemes had made councilors award most

applicants a small portion of school fees needed in order to gain popularity. This led to inadequate amount being allocated to the genuinely needy students in schools, hence accumulation of school fees arrears by students from poor families.

4.4.3 Availability of government funds

To establish the availability of funds to schools, the head teachers were asked to give the number of bursary awards to students in a calendar year. The results were as shown in Figure 4.6.

Figure 4.6: Number of bursary awards per year



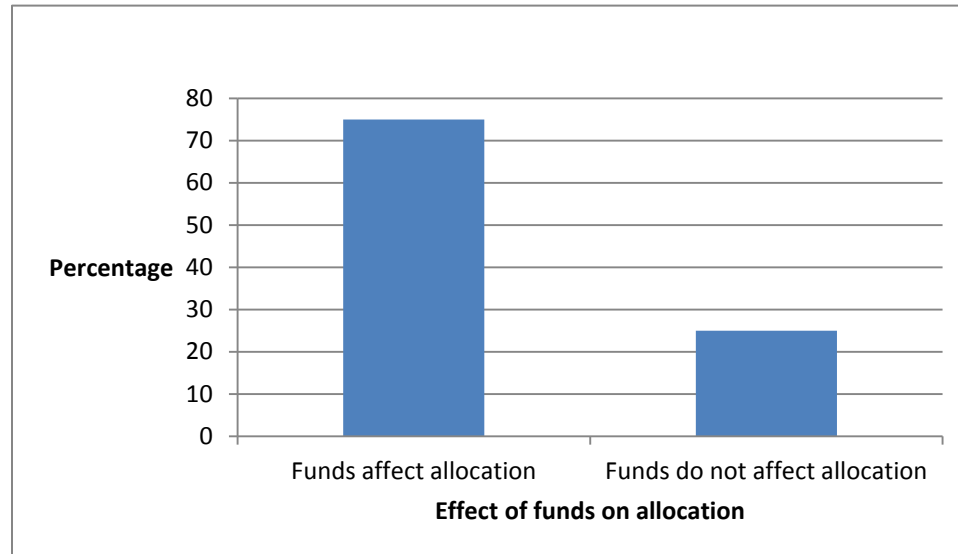
Source: Vihiga Sub County Secondary Schools head teachers (2015)

From Figure 4.6, it shows that a majority of the head teachers (56%) received bursary fund disbursement only once in a year. Only a few received thrice in a year (13%). The rest (31%) received bursary twice in a year. This study shows that there is no consistency in the allocation and disbursement of bursary funds to school hence the disparity in response to this question by head teachers from the same district. This shows that availability of bursary funds is unpredictable and depends on when the government avails the funds for disbursement. According to Republic of Kenya (2005), good governance and corruption are determinants of the results of educational investment. Inconsistent award of bursary to heads of schools in the same constituency is a reflection of corruption as it opens room for prejudice among peers as shown by the study results.

4.4.4 Amount allocated to students

In a bid to establish the effect of availability of funds on amount allocated to students, head teachers were asked to indicate whether they thought availability of bursary contributed to the amount of bursary awarded to applicants. The results obtained were as shown below in figure 4.7.

Figure 4.7: Effect of available funds on amount allocated



Source: Vihiga Sub County Secondary Schools head teachers (2015)

The result in figure 4.7 showed that a majority of the head teachers (75%) were in agreement that the amount of bursary funds availed determines the amount of bursary allocated to students. Only a few (25%) thought that it had no bearing on the amount of money given to students. The inadequacy in school bursary allocations is attributed to the scarcity of funds from the government. This finding supports Republic of Kenya (2012) that showed government increase in the amount of money allocated towards education programmes and bursary schemes as a way of availing more funds to support the retention and access to education.

4.4.5 Adequacy of funds to beneficiaries

Head teachers were asked to indicate how adequate the funds allocated to needy students were in footing the various school fees vote heads. The results were summarized in Table 4.4.

Table 4. 4: Adequacy of funds to beneficiaries

Fees vote head	Level of adequacy				
	Very adequate	Adequate	Fairly adequate	Inadequate	Not given
a) Tuition / stationery Fees	0	(06%)	(25%)	(63%)	(06%)
b) KNEC Exam Registration	0	0	0	(12%)	(88%)
c) Activity/Games	0	(06%)	(12%)	(75%)	(06%)
d) Development/PTA funds	0	0	(12%)	(75%)	(12%)
Total	0	(3%)	(13%)	(56%)	(28%)

Source: Vihiga Sub County Secondary Schools head teachers (2015)

From Table 4.4, it can be inferred that the funds allocated were not adequate for most of the school vote heads like tuition which reflected inadequacy at (63%), activity that showed inadequacy at (75%) and development funds which indicated

inadequacy at (75%). However, although the result showed that there was strong indication that for the KNEC examination registration for candidates were not given by the government, later in the year the government released funds for all candidates at K.C.P.E. and K.C.S.E registration of the year 2015 according to Education Minister, Prof. Kaimenyi while addressing Heads of schools in Mombasa during their annual Heads conference on Friday, 12th June, 2015. Therefore there was enough fund allocated by the government towards registration of both K.C.P.E and K.C.S.E by KNEC in the year 2015.

