

**INFLUENCE OF BURSARY FUNDS IN ADDRESSING
EDUCATIONAL WASTAGE IN PUBLIC SECONDARY SCHOOLS
IN KANDARA SUB-COUNTY, MURANG'A COUNTY, KENYA.**

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DECLARATION

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

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DEDICATION

I dedicate this work to my parents Mr. David Karanja Mbugua and Mrs. Ann Muthoni Karanja. Also to my brothers, Nahashon Ndirangu, Paul Mbugua, John Ndiritu and sisters, Dorcas, Ruth, Mary and Juliah Ndirangu.

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ABBREVIATION AND ACRONYMS

BOM	Board of Management
CDF	Constituency Development Fund
CBFC	Constituency Bursary Fund Committee
D.E.O	District Education Officer
K.C.S.E	Kenya Certificate of Secondary Education
KUCCPS	Kenya Universities and Collages Central Placement Service.
GDP	Gross Domestic Product
GoK	Government of Kenya.
MOE	Ministry of Education
NGOs	Non-Governmental Organization.
RoK	Republic of Kenya.
PTA	Parents Teachers Association
SEBF	Secondary Bursary Fund.
SESBAF	Secondary school Bursary Assistance Fund.
NSFAF	Namibia Student Financial Assistance Fund.
UNESCO	United Nation Education Scientific and Cultural Organization
UNO	United Nation Organization.

ABSTRACT

Despite the implementation of secondary education bursary fund (SEBF) to minimize educational wastage from poor families, the country still experiences problems such as repetition and drop out of students in secondary schools (KIPPRA, 2007). This is an indication that despite the government's continued to increase the bursary funds allocation from kshs.204.5 million in 1997/1998 financial year to kshs 400 million in 2006/2007 (IPAR,2008), large number of needy students do not access funds. This study therefore assessed the influence of bursary funds in addressing educational wastage in public secondary schools in kandara sub-county, in Murang'a County. Kenya government is still increasing the amount allocated to bursary funds so that the country can achieve millennium development goals and vision 2030. The target population was all 20 secondary schools in Kandara sub-county while the sample size constituted of 310 students, 80 class teachers, 20 school principals and 10 CBF committee members. This was 45% of the target population. Data collection was done using questionnaires and interview schedule, while data analysis as done using descriptive statistics. From the study findings, the study concluded that majority of needy students come from poor economic backgrounds. The SEBF was critical source of funds for financing education as majority of parents did not have a stable source of income. The lack of school fees was the major contributing factor to educational wastage that is repetition and drop out of students in public secondary schools. The level of awareness on SEBF qualification criteria was very low in secondary schools in Kandara Sub-county. Majority of the families could not solely fund for secondary education for their children and therefore required external sources like SEBF to help in offsetting school fees balances. In Kandara sub-county (19.3%) had repeated classes due to lack of school fees and 20% drop out. This depicts that lack of school fees contributes to a greater percentage to educational wastage. From the findings some of the major problems experienced in Kandara sub-county is that majority of the students agreed that the amount allocated is too little, Amount always delays, and even when they apply they are not sure if they will be awarded. The most significant ways of improving SEBF disbursement to needy students were; Increasing SEBF allocations, strict adherence to the set Criteria, increasing the level of transparency in allocation to avoid bursary funds benefitting those who don't deserve, also increasing the level of awareness to the targeted beneficiaries on the SEBF application procedures. The study recommends that the CDF committee should come up with database where they will be regularly updating its applicants and beneficiaries to ensure that they are able to track their progress to enable them to complete their secondary education. Also SEBF management should scale up the amount of bursary allocated to each needy students to ensure suitability of their education. The government should monitor and evaluate criteria in place to ensure compliance by CBF committee in allocating SEBF, so that only deserving needy students' benefits from the funds.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

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

Education is widely seen as one of the most promising paths for individuals to realize better future, more so productive lives and as one of the primary drives of national economic development (Republic of Kenya, 2010). The United Nations Convention on the Rights of the Child to which Kenya is a signatory provides for education as a basic right to every child and where no child should be discriminated, marginalized or excluded. Again the Millennium Development Goals (MDGs) advocates for Universal Education, Education For All (EFA) by 2015 and the goal for industrialization by 2030 and vision 2030 puts education as a major pillar hence calls for intensified and deliberate efforts aimed at increasing access, retention and transition of education at all levels.

A study carried by UNESCO (1998), in Asian countries found that the total number of dropouts per year from primary education was about 31.6 million pupils. The study found that countries like Singapore and Indonesia has repetition rates of 7 per cent and 10 per cent respectively. Studies in Thailand found that two-thirds of dropouts had been repeaters (Jere, 2007). Repetition rates in developing countries are quite high (Eisenmon, 1997). The highest rates were recorded in sub-Saharan African Countries which stood at 21 per cent at secondary school level. It had been noted that grade repetition rates are almost non-existent in developed countries that enforce automatic promotion policies (UNESCO, 1998). In 1998 enrollment in Brazil was quite high, however education attainment had a slow progression through high school due to infrequency and erratic attendance and high dropout rates. The average repetition and dropout rates in 1998 in Brazil were 13 and 8.9 per cent respectively (Siddiqi and Patrinos, 2000). Almost half of all Brazilian children come from poor families.

The lack of bursary fund for the poor to secondary education is increasingly seen to constrain countries abilities to pursue effective economic growth and development strategies, which is leading governments funding to the community to lay emphasis on the expansion and access by all the secondary education (World Bank, 2005). Governments in Sub-Saharan Africa and their financial partners are increasing from 9% in 1999 to 30% in 2004, (Atieno, A. 2006). However, the region faces many challenges in meeting the goal of access and retention of students attending secondary schools such as high cost of education, which is five times that of primary education, the high poverty

levels in the country limits access and retention, also transition rates from primary to secondary schools nationally stood at 47% in 2005 (Republic of Kenya, 2005a).

However, countries like Botswana, Cape Verde, Mauritius, and South Africa have achieved Secondary education access rates as high as 70% for secondary education through subsidy and bursary fund aimed at assisting the poor. The bursary funds of these countries are allocated at the grassroots and political leaders are not involved (Mwaniki, M. 2009). High rates of secondary education access, retention and completion in the developing countries such as the UK and the USA has been pegged to an education subsidy system that caters for the subsidy rates for secondary education in the sub-Saharan Africa are lower than any region of the world with access biased in favour of the wealthier populations (Lewin, 2003).

Kenya government is a signatory to international commitments on the provisions of education including education for all (EFA) and Millennium Development Goals (MDGs). At the national level, the Government through the Kenya vision 2030, the constitution of Kenya, 2010 and sessional paper No.14 Reforming Education and Training sectors emphasizes basic education as a human right. Towards this end, investment in education is allocated more than 30% of the national budget every financial year. Specific intervention programmes, free day secondary education, school feeding programme for ASAL areas, infrastructure development and bursary allocation in

secondary schools for children from poor backgrounds. Furthermore Sessional paper No. 1 of 2005 proposed a policy integration of secondary education as part of basic education.

Financing secondary education is a great challenge to both governments and households, in Kenya whereas households meet negligible cost to meet primary education and about 20% for university education costs, they shoulder 60% of secondary education costs. Thus, cost is a key barrier to transition to secondary school for the poor, who form the majority in Kenya (APHRC, 2007). The objectives of the Kenya education sector support programme (KESSP) (Republic of Kenya, 2005a) was to achieve a transition rate of 70 percent by 2008. According to the ministry of education (2009), this objective was surpassed with the current transition rate being slightly above 71%. However, 30 percent of the students who enroll in secondary education drop out before they complete the secondary cycle (Republic of Kenya, 2005). Also the Gross Enrolment Ratio (GER) is very low with a national average of only 29.8% in the year 2004. This rose to 36.7% in the year 2007. This is done to the fact that many parents cannot afford to pay for secondary education whose costs are relatively higher than those of primary education.

Education development in Kenya is anchored on legal framework that includes the constitution of Kenya (2010) in which the right to free and basic education for every child and education for every person including persons with disabilities, marginalized groups and from the poor background. This will be achieved through the provision of all-inclusive quality education that is accessible and relevant to all Kenyans, whereby the

quality education and training contributes significantly to economic growth and expansion of employment opportunities. This vision is in tandem with the Government as articulated in the Economic Recovery strategy (ERS) paper. “The Kenya vision 2030” envisions that Kenya will provide globally competitive quality education, training and research to her citizens for national development as well as individual development.

The overall goal in the Medium Term Plan (2012) was to reduce illiteracy by improving access to education and achieving an 80 percent adult literacy rate. The Kenya National Adult Literacy Survey (2007) revealed that only 61.5percent of the adult and out-of-school youth above the age of 15 years have attained minimum literacy level, leaving 38.5 percent (7.8million) adults illiterate. However in spite of the above efforts by 2015, as the report asserts, many countries will not have attained EFA goal and therefore post-2015 efforts must be fast-tracked in order to achieve the set goals. This calls for the increased financing of adult literacy programmes and also addressing the needs of the marginalized groups that is needy children.

Secondary education aims at preparing young people for responsibilities of adulthood, higher education and the world of work (Bogonko S.N, 1992). Since independence in 1963, the government and the people of Kenya have been committed to expanding secondary school education to enable its access and reduce wastage rate (Njeru. E and Orodho. J, 2003). In addition to those reforms, the government has also been implanting several strategies to ensure that disadvantaged students from poor background have equal opportunity in accessing education at all levels. Reforms such as education subsidy

system that caters for the poor and secondary school bursary scheme from Constituency development fund (CDF). The secondary schools bursary schemes was introduced by the government to enhance access and ensure retention, that in to reduce educational wastage, also to reduce disparities and inequalities in provision of secondary education. In particular the bursaries are targeted at students from underprivileged families, those in slum areas, those living under difficult circumstances, those from pockets of poverty in high potential areas, districts in arid and semi-arid lands (ASAL), orphans and girl-child (Government of Kenya, 2013).

Constituency Development Fund (CDF) was established in 2003 through an Act of parliament (CDF Act, 2003) and later gazetted on 9th January 2004 in Gazette supplement No 107 CDF in Kenya is a form subsidy in that the devolved projects which in turn have an effect on provision of education to Kenyan secondary schools. At its inception in 2003 the annual allocation is shared equally to all 210 constituencies and the balance 25% shared as per constituency poverty index level and ASAL consideration 10% of every constituency annual CDF allocation goes to education bursary and the rest is allocated to development projects in 2003/2004 the total budgetary allocation was Kenya shillings 1.26 billion, in 2004/2005 this rose to ksh 5.6 billion, and in 2005/2006 ksh 7.25 billion.

The improved equity and quality in secondary education is partly attributable to provision of bursaries to needy students. This initiative started with an annual allocation of kshs.500 million in 2008. Once disbursed to each constituency on the basis of students' population and poverty index, the constituency bursary committees in liaison with school

managers use existing guidelines to identify deserving needy students. Kshs.1.17 billion was equitably disbursed to 290 constituencies during the financial year 2013/2014 and it was expected to benefit the needy and deserving students.

In January 2013, the CDF Act 2003 (as amended in 2007) was repealed and replaced with CDF act 2013 that is aligned to the constitution of Kenya 2010. The enactment of the CDF Act 2013 was mainly aimed to ensure that the law governing CDF is aligned to the constitution of Kenya 2010, specifically in compliance with the principles of; transparency, accountability, separation of powers, participation of people and also to align the operations of the fund to the new devolved government structure.

However, 30 percent of the students in Kandara sub-county who enroll in secondary education drop out before they complete the secondary cycle (Kandara Education Report, 2014). This is as a results of the fact that many parents cannot afford to pay for secondary education whose costs are relatively higher than those of primary education. Therefore, the effect of the bursary fund policy was to reach marginalized group, the poor, who could not meet the cost and access to education (Republic of Kenya, 1989)

1.2 Statement of the problem

Poverty in the society affect provision of quality education to students in the community. One of the key objectives of CBF is to ensure access, retention and transition of students in secondary schools. However, even with the bursary fund in place, the sub-county still

experiences problems such as high rate of repetition and drop out. This is an indication that despite the Government effort toward increasing bursary fund allocation, from 204.5 million in 1997/1998 financial year to kshs.800 million in 2006/2007 financial year (Republic of Kenya, 2007) a large number of needy students do not access to funds. The Gross Enrolment Rate for secondary education in Kenya is 29.8 % (Government of Kenya, 2006; Odebero, 2007; IPAR, 2010 & Wachiye and Nasongo, 2010).