4.5 Political influence on bursary disbursement to students

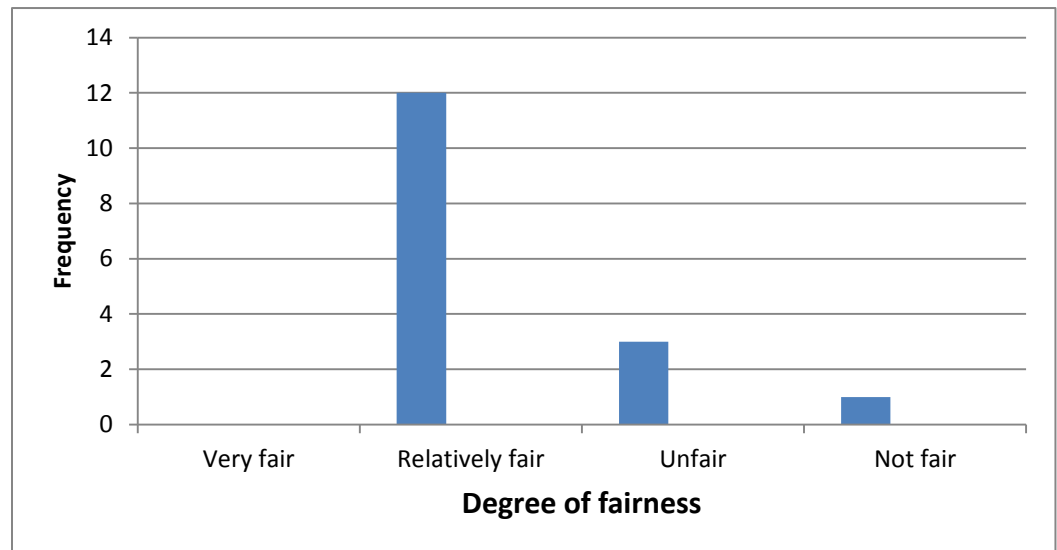
To establish the level of influence by politicians in the disbursement process, students and head teachers were asked to express their opinion on the level of political influence exerted on bursary committees by influential people in society.

4.5.1 Fairness in award of bursary to applicants

Students were asked to express their opinion on the fairness of bursary awarded to needy students using yes or no responses. The results showed that a majority of the respondents (52%) agreed that there was fairness in bursary awards. A minority representing (48%) disagreed showing that there was some degree of unfairness in bursary allocation.

When head teachers were asked to express their opinion on the degree of fairness of the constituency bursary fund allocation to students, their result was as indicated in Figure 4.8.

Figure 4.8 : Bursary allocation fairness to students



Source: Vihiga Sub County Secondary Schools head teachers (2015)

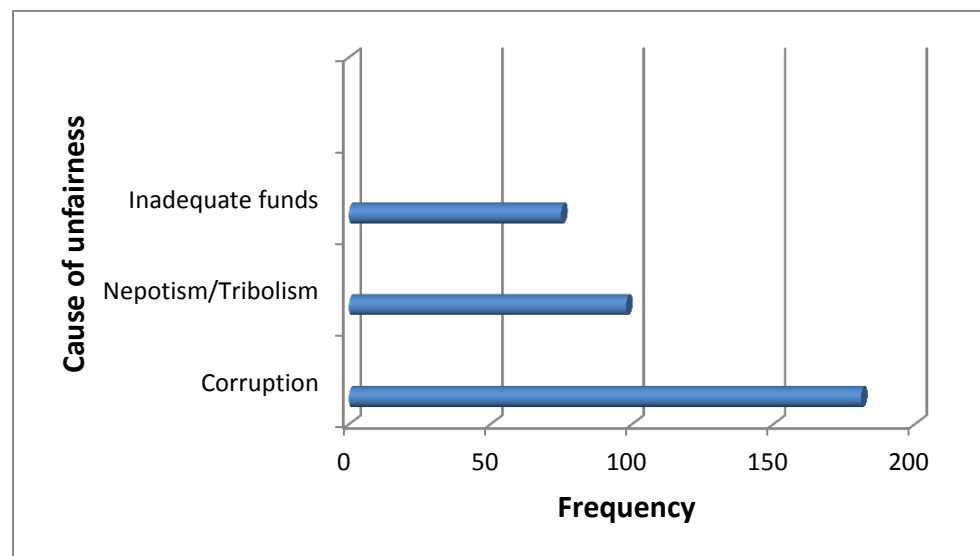
The results in Figure 4.8 indicate that a majority of the head teachers (75%) felt the awarding is relatively fairly allocated by the CBF committee members. Only (19%) expressed unfairness in bursary allocation to students by the same committee. Only (06%) indicated the bursary award system was not fair at all. The system of award clearly needs review in order to streamline it to ensure general acceptance on the fairness scale by most beneficiaries. This finding contradicts Lumili (2009) observation that those who were awarded bursaries

used their positions to assist their undeserving relatives acquire the bursaries. This was an indication that there were some reforms in Vihiga Sub County that increased the degree of fairness in the allocation process of bursaries. In addition bursary committees have been provided with some guidelines to be followed when disbursing bursary schemes to beneficiaries.

4.5.2 Reasons for unfairness

To establish the causes for the bias, students were asked to give an open ended answer explaining what they thought brought about unfairness. The responses provided were grouped, tallied and summarized as shown in Figure 4.9.

Figure 4.9 : Reason for unfairness in Bursary awards



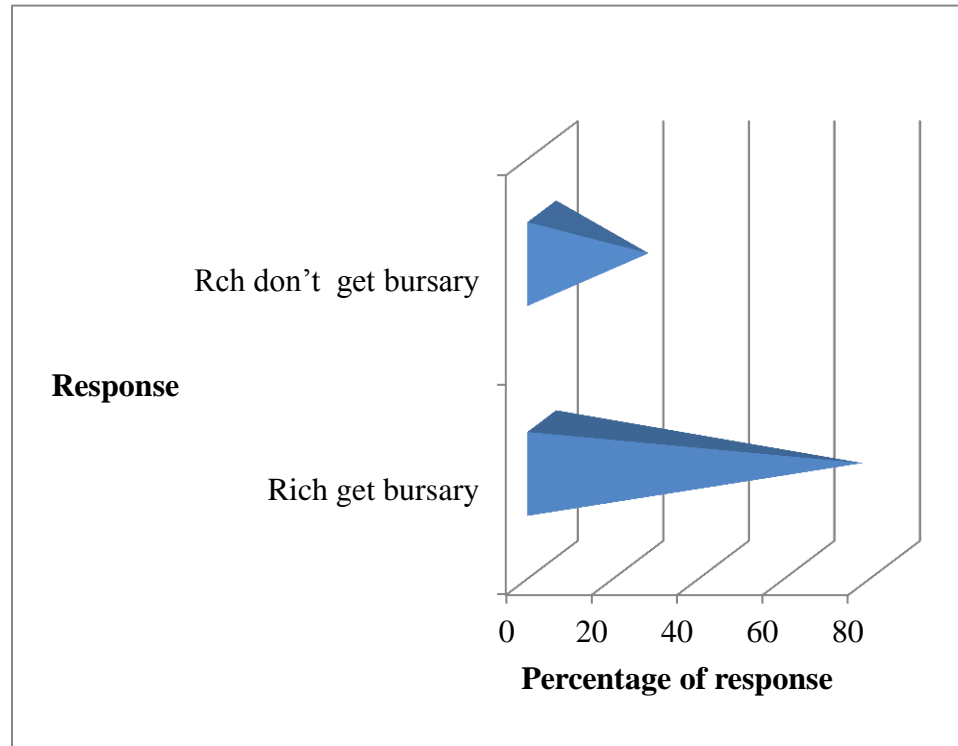
Source: Vihiga Sub County Secondary School students (2015)