Major concerns with CBF revolve around weak administrative systems and questionable allocation criteria where cases of political interference are rampant, inadequate awareness of funds existence and poor co-ordination which inhibit regular school attendance for the beneficiaries. As a result of this, most secondary school going children are unable to participate fully in this intermediate education as reflected by increasing (7.1 %) dropout rates (Government of Kenya, 2003; Onyango & Njue, 2004). However no research has been undertaken to establish the influence of constituency bursary fund in addressing educational wastage of students in secondary schools in Kandara sub-county.

1.3 The purpose of the study

The purpose of the study was to investigate the influence of the constituency Bursary Fund in addressing educational wastage in public secondary schools in Kandara Sub-county, Murang'a County Kenya.

1.4 Objectives of the study

The study was anchored on following objectives;

- i) To establish the extent to which the criteria given by the ministry of education on the allocation of bursary funds, influence the educational wastage of needy students in public secondary schools.
- ii) To determine the extent to which bursary funds awarded in form one influences the completion of needy students in minimizing the educational wastage in public secondary schools.
- iii) To determine the extent to which the amount of bursary allocated influence the educational wastage in public secondary schools.
- iv) To determine the extent to which the period of the release of the bursary fund influence the educational wastage in public secondary schools.

1.5 Research questions

- i) How does the criteria given by the ministry of education on bursary fund allocation, influenced the educational wastage of students in public secondary schools?
- ii) To what extent does the bursary funds awarded in form one, influences completion in minimizing the educational wastage of needy students in public secondary schools?

iii) To what extent does the amount of bursary allocated influence the educational wastage in public secondary schools?

iv) To what extent does the period of the release of the bursary fund influence educational wastage in public secondary schools?

1.6 Significance of the study

This study findings may provide useful data, which can be used by education planners in the ministry of education to assess the efficiency, effectiveness and contribution of the CBF. The findings may also provide suggestions that can be adapted to improve the system of bursary allocations and ultimately increase access and retention in public secondary schools.

The educational planner may use the study findings to review the existing policies regarding the criteria for secondary school bursary allocation in the country so as to enhance equitable allocation and access to secondary school education. The findings may also provide a basis for further research to future scholars interested in the same field (in financing of education).

The findings of this study can also assist parents from poor social economic background to understand the avenues to follow, how to apply and the importance bursary funds, which will assist their children to be retained in education system without dropping out. Also it will also assist school administration, constituency bursary committee members and also the county at large to understand the importance of bursary funds in addressing the educational wastage.

The study findings may also serve as an additional resource to the existing literature on effect of SEBF on access and retention of secondary school education. In addition the study will contribute to the body of knowledge on public devolved funding of education and also other countries that have not initiated the same are likely to introduce bursary schemes at their secondary levels of education. The findings may create further interest and inquiry into the application of bursary fund policies in secondary school education locally and globally.

1.7 Limitations of the study

The study would have been conducted in all secondary schools in Kandara sub-county to assess the influence of bursary fund in addressing educational wastage. However, this was not possible due to vastness of the Sub-county and therefore the study was limited to ensure conclusive results. It was not possible to cover the opinion of parents and other stakeholders in the sub-county. Also the public secondary schools in Kandara sub-county were scattered and transport network was poor, hence it was difficult to access all the public secondary schools due to time factor and financial implications.

1.8 Delimitation of the study

The study was confined to Constituency bursary funds despite having different forms of bursary funds and scholarships that benefits students at the secondary school level, this is because the Government allocation on Constituency bursary funds is more and therefore many students are able to benefit from it. Also the study was confined to students, class teachers, principals and the CDF Committee members, who benefited and participated in bursary funds allocations in Kandara sub-county. Private secondary schools were

excluded since they were not under the Government scheme and support in terms of the Constituency bursary allocations. There were several factors that influenced repetition and dropout rate in secondary schools in Kandara sub-county but the study only focused on Constituency bursary funds.

1.9 Basic assumptions of the study

The study was grounded on the basic assumptions that:

- i) Bursary fund is the main factor that contributed to the reduction of educational wastage in public secondary schools;
- ii) Inadequacy of disbursed CBF is a key determinant of school drop outs; students who are allocated more bursary funds are unlikely to drop, and those allocated inadequate amount are likely to drop out of the educational system.
- iii) The study was grounded on the basic assumption that all respondents would cooperate and give true information.

1.10 Definition of significant terms

Absenteeism refers to the time spent by a student out of school

Access refers to the opportunity for children who have passed primary school to enroll in secondary school without being barred.

Bursary fund refers to Money set aside by the government or an organization for assisting students with financial difficulties to meet educational costs.

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

Dropout refers to the withdrawing from schooling before finishing one cycle of education or not able to survive in the education cycle e.g. reaching Form two.

Effectiveness refers to the efficiency and success of CBF in meeting its objective of enhancing retention of students in secondary education.

Enrolment refers to the number of students registered in a school

Equity refers to giving equal opportunities to all children in education even to those from poor backgrounds or fairness/justice in allocation and distribution of educational resources and opportunities.

Needy refers to the deserving cases especially poor and orphans

Participation refers to the ability or potential and means to stay in school or in education system till completion.

Quality refers to providing education that is relevant to the needs of the country and which equips learners with life skills.

Repeater rate refers to a situation whereby a student remain in the same class or grade and doing the same work as in the previous year.

Retention refers to the ability to keep a student in an educational institution in order to participate in its education process till completion time.

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

Transition refers to the completion of one level of education and proceeding to the next level.

Wastage in education refers to failure to hold students within the education system or premature withdrawal. Whereby a student leave the educational system prior to the termination of an educational cycle. The main aspects of educational wastage are drop

outs and failure or grade repetition in schools. When a student leaves the school without completing the educational level the investment does not give commensurate returns. As such, both the money and human resources are wasted.

1.11 Organization of the study

This research is organized into five chapters. Chapter one covers background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two features a detailed related review on causes of wastage worldwide and in Kenya, factors influencing wastage in developing countries, bursary schemes in developed countries, bursary schemes in developing countries and in Kenya, criteria and policy guidelines by the Ministry of Education on bursary fund allocations, amount of bursary awarded verses retention. This chapter also puts to focus the theoretical framework and conceptual framework of the study. Chapter three presents the research methodology used in the study. Aspects of the research methodology employed include: Research design, target population, sample size and sampling procedure, research instruments, validity of the instruments, reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four presents data analysis presentation and discussions. Chapter five provides the summary, conclusions and recommendations.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

This chapter covers the causes of educational wastage worldwide and in Kenya, after which a review on factors influencing educational wastage in developing countries. In addition, bursary schemes in developed and developing countries was analyzed. Also how secondary education bursary fund (SEBF) in Kenya and other countries was provided. Literature on the criteria and policy guidelines by the Ministry of Education on bursary fund allocations and total amount of bursary awarded verses retention; effects of bursary schemes on participation rate. A review of studies on theoretical framework and conceptual framework was given. Finally the chapter gave a summary of the reviewed literature, identifying the gaps that the study sought to fill.

2.2 Overview causes of educational wastage worldwide and in Kenya

Empirical researches conducted all over the world by different researchers have concluded that the following group of factors cause educational wastage in the school system; Economic factors, personal factors, family factors and school-related factors (World Bank, 1995). On economic factors these studies cited that 65 per cent of educational wastage is due to poverty (Brimmer, 1971). Due to high poverty levels in many households students are forced to drop out of school and seek employment to supplement family incomes. A case study carried out in Ethiopia indicated that the major reason why students drop out of school is due to lack of funds to finance education in most households (Onsomu, 2006).

Personal factors emanating from the students themselves such as unwanted pregnancies, early marriages, low self-esteem, and negative attitudes towards schooling and low occupational aspirations lead to educational wastage (Siddiqi and Patrinos, 1995). Family factors such as parent's level of education contribute to educational wastage. For instance a study carried out in Thailand by World Bank noted that parents who are illiterate have low educational aspirations for their children hence little encouragement for children to continue with school (World Bank, 2001). Student's psychological attachment to school is also a key to academic and social success this encourages students to remain in school.

In Kenya the findings shows that; insufficient funds, child labour, high poverty levels among others as the main causes of educational wastage (Republic of Kenya, 1994). Also poor performance of students in Kenya is due to irregular school attendance and inadequate learning and teaching facilities as the main causes of repetition. Irregular school attendance is mainly caused by students being sent home for non-payment of school levies. Educational wastage is a major concern in the Kenyan education system at all levels. At the national level, the 2005-2007 secondary school cohort recorded an enrolment rate of 146,645 for boys and 127,057 for girls. The completion rate was 137,304 for boys and 113,899 for girls respectively (Republic of Kenya, 2008).

2.3 Factors influencing educational wastage in developing countries

Educational wastage is a phenomenon for both developed and developing nations. In 2008 about 126 million students worldwide were not in school. Almost 80 per cent of them were from sub-Saharan Africa and South Asia. Repetition and dropping out of

school exacts a negative personal toll on the students involved and a large share of the limited resources available for education. Educational wastage is about missed opportunities for the individuals, communities, nations and regions of the world (World Bank, 1995).

The Ministry of Education of the Education Sector Review and Development (Republic of Kenya, 2008) showed that repetition rates at secondary school level in 2003 were 1.5 and 1.1 per cent for boys and girls respectively. The highest repetition rate was noted in North Eastern Province at 3.4 per cent and the lowest in Central Province at 0.5 per cent. Nationally on average boys recorded higher repetition rates than girls. These figures appear small but the repercussions they have to the education system are far reaching as this reduces the available spaces for those not repeating these grades. Eshiwani, (1986) observed that in Kenya the overall educational wastage rate ranges from 30 per cent to 47 per cent...a minimum wastage in terms of number of students who complete a cycle within an educational system is expected, on the contrary a great deal of wastage occurs in terms of dropouts and repetition. According to Eisenmon, (1997), from a societal economic view, schooling is most efficient if every student moves up to the next grade every year as each student who repeats has the economic effect of adding a new student at the grade and subsequent grades.

2.4.0 Bursary schemes in developed countries and the educational wastage

In Britain, education up to secondary school level is fully financed by the government. At higher levels, however, cost sharing exists (Moon and Mayes, 1994). At higher levels of education, bursaries are given to needy students at institutional level. Students suffer

because the bursary on offer is determined by the strategic priorities and constraints of their place of study rather than their financial needs, therefore in places that are not given that priorities, a high rate of educational wastage is experienced. Specifically, those institutions with the most students from disadvantaged backgrounds can only provide significant proportion of fee income. In Mexico, bursary program focuses on the most disadvantaged states. An international evaluation of the project documented that completion rates in project schools increased from 67% in 1994/95 to 80% in 2000/01, dropout rates declined from 6 to 2% and repetition fell from 10% to 8% (World Bank 2002).

2.4.1 Bursary schemes in developing countries and the educational wastage

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

In Botswana, the bursary award scheme is administered by allocating bursaries/scholarships as follows; equitable distribution of training places among the critical area of manpower needs in the economy, applicant's choice of course in higher education and academic achievement at the senior secondary school. In Rwanda, the justification for bursaries is stronger because they are directed to orphans. One result of the 1994 genocide was to swell the number of orphans. Currently in the secondary school age range, bursaries also target students in specific fields of study where public subsidization is justified that is here society benefits most. (World Bank, 2007)

2.4.2 Bursary schemes in Kenya and the educational wastage

The constituency bursary fund was established by the National Rainbow Coalition (NARC) government of Kenya, through an act of parliament. The CBF strategy was in line with the government's policy on devolution, decentralization of power and empowerment of local communities (Kimenyi, 2005). Under this allocation to each constituency (parliamentary jurisdiction) new scheme, the central government makes an annual budgetary the following; annual provisions by the ministry of allocations to the constituencies vary depending on education, the number of students enrolled in secondary schools, total national secondary school enrolments and poverty indices. Consequently, the funds are channeled to schools through the Constituencies. The CBF mandates members of the community, through a committee of officials to select recipients of the fund. The rationale for this arrangement is that, members of the community know best and those in their midst who deserve financial support.