From Figure 4.9, the students identified three main causes of unfairness in allocation of bursary funds to students as corruption, tribalism/nepotism and inadequate funds from the government. A majority of the students (51%) identified corruption as the major cause of unfairness followed by tribalism/nepotism at (28%). Inadequate funds accounted for (21%) of the responses. The results showed that the most worrying problem is not availability of funds but corruption and tribalism/nepotism. This finding concurs with the finding by Siringi (2006) who noted that politicians hurt the poor by delaying their fees or denying them those funds completely. In addition, Republic of Kenya (2005) identified corruption as one of the main challenges of the bursary scheme awards to students and schools. Therefore, corruption is a major problem to bursary fund fair allocation of school fees funds in the County that needs to be addressed.

4.5.3 Indication of unfair awards

In a bid to assess fairness in award of bursary funds, head teachers were asked to indicate presence of undeserving students benefitting from the bursary scheme. The result was as shown in figure 4.10.

Figure 4.10: Rich children get bursary unfairly



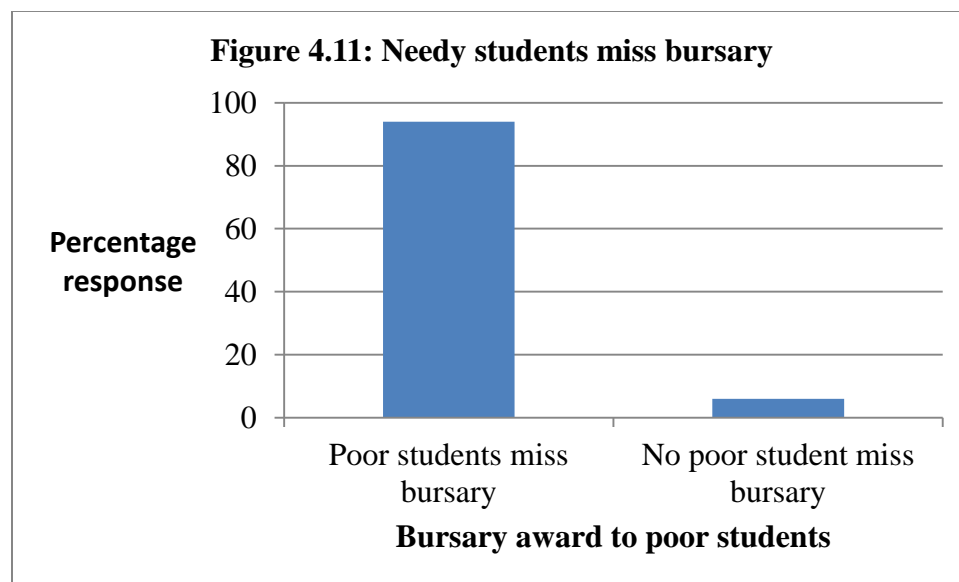
Source: Vihiga Sub County Secondary Schools head teachers (2015)

The result in figure 4.10 shows that a majority of the head teachers (75%) agreed that students from influential/rich backgrounds benefit from bursary awards. Only (25%) of the head teachers disagreed that there were such cases of unfair bursary allocations. This finding agrees with IPAR (2003) report which found that some politicians and DEOs put undue pressure on bursary committee members to award their undeserving relatives and denying the genuinely needy students a chance to be considered. This led to the needy students dropping out of school due to lack of school fees.

4.5.4 Genuine needy cases that miss bursary award

Head teachers were asked to identify cases of students who in their opinion deserve to benefit from the scheme but fail to be considered. The information was as shown in figure 4.11.

Figure 4.11: Needy students miss bursary



Source: Vihiga Sub County Secondary Schools head teachers (2015)

The result in figure 4.11 showed that most (94%) of the head teachers agree there are a number of students who deserve bursary but have never benefitted from the scheme. A minority of them (06%) thought there was none who deserved and missed to be considered. The study shows that a majority of the needy students miss out on this government financing scheme meant for the poor and vulnerable students. This finding agrees with Siringi (2006) who found that politicians

denied genuine beneficiaries from accessing bursary by awarding their relatives and cronies.

4.6 Influence of public awareness on bursary disbursement

The researcher sought to establish the influence of public awareness on application and award of bursary funds to needy students. Head teachers and students were asked to express their opinion on dissemination of information to potential beneficiaries as a way of establishing their effectiveness in passing information.

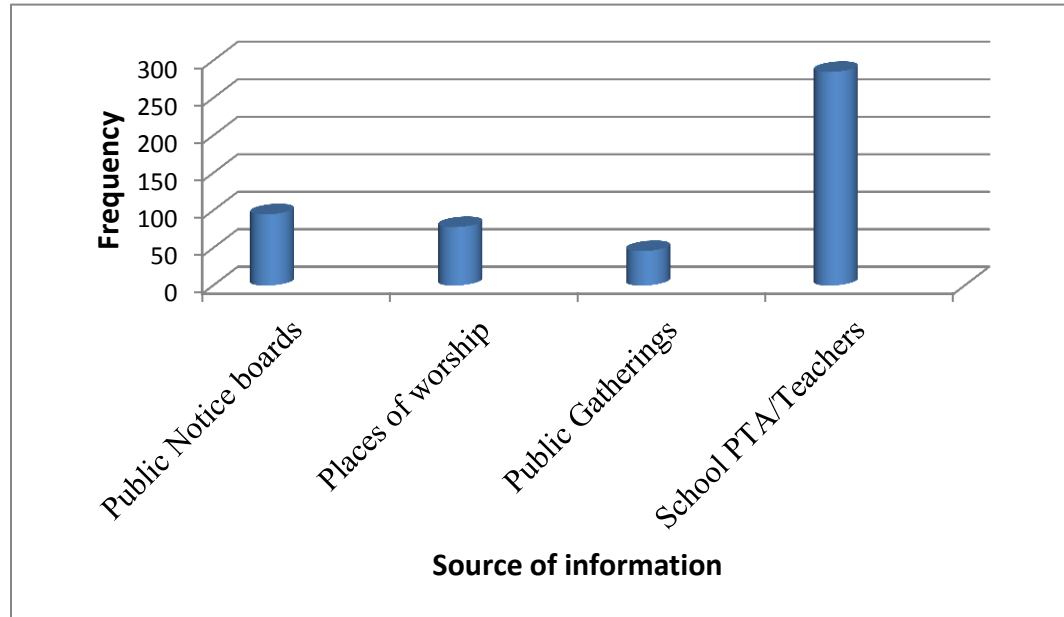
4.6.1 Information on bursary application

Students were asked to indicate how timely they receive information on applying for bursaries by responding to a yes or no answer question. The result showed that (56%) received information on time about bursary applications. However, a minority (44%) indicated that they seldom received information on bursary application on time.

4.6.2 Media used to receive information

Students were asked to indicate the media they got the information from. Respondents were allowed to make multiple choices. The result of the study is summarized in Figure 4.12.

Figure 4.12 : Media used to access information



Source: Vihiga Sub County Secondary Schools (2015)

From Figure 4.12, the students who confessed to have received information on time had gotten the information through school assemblies, PTA meetings and teachers at (57%). A majority of the students, therefore, received communication in school through teachers. This finding agrees with Armstrong & Allan (2009) who observed that students need to be informed on the bursary products available and how to qualify as a way of creating awareness.

4.6.3 Adequacy of media information

In a bid to establish how adequate the information disseminated through various media, head teachers were asked to provide their opinion on adequacy of the information using Likert Scale. The results were as shown in Table 4.5.

Table 4.5: Adequacy of media information

Medium	SA	A	UN	D	SD
a) Public notice boards(DEO/Chiefs' office)	(08%)	(23%)	(23%)	(23%)	(23%)
b) Worship centers (churches/mosques)	(20%)	(30%)	(20%)	(13%)	(13%)
c) Public gatherings/barazas	(27%)	(53%)	(07%)	(13%)	(0%)
d) Schools(PTA/AGMs/parades)	(30%)	(53%)	(07%)	(0%)	(0%)
Total	(23%)	(42%)	(14%)	(12%)	(09%)

Source: Vihiga Sub County Secondary Schools head teachers (2015)

In Table 4.5, a majority of the head teachers (30%) and (27%) strongly agreed and agreed respectively that adequate information was disseminated through school communication and public gatherings (*barazas*).The study observed that the most effective way of passing information on bursary application was through circulars to individual schools which eventually disseminate the same to students and

parents during assemblies and meetings held in schools. This finding confirms Armstrong & Allan (2009) observation that students need to be provided with information on the bursary products available, who qualifies and the process of application. Such early provisions of information prepare students to give information that provide them with fair allocation of bursary scheme awards to continue with their education.

4.6.4 Communication to unsuccessful applicants

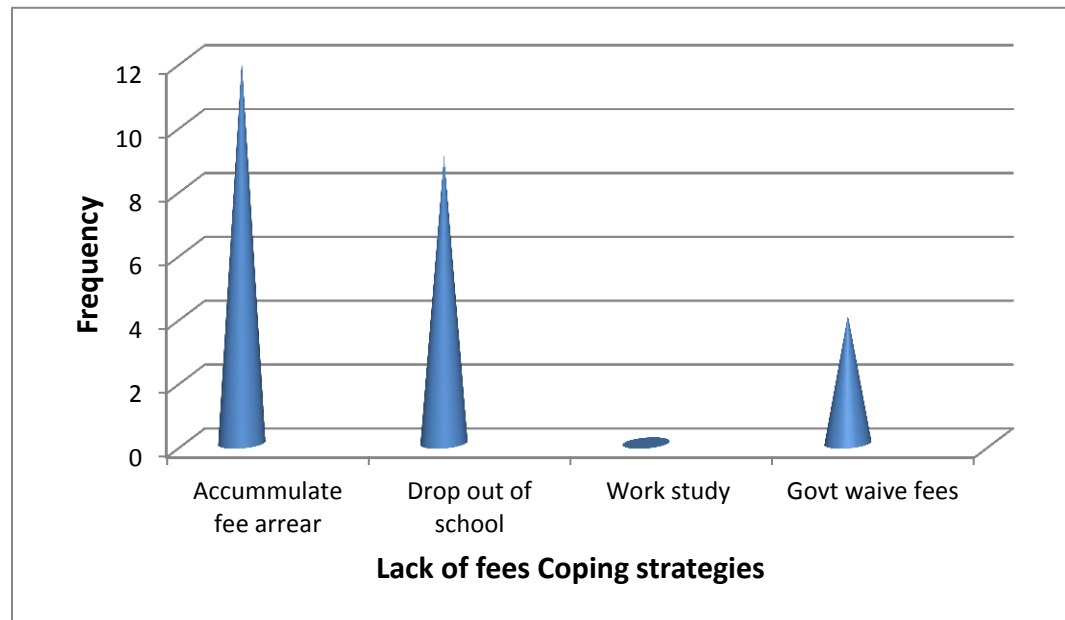
The researcher sought to establish how unsuccessful applicants are prepared psychologically to seek alternative sources of finance to fund their education. Head teachers were asked to indicate if they communicated to needy unsuccessful applicants. The result did not show any clear pattern as 50 percent of the applicants indicated that they communicate while the other half (50%) did not communicate to unsuccessful applicants. Where the information is adequate, according to Armstrong & Allan (2009), will allow students to know who qualifies and which other step to take when bursary award is insufficient. Scholarships become another option to cushion the poor.