Given the foregoing policy statements in regard to equalizing educational opportunities through bursary subsidies among children from poor households, there was need for an analysis of the concrete reality in which provision of bursaries influenced retention rates in public secondary schools. Types of Government initiated Bursary schemes which actually does the same work though released from different ministries include; Constituency Bursary Fund (CBF); The government of Kenya introduced the Constituency Bursary Fund in 2003 so as to enhance students “access to” and retention in secondary schools, by supporting the needy and bright cases.

2.5 Criteria and policy guidelines by the MoE on bursary fund allocation

The fund is administered under the guidelines of the ministry of education. These guidelines specify application procedures, evaluation criteria and allocation ceilings. In addition, the ministry has provided further guidelines as to the minimum amounts to be awarded to applicants from the various categories of secondary schools. The recommended amounts are; day secondary schools – KES.5, 000, boarding secondary schools- KES.10, 000 and national schools`– KES.15, 000. Contrary to the high expectations about the constituency bursary fund, complaints abound about its effective. The CBF strategy was in line with the government’s policy on devolution, decentralization of power and empowerment, According to reports in CDFs offices (CBR, 2011).

Secondary School Bursary Fund (SESBAF); the secondary school bursary scheme was introduced in 1993/94 financial year in order to increase access and to minimize wastage

to secondary education. In view of the impact that it has in extending opportunities to the poorer households, the government is committed to maintaining its existence. The selection of bursary beneficiaries is made by the school BOG in consultation with teachers and principals. In year 2003/2004 KES 770 million was allocated for approximately 200,000 students. According to the plan, Five percent of the bursary budget is earmarked for the national schools, another five percent is earmarked for girls schools in needy areas, and the remaining amount is allocated for other schools – provincial and district – based on criteria including: (i) merit, (ii) poverty index; and (iii) good conduct.

It is estimated that about two percent of the bursary budget is used for monitoring, evaluation and contingencies. The value of the bursary that each school receives is determined by a formula that takes into account the factors of school enrolment and the District Poverty Index. The current scheme has limitations in effectively and consistently ensuring that only students in genuine need actually benefit from these subsidies. However, these efforts are yet to yield the desired results in terms of improved efficiency in the performance and equity in the implementation of the fund.

2.6 Total amount of bursary awarded and the educational wastage

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

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

2.7 Summary of related literature reviewed

With increased public subsidies in developing countries, the secondary school enrollments continue to increase. For instance in East Asia it raised from 47 per cent in 1990 to 66 per cent in 2000; Middle East it increased from 52 per cent to 57 per cent in the same period (UNESCO, 1998). Although significant progress has been made to increase school enrollment but this gain is being undermined by persistently large number of students who take more than one year to complete a particular grade and those who drop out of school before completing secondary school cycle.

Sustainable financing of secondary education require both feasible policy reforms and sustainable financing options if the problem of educational wastage is to be solved (Susan, 2003). Besides, the government must play its central role in policy direction and encourage strong partnership among all the stakeholders including communities, NGOs, private sector and external support among others. Main financing policy reforms relate to improved secondary school enrolment rates, improved retention rates and improved transition rates (ibid). Some of the financing options that may work to reduce educational

wastage in developing countries, Kenya included are; reducing schooling costs, public financing of physical infrastructure and household subsidies. Manda, Mwabu and Kimenyi (2002) noted that the government should always be the principal investor in education, such a role cannot be left entirely to the private sector because of the long term objectives of human resource development.

Educational wastage have several implications for all educational systems (Eshiwani, 1986), for instance the amount of money spent on repeaters adds extra financial burden to the educational system. It is argued that in a country where half of those in educational system drop out of school, then the overall national development is decelerated at a rate of 50 per cent (ibid). The World Bank Sector Policy Paper of 1980 shows that the problem of dropout and repetition especially in Africa is serious. Extensive research on educational wastage carried out by UNESCO in 1982 and International Bureau of Education in 1992 showed that educational wastage has resulted in low economic growth leading to increased levels of poverty (UNESCO, 1998). A case study carried in Thailand indicated that the major reason why students drop out of school is due to lack of funds to finance their education (World Bank, 1992). Educational wastage in public secondary schools has been attributed to the following; Lack of funds to finance their education, Absenteeism, inadequate learning and teaching facilities, examination oriented curriculum among others (Republic of Kenya, 1998).

2.8 Theoretical framework

The study was guided by classical liberal theory of equal opportunities by Horace Mann (1712-1778). The liberal theory asserts that every person is born with potential and capacity that can be developed if one is given opportunity. Education provides such opportunity for one to develop ones potentials and abilities. To enable one develop such potential, education system should be designed in a way that the external barriers of any nature can be removed to realize inborn of persons talents so as to accelerate their social promotion. Liberal progrevists such as Horace Mann (1712-1778) termed education as “the great Equalizer” which would enhance life chances of those born into humble circumstances.