4.6.5 Coping with lack of fees

Those head teachers who failed to tell unsuccessful applicants of their fate were asked to give coping strategies by needy students. The head teachers gave a host of answers that were analysed and condensed into four distinct answers for easy

analysis. Multiple answers were allowed. The result of the study is summarized as shown in Figure 4.13.

Figure 4.13 : Coping strategies



Source: Vihiga Sub County Secondary Schools head teachers (2015)

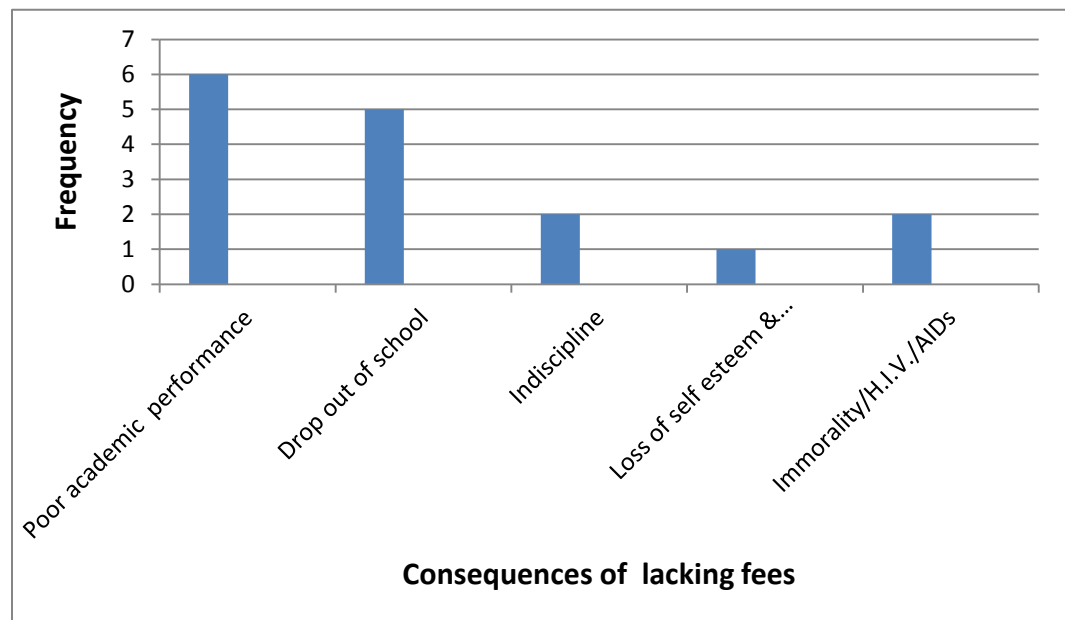
From Figure 4.13, most of head teachers, 48 percent indicated that most needy students accumulate fees arrears, 36 percent confessed needy students dropping out of school and 16 percent indicated that lucky few had their fees being waived by the government. Contrary to the finding of increased school drop out by Siringi (2006), this study found that most of the students (48%) accumulate fees arrears in their schools. Those who drop out of school due to lack of school fees form the second largest group. Therefore only (36%) of the students concurred with the

finding of Siringi (2006) on lack of bursary causing drop out of students from public secondary schools.

4.6.6 Consequences of lacking school fees

In a bid to establish the effects of lacking fees for needy students, head teachers were asked an open ended question on the consequences of students lacking school fees. The responses were summarized and grouped to create a pattern. The results were as shown in Figure 4.14.

Figure 4.14: Lack of fees consequences



Source: Vihiga Sub County Secondary Schools head teachers (2015)

From the analysed results in Figure 4.14, it can be inferred that head teachers face a myriad of problems arising from lack of fees among the needy students. A vast majority (38%) grapple with poor academic performance among needy students, another (31%) have to content with high dropout rates among the needy students. The other problems are indiscipline and emergence of immorality that leads to H.I.V and AIDs cases among the needy students tying at 13 percent. Loss of self-esteem seems not to be a major problem given that it is represented by 6 percent of the interviewed respondents. In general, Schools in Vihiga Sub County seem to have four major problems afflicting the needy children that do not get bursary fund assistance; poor academic performance, high dropout rate, indiscipline and immorality that gives rise to H.I.V. and AIDS. This finding agrees with the finding by Nduva (2004), who observed in his study that the purpose of bursary schemes was to cushion households from devastating effects of poverty and H.I.V. and AIDs.

4.7 Influence of application procedures on bursary disbursement

In a bid to establish knowledge of application procedures, students were asked if they had ever applied for bursary funding. The results indicated that a majority (60%) had applied for bursary funds before while a minority (40%) had not tried applying for bursary funding.

4.7.1 Application challenges

The researcher sought to find out challenges faced by students who had tried applying for bursary. The students were asked to identify challenges they faced from an advance list prepared. Each student was allowed to make multiple choices where necessary. The results were summarized as shown in Table 4.6.

Table 4.6 : Application challenges

Challenge	Serious challenge	Fairly serious	Minor challenge	Not a challenge	Total
a) Expressing genuine need	(54%)	(21%)	(10%)	(14%)	(100)
b) Understanding the language used	(16%)	(17%)	(18%)	(49%)	(100)
c) Getting enough funding	(59%)	(19%)	(13%)	(10%)	(100)
d) Getting the forms on time	(47%)	(23%)	(14%)	(16%)	(100)
Total	(44%)	(20%)	(13%)	(23%)	(100)

Source: Vihiga Sub County Secondary Schools students (2015)

From Table 4.6, the information compiled showed that there were three major challenges going by the responses supplied by the respondents. A majority of the

respondents (59%) and (54%) identified failure to get enough funding and the inability to express a genuine need as major challenges respectively. The challenge of getting forms came in third as a serious challenge at (54%). Language used on the forms was not a challenge at all at (49%). Most of the students (49%) indicated that understanding the language was not a serious challenge to them. Siringi also noted in his study that huge bureaucracies had complicated application procedures. Therefore, this research corroborates his finding on the negative influence on CBF committee awards to beneficiaries' leading to undeserving students benefiting.