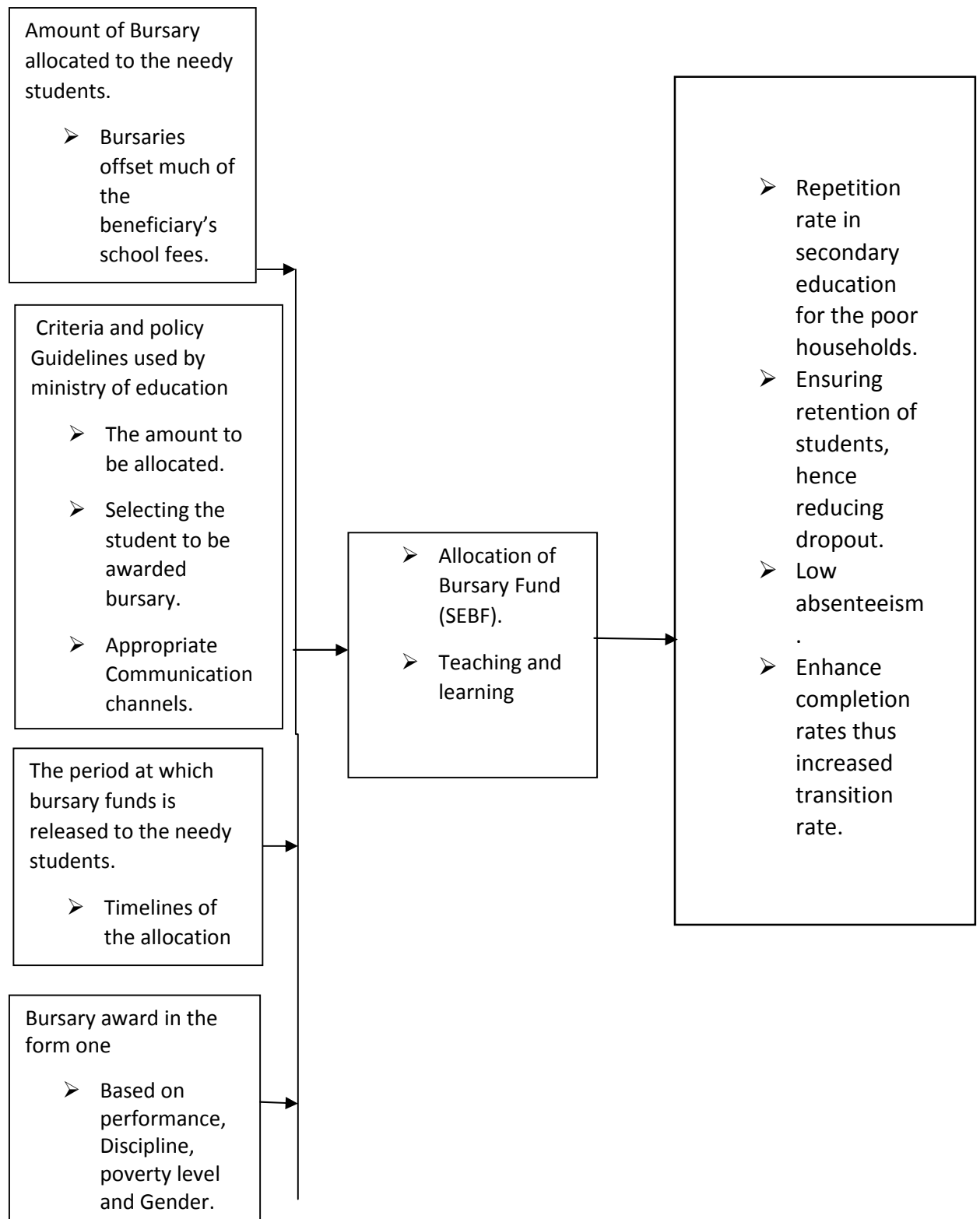
Education is the main instrument that could enhance individual’s life chances in spite of being born into humble circumstances. The theory advocates that those born in lower economic level can pursue higher education on the basis of individual merit regardless of social-economic background. This will ensure that ideal conditions are created to implement the vision of equal opportunity where everybody has access to the kind and type of education that suits his/her inherited capacity. The criteria of scholastic promotion should be “ability and will” (Petrat, 1969). A system of financial aid should be put in motion to enhance social mobility by facilitating an open competition where the able could get access to careers that they deserve.

According to the classical liberal theory, bursary allocation in secondary education can help to reduce the educational wastage, through enhancing equity in access, retention to

secondary schools and transition for a better future. It is hoped that the handicaps that are inherited in being poor that contributes to the educational wastage have been removed. On the level of education policy, the problem is mainly seen as of providing grants for the poor students at secondary school level in Kenya, (Njeru & Orodho, 2003). Otherwise, if education were offered without bursaries only those who can afford to pay school fees and other related costs would enroll and be retained in school. Under such circumstances, inequalities would be perpetuated and therefore promoting the educational wastage in the society. Despite equality of opportunities offered by classical theory, that every person is born with potential and capacity for opportunities, not only education that provides social promotion, since there are some people from humble backgrounds that are very successful in the society despite not pursuing secondary education, and even after dropping out of the school system. Kenya as the nation has put in place an education policy to curb educational wastage by enhancing access, retention, completion and achievement of quality education. Therefore, the study was based on influence of bursary funds in addressing educational wastage in public secondary schools in Kandara sub-county, Murang'a County.

2.9 Conceptual framework

Figure. 1.0 Factors influencing bursary allocation in Public Secondary Schools



The dependent variables of the study was Access, Retention and Transition rate of needy students in public secondary schools, while the independent variables are Amount of bursary fund, which is known to offsets much of the school fees balances of the needy students, Criteria from the ministry of education and policy guidelines on the; amount that is to be allocated, criteria of selecting needy students and also how the needy students get the information regarding the bursary funds, Period at which bursary Fund is released; that is timeline at which the bursary funds is allocated and the amount of bursary fund allocated based on the academic performance, discipline, poverty level and gender. When these factors lack then there is low access, high repetition rate and high drop out of secondary education that is High educational wastage rate.

The effect of three composite variables namely absenteeism, Retention and Transition rate are mediated by poverty from poor families and disadvantaged groups, fees charged to parents/guardians. High wastage rate of students is mostly directly influenced by high poverty level in homes. Thus, according to the conceptual framework, it leads to high wastage rate of students in public secondary schools in Kandara sub-county.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers, research design, target population, sample size and sampling procedure, research instruments, validity of the instruments, reliability of the instruments, data collection procedures, techniques and ethical considerations.

3.2 Research design

Research design is a plan and the procedure for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Johnson & Onwuegbuzie, 2006). The research design adopted for this study was quantitative and qualitative design. The blending of qualitative and quantitative methods in this study neutralized bias, sought convergence of results and produced final product which highlighted the significant contribution of both approaches, where both, therefore used numeric and word data easily.