4.7.2 Application guidelines

In order to determine the level of guidance applicants receive prior to filling application forms for bursary, head teachers were asked if they receive government guidelines on the same. The result indicated that a majority of head teachers (56%) receive government guidelines on bursary application whereas (44%) refuted existence of such guidelines.

4.7.3 Guidelines and fairness

In a bid to establish the relevance of the guidelines in providing fair allocation of the bursary funds, head teachers were asked to give their opinion on how such guidelines resulted in fairness in the allocation of bursary funds. The responses by the respondents showed that a majority of the head teachers (81%) observed that

the guidelines did not result in fairness during bursary funds disbursement to needy students in Vihiga Sub County. Only (09%) of the head teachers observed some degree of fairness when the guidelines are followed.

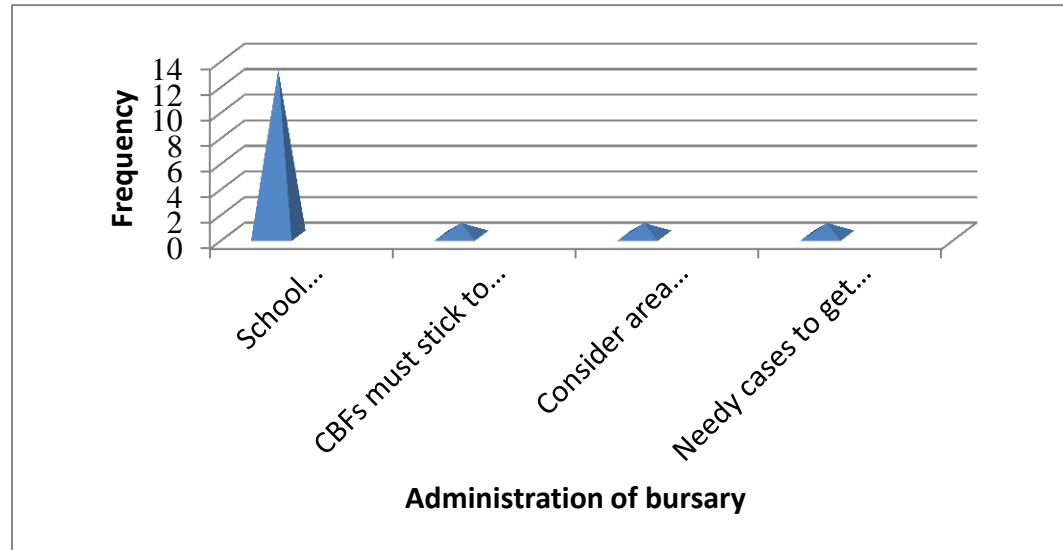
4.7.4 Form of bursary remittance to schools

The researcher set out to establish how secure the system of remitting allocated funds to schools is against abuse by stakeholders. Head teachers were asked to indicate the form in which they received the bursary disbursement to students in their schools. A majority of the head teachers (94%) indicated that they received the total amount disbursed to students in their schools as a single school cheque with an accompanying list of respective beneficiaries. Only one (06%) indicated a case where cheques are given for particular students. The cheque system is an air tight system that reduces corruption by members of the vetting committee.

4.7.5 How to make bursary schemes effective

In a bid to make the bursary scheme relevant and fair, head teachers were asked to suggest ways of making the fund effective. Their suggestions were compiled, analysed and presented as shown in Figure 4.15.

Figure 4.15: Effective bursary administration



Source: Vihiga Sub County Secondary Schools head teachers (2015)

From Figure 4.15, a majority of the head teachers (82%) expressed their support for boards of Management to be given the mandate to identify and allocate bursary funds to genuinely needy students since teachers know family backgrounds of students and their level of financial need. This finding agrees with Armstrong & Allan (2009) who noted that school management boards had been used to identify, vet and award the genuine beneficiaries. The schemes are reviewed on annual basis which created fairness across students in a school. Odalo (2000) corroborates the same findings by noting that the methods used to disburse bursary awards perpetuate unfairness in awarding bursaries as found by this research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations of the study. The presentation is done according to the four research objectives, in relation to availability of bursary funds, political influence, public awareness and application procedures as the influence disbursement of bursary funds to public secondary schools in Vihiga Sub County.

5.2 Summary of the study

The purpose of the study was to establish the factors influencing the disbursement of bursary funds to public secondary schools in Vihiga Sub County. The study sought to assess four objectives, namely: To establish the extent to which availability of government bursary funds, to examine the extent to which political factors, to determine how public awareness about availability of bursary schemes and to find out the extent to which application procedures influence disbursement of bursary funds to students in public secondary schools in Vihiga District.

The study used descriptive survey design using questionnaires and interview schedules as instruments to collect data from the field. A field sample of 5 CBF committee members, 16 head teachers and 786 students from Vihiga Sub County were involved in the study. The instruments were piloted on 1 CBC member, one

head teacher and five students who did not participate in the final data collection. The reliability of the instruments was arrived at using the test-retest method and Pearson's moment of correlation calculated.

5.3 Summary of the findings of the study

After analysis of the collected data, the study established that majority of the needy students did not access bursary awards, yet there were enough government bursary funds available for disbursement to them. Bursary disbursement had a lot of political undertones for popularity and not for social well-being of society. Therefore, most deserving cases miss out while rich and influential get allocations unfairly. The public was well aware of the existence of bursary schemes though the information reached beneficiaries late. Students clearly indicated to be aware of the application procedures though head teachers were not sure of the existence of application guidelines for bursary disbursement in schools.