3.3 Target population

The sample size for this study therefore comprised 100 form two, 100 form three and 120 form four bursary beneficiaries, 80 class teachers 20 school principals and 10 Constituency committee members from Kandara sub-County. The total sample size was 420 respondents, as represented below.

Table 2.1 Target population selection procedure

Population	Sample size
CDF Members	10
School principals	20
Class teachers	80
Students	320
Total	420

3.4 Sample size and Sampling procedure.

In Mugenda and Mugenda (2003), a sample is a subset of a particular population. Generally, the sample size depends on factors such as the number of variables in the study, the type of research design, the method of data analysis and the size of accessible population. She perceives sampling as a process of selecting units from a population of interest so that by studying the sample, one may fairly generalize the results back to population from which they were selected In this study stratified random sampling was employed by dividing the target population in five strata on the basis of the five locations in Kandara Sub-county (Mugenda & Mugenda, 2003), Gay, 2006 suggests that for correlational studies, 30 cases or more are required; for descriptive studies, between 10-30 percent of the accessible population is enough and for experimental design at least 30 cases are required. In this study, 30 percent of the target population was used giving rise to a sample size of 420 respondents. The sample selection procedure is displayed in Table 2.2

Table 2.2 Sample selection procedure

Stratum	Targeted population	Sample percentage	Sample size
Kagundu-ini	500	30	150
Muruka	300	30	90
Gaichanjiru	400	30	120
Ithiru	200	30	60
Total			420

3.5 Research instruments

The data collection instruments included questionnaires and in-depth interview schedules, with bursary committee. The questionnaire items comprised of both close ended and open- ended questions, as well as matrix items that give the advantage of collecting both qualitative and quantitative data, in addition to generating maximum information. In order to obtain more qualitative information, interview schedule was prepared and administered to the Constituency bursary committee as key informants. The researcher constructed three questionnaires; for the principals, class teachers and students who were beneficiaries of bursary fund. The questionnaire for the principals comprised of six parts. Part one sought information on the respondent characteristics, part two information on financing and retention, part three principals comment on the number of needy students, part four principals views on the constituency bursary committee and finally problems faced by constituency bursary committee in their mandate to allocate fund. Questionnaire for students elicited information on bursary funds, who pay school fees for them, number of times they are sent home to collect school fees and if they were awarded bursary when they applied. For the class teachers consisted of their views on the influence of bursary fund in educational financing, criteria used by the constituency bursary committee in selecting needy student, their view on needy students over total students population and their view on bursary committee.

The researcher used interview schedule to gain a thorough insight into the bursary issue from the committee members who are in charge of the CBF. The committee interview schedule captured information on bursary disbursement criteria, number of students who

have benefitted from the bursary fund from 2011-2015, the Government policy and guidelines on bursary fund allocated ,how the constituency bursary fund addresses educational wastage, how they communicate information on education bursary fund to students, how the amount of constituency bursary fund awarded meet the needs of student's tuition and sustenance and finally if the beneficiaries receive the fund on time. The interview scheduled to bursary committee was considered appropriate when collecting data to test the hypotheses, where the interview provided an opportunity to the interviewer to explain the meaning and the purpose of the research and items, also depth of response was expected.

3.6 Validity of the instruments

Validity answers whether the data collected are accurate enough to reflect the true happenings in a study (Mugenda & Mugenda, 1999). In this study, pilot was used to validate research instruments to determine accuracy, clarity and sustainability of the instruments. The questionnaire was pretested using a sample of two principals, ten students and two class teachers, since two or three cases are sufficient for some pilot studies (Borg and Gall 1989). Based in analysis of the pilot study results, rectification was made to the research instruments. The researcher's supervisors helped the researcher to assess the concepts the instruments was to measure in order to determine whether the set of items accurately represents the items under study. The recommendations of the supervisors was used to enhance the validity of the instruments.

3.7 Reliability of the instruments

To determine the reliability of the instrument, student questionnaire was piloted on a sample of 50 bursary beneficiaries in one of the Location of Kandara Sub-County who was not part of this research study. A correlation coefficient was obtained which indicated the reliability of the instrument used. The scores were correlated using Pearson's product moment co-efficient and this was taken as an estimate of reliability. According to Best and Khan (2006), if a co-efficient of 0.5 or more was attained, the instruments would be adopted for use in the study otherwise necessary adjustments would be made to research instruments and process repeated until an acceptable co-efficient is attained. Pearson's product moment co-efficient formula that was used is as shown below;

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

Where: $\sum X$ = the sum of scores in X distribution (20)

$\sum X^2$ The sum of the squared score in X distribution (90)

$\sum XY$ The sum of the product of paired X and Y scores (1680)

N The number of paired X and Y score (5)

$$\sum Y = 400$$

$$\sum Y^2 = 33000$$

From the findings the values were computed, and the following result was obtained;

$$r = \frac{5(1680) - (20 \times 400)}{(5 \times 90 - 20^2)(5 \times 33000 - 400^2)} = \frac{400}{(50 \times 50000)} = 0.80$$

The test-retest technique of assessing reliability of a research was involved in administering the same instruments twice to the same group of subjects. This was after a lapse of two weeks. Spearman rank order correlation was employed to compute the correlation coefficient in order to establish the extent to which the content of the

questionnaires was consistent in eliciting the right responses every time the instrument was administered. A correlation coefficient (r) of 0.80 was considered high enough in judging the reliability of the instruments.

3.8 Data collection procedure

According to Kothari (2004), data collection procedure comprises of the steps and actions necessary for conducting research effectively and the desired sequencing of these steps. The researcher intended to embark on the process of collecting data from the field upon preparation of a research proposal which was approved by the supervisor. Presenting the corrected copies of the research proposal to the Kenya National Council for Science and Technology for a research permit, the researcher obtained the authority to engage with the relevant stakeholders for data collection. Using two trained and motivated research assistants, copies of the questionnaire was self-administered to the respondents in batches, until all the 420 copies were distributed. The interview schedule was administered to the bursary committee members, who had appropriate information on bursary fund allocation, to the needy students.