The result indicated that a majority of the students (65%) were needy cases that required government subsidy in school fees payment. The result showed that only (69%) have ever gotten a bursary award. The remaining (31%) have never received a bursary award. The study revealed that, a majority of the needy students (84%) declared that the money was not enough.

A majority of the head teachers (75%) felt the awarding is relatively fairly allocated by the CBF committee members. A majority of the respondents (51%)

identified corruption as the major cause of unfairness followed by tribalism/nepotism at (28%). Inadequate funds accounted for (21%) of the responses. The study further revealed that a majority of the head teachers (75%) agreed that students from influential/rich backgrounds benefit from bursary awards. The study revealed that (94%) of the head teachers agree there are a number of students who deserve bursary but have never benefitted from the scheme.

The result showed that (56%) received information on time about bursary applications. the students who confessed to have received information on time had gotten the information through school assemblies, PTA meetings and teachers at (57%). A majority of head teachers 48 percent indicated most needy students accumulate fees arrears, 36 percent confessed needy students dropping out of school.

A majority of the respondents (59%) and (54%) identified failure to get enough funding and the inability to express a genuine need as major challenges respectively. The result indicated that a majority of head teachers (56%) receive government guidelines on bursary application. The responses by the respondents showed that a majority of the head teachers (81%) observed that the guidelines did not result in fairness during bursary funds disbursement to needy students in Vihiga Sub County. A majority of the head teachers (94%) indicated that they received the total amount disbursed to students in their schools as a single school

check with an accompanying list of respective beneficiaries. a majority of the head teachers (82%) expressed their support for boards of Management to be given the mandate to identify and allocate bursary funds to genuinely needy students since teachers know family backgrounds of students and their level of financial need.

5.4 Conclusions of the study

After studying the factors influencing disbursement of bursary funds to public secondary schools in Vihiga Sub County, the study concluded that factors such as availability of government bursary funds, politics, public awareness and application procedures have influence on the bursary funds disbursed to schools and individual students.

Availability of government bursary funds has a significant impact on the number of beneficiaries and the amount of bursary disbursed to each deserving applicant. Where enough funds are availed, needy applicants get more allocation.

Political factors are a major influence on who benefits as depicted by applicants from influential homes being awarded huge sums while poor applicants miss out on bursary allocation.

Public awareness on presence of such bursary schemes influences needy applicants to submit their requests for consideration. Most applicants who applied were given consideration.

Application procedures influence the amount of bursary to be disbursed to individual learners and the ability to convince award committees on the degree of need. Those privies to application procedures were noted to apply and get a reasonable bursary fees consideration.

5.5 Recommendations

Based on the findings and conclusions of the study, the following recommendations were made:

- i. The government should come up with budgetary increase in the amount of money allocated for bursary awards to needy learners in schools.
- ii. Political appointees to constituency bursary committees should be blocked by law from presiding over the disbursement and that any one sitting on the committee should not benefit directly or indirectly from the bursary awards as a way of fighting corruption among the committee members.
- iii. The Public Secondary School Student applicants should be provided with full and clear information using multidimensional media like posters, radio, television, and public barazas among others for effective public awareness.
- iv. Application procedures and requirements should be given to needy applicants and impose huge punitive fines to those who do not deserve bursary awards due to their financial ability to pay school fees comfortably yet they apply for bursary from the award committees.

5.6 Suggestions for further study

Based on the recommendations of the study, the researcher suggests the following for further studies:

- i. The study only considered the bursary awards in public secondary schools in Vihiga Sub County, hence the findings may not be easily generalised to represent the entire Vihiga County or the whole country. Therefore, future studies should consider public schools in the whole County.
- ii. The study only considered four variables: availability of government bursary funds, political influence, public awareness and application procedures. Future studies should consider other factors like poverty index of schools where applicants learn and cost of disbursing the bursary funds.
- iii. Further studies can be done on effectiveness of the bursary schemes to learning outcomes among needy beneficiaries in public secondary schools.

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APPENDIX I

LETTER OF INTRODUCTION

Department of Educational administration and Planning,
University of Nairobi,
P.O. Box 92,
Kikuyu.
Date: 14th July, 2014

Dear Sir/Madam,

RE: REQUEST FOR COLLECTION OF RESEARCH DATA

I am a post-graduate student in the Department of Educational Administration, University of Nairobi.

As part of my Master of Education course, I am required to collect data and write a project to establish the “**Factors Influencing Disbursement of Constituency Bursary funds to Public Secondary School students in Vihiga District, Kenya.**” In this the regard, I request your cooperation to enable me to collect the requisite data by giving honest responses to the items.

I wish to assure you that the information obtained in this exercise is purely for research purposes and your identity will be treated with utmost confidentiality.

Yours sincerely,

Mbayachi Barasa Rose

APPENDIX II
QUESTIONNAIRE FOR HEAD TEACHERS

Two types of questions have been given in this questionnaire, structured and unstructured questions. In the structured questions, several answers are given. Place a tick on the choice you make. In the unstructured questions, write your response in the blank spaces provided.

Section A: Demographic Information

1. a) Please indicate your gender Male [] Female []

b) Indicate your Age bracket in years

Below 30 [] 30 – 40 [] 41 – 50 [] above 50 []

c) For how long have you served as a head teacher in this school in years?

Below 5 [] 5- 10 [] 11-16 [] above 16 []

Section B: Availability of government bursary funds

2. a) How many times is bursary awarded to students in a calendar year?

Once [] Twice [] Thrice [] More than thrice []

b) Do you think availability of funds from the government contributes to the amount of bursary awarded to students? Yes [] No []

c) The funds provided to beneficiaries are adequate for the applicants' fees.

	Fees vote head	Level of adequacy				
		Very adequate	Adequate	Fairly adequate	Inadequate	Not given
a)	Tuition / stationery fees					
b)	KNEC Exam registration					
c)	Activity/Games					
d)	Development/PTA funds					

Section C: Political Influence

3. a) Are there students from influential/rich background that receive constituency bursary awards? Yes [] No []

b) Do you have genuinely needy students who miss to get constituency bursary funds? Yes [] No []

4. What is the degree of fairness of the constituency bursary fund allocation to students? Very fair [] relatively fair [] Unfair [] Not fair []

Section D: Public Awareness

5. a) Information provided to the applicants on constituency bursary fund by the government through the following media is adequate.

	Medium	SA	A	UN	D	SD
a)	Public notice boards(DEO/Chiefs' office)					
b)	Worship centers (churches/mosques)					
c)	Public gatherings/barazas					
d)	Schools(PTA/AGMs/parades)					

b) Do you communicate to the unsuccessful applicants? Yes [] No []

c) If no, use a tick to indicate how the unsuccessful applicants cope with lack of fees? (Multiple answers allowed)

	Coping strategies	Choice
a)	Accumulate school fees arrears	
b)	Drop out of school	
c)	Take up work-study programs in school	
d)	School fees waived by the government	

d) State any other consequence of lacking fees_____

Section E: Application Procedures

6. a) Do you receive government guidelines on bursary application for students?

Yes [] No []

b) According to you, do the guidelines result in fairness in the amount of funds

allocated to your students? Yes [] No []

7.) How do the Constituency Bursary Fund Committee (CBFC)/DEO remit the bursary fund allocations to students in your school?

One cheque to a school [] Cash [] Cheques to students []

Others Specify _____

8. Give a suggestion on how to make bursary schemes effective_____

APPENDIX III
INTERVIEW SCHEDULE FOR CBF MEMBERS

Section A: Demographic information

1. (a) What is your gender? Male [] Female []

(b) Which age bracket in years do you belong to?

20- 29 [] 30- 39 [] 40- 49 [] 50- 59 []

Above 60 years []

2. The Ministry of Education (MOE) guidelines is **adequate** to ensure **fairness** during disbursement of the secondary schools bursary funds to students?

Yes [] No []

3. How does the committee communicate to the beneficiaries? (Multiple responses allowed)

Cheques to schools [] School notice boards [] Radio []

Public barazas [] Text message (SMS) []

Others specify _____

Thank you for your time.

APPENDIX IV
QUESTIONNAIRE FOR STUDENTS

Two types of questions have been given in this questionnaire, structured and unstructured questions. In the structured questions, several answers are given; place a tick on the choice you make. In the unstructured questions, write your response in the blank spaces provided.

KEY: SA- Strongly Agree; A- Agree; UN- Undecided; D- Disagree; SD- Strongly Disagree

Section A. Demographic Information

1. Please indicate your gender Male [] Female []

2. Indicate your age bracket in years

Below 15 [] 15 - 17 [] 18- 21 [] above 21 []

Section B: Availability of Bursary Funds

3. a) Are you a needy/orphaned student/poor student? Yes [] No []

b) Have you ever received a Bursary award? Yes [] No []

c) If yes, the amount allocated was adequate. Yes [] No []

Section C: political factors

4. a) The constituency bursary fund is fairly awarded to needy students who apply.

Yes [] No []

b) If no, explain why you think so? _____

Section D: Public Awareness

a) Do you get information on government bursary fund applications on time?

Yes [] No []

b) If yes, which media do you get the information from? (Multiple responses allowed)

Public notice boards [] Places of worship []

Public gatherings/barazas [] School assembly/PTA AGM/Teachers []

Section E: Application Procedure

a) Have you ever applied for Bursary fund assistance? Yes [] No []

b) If yes, indicate the level of challenge in the listed areas:

	Challenge	Serious challenge	Fairly serious	Minor challenge	Not a challenge
a)	Expressing genuine need				
b)	Understanding the language used				
c)	Getting enough funding				
d)	Getting the forms on time				

Thank You

APPENDIX V

VIHIGA COUNTY EDUCATION DIRECTOR'S LETTER

**MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION**

Telegrams:
Telephone: (056) 51450
Email: vieducounty@gmail.com
When replying please quote



COUNTY EDUCATION OFFICE,
VIHIGA COUNTY,
P.O. BOX 645,
MARAGOLI.

REF: MOE/VCD/GEN/VOL.1/70

10th April, 2015

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH
Rose Barasa Mbayachi

The above subject refers.

Permission is hereby granted to the above named student from National Commission for Science, Technology and Innovation to carry out research on **"Factors influencing disbursement of constituency Bursary Funds to students in public secondary schools in Vihiga Sub-County, Vihiga County,"** for a period ending 30th June, 2015, to enable her meet the requirement leading to the Award of a master's degree of the university of Nairobi.




Anne Kiilu
County Director of Education
VIHIGA COUNTY

Copy to:-

County Commissioner
VIHIGA COUNTY

APPENDIX VI

NACOSTI AUTHORISATION LETTER



**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:

7th April, 2015

NACOSTI/P/15/0723/5386

Rose Barasa Mbayachi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “ *Factors influencing disbursement of Constituency Bursary Funds to students in public secondary schools in Vihiga District, Kenya,*” I am pleased to inform you that you have been authorized to undertake research in **Vihiga County** for a period ending **30th June, 2015.**

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

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Vihiga County.

The County Director of Education
Vihiga County.




APPENDIX VII


RESEARCH PERMIT

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



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A **4789**

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. ROSE BARASA MBAYACHI
of UNIVERSITY OF NAIROBI, 132-90200
KITUI, has been permitted to conduct
research in Vihiga County

on the topic: FACTORS INFLUENCING
DISBURSEMENT OF CONSTITUENCY
BURSARY FUNDS TO STUDENTS IN
PUBLIC SECONDARY SCHOOLS IN VIHIGA
DISTRICT, KENYA

for the period ending:
25th June, 2015

R. Mbayachi
Applicant's Signature

[Signature]
for Director General
National Commission for Science,
Technology & Innovation

Permit No : NACOSTI/P/15/0723/5386

Date Of Issue : 7th April, 2015

Fee Received :Ksh 1,000