3.9 Data analysis technique

The analysis of the data started with editing and inspection of the data pieces in order to identify spelling mistakes, items that are wrongly responded to and any blank spaces left unfilled by the respondents. The scientific package of social sciences (SPSS) computer package version was used as a 'toolbox' to analyze data related to objectives. Qualitative data was analyzed by use of mean, standard deviations, the ranges, percentages, pie charts, bar graphs, and frequency polygons. Descriptive statistics gave general opinion

with regard to the disbursement modalities of constituency bursary fund and its influence on repetition and dropout. Quantitative data was analyzed using inferential statistics. Whereby the data collected was used to test hypotheses, also the specific tools that was employed under inferential statistics are ANOVA, independent sample t-test and regression analysis.

3.10 Ethical considerations

The research instruments was designed to gather information on influence of bursary funds in addressing educational wastage in public secondary schools. The research followed consent rules which ensured that individuals are voluntarily participating in the research with full knowledge of relevant risks and benefits. Therefore, the researcher had legal and ethical responsibilities to safeguard the confidentiality of information regarding the clients in their care. The information collected was for academic research purposes and any respondent felt free and responded to questions frankly. Information given by respondents was regarded as confidential and privacy of a person was guaranteed. A research clearance permit was obtained from National Council for Science and Technology in the Ministry of Education Office. Before embarking on the research project, the research permit was presented to the DEO Kandara Sub-county, Murang'a County who wrote an introduction letter to the principals of the sampled public secondary schools in the sub-county. The researcher then booked an appointment with the principals of the sampled schools to get appointment date to explain to them the purpose of the visit.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results are presented on the influence of bursary funds in addressing educational wastage in public secondary schools in Kandara sub-county, Murang'a County. The chapter covers demographic information of the respondents, students response on parents/guardian employer, students' response on monthly income of their parents/guardians, category of schools, comparison between family income and school fees per term, students response on length of time they stayed at home due to lack of school fees, students response on repetition for lack of school fees, students' response on information regarding the bursary funds, students applications and award for bursary fund, how bursary allocated influence the repetition and drop out, how bursary funds awarded in form one influence enrolments and educational wastage, the extent to which the period of the release of the bursary fund influence the education wastage, factors that leads to bursary awards to the needy students and also the criteria given by the ministry of education on secondary schools bursary funds.

4.2 Demographic information of the respondents.

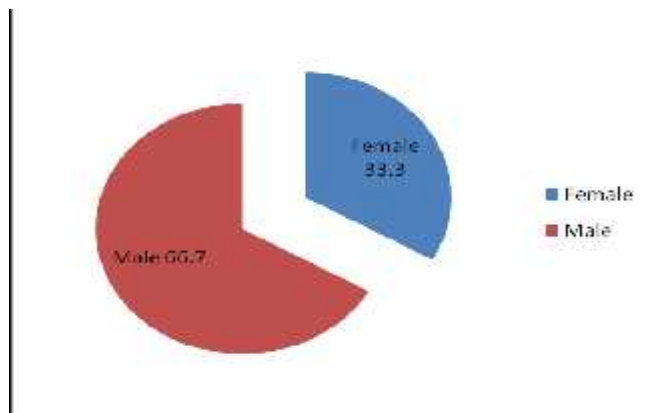
The study sought to inquire information on various aspects of respondents' background; the respondent's sex, age, class level, family background and other personal characteristics. This information aimed at testing the appropriateness of the respondent in

answering the questions regarding the influence of bursary funds in addressing educational wastage in public secondary school in Kandara sub-county.

4.2.1 Gender of principals

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

Figure 4.1 Distribution of Principals by gender

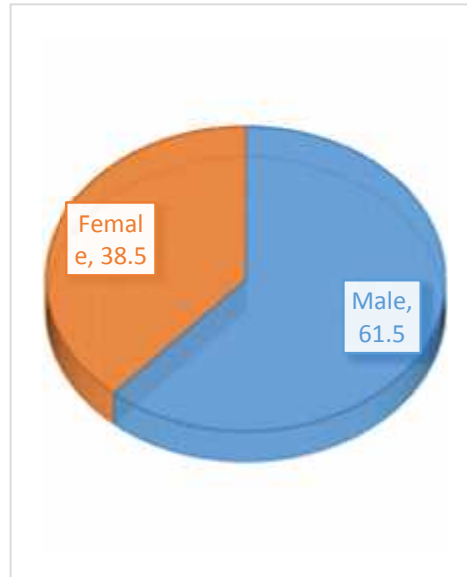


The data in Figure 4.1, indicate that majority of principals (66.7%) were male in Kandara sub-county. These findings are an indicator that male ascent to school headship in public secondary schools is not at par with their female counterparts.

4.2.2 Gender of the class teacher

Class teachers were asked to indicate their gender and their responses presented on Figure 4.2

Figure 4.2 Distribution of Class teachers by gender



The data in Figure 4.2 indicate that majority of teachers (61.5%) were male. These findings are an indicator that female teachers in public secondary schools are fewer in number as compared their male counterparts in Kandara sub-county.

4.2.3 Distribution of students by gender

Students were equally asked to indicate their gender and their responses presented on

Table 4.1

Table 4.1 Student Gender

Gender	Frequency	Percentage	Valid %	Cumulative %
Male	85	35.7	35.7	35.7
Female	153	64.3	64.3	100.0
Total	238	100.0	100.0	

The Table 4.1 shows that among the students Girls are slightly more at 64.3%. Which indicates that in Kandara Sub-county there are more Girls in schools than boys. The findings indicates that gender parity still exist in secondary schools in Kenya. Therefore a lot of effort need to be done to fill this gap of gender parity and bring it to an equilibrium, Where Kandara Sub-county is therefore not an exception.

Table 4.2 Distribution of students by age

Age distribution of the students	Frequency	Percentage (%)
Less than 15 years	53	22
15-16 years	77	32
16-17 years	100	42
17-18 years	8	4
Total	238	100

The results in Table 4.2 shows that (42%) of students were 16-17 years. This depicts that the students were young and most of the students are in eligible age bracket for secondary school level.

4.2.4 Distribution of students by class

The study also required the students to indicate the classes that they were in and the findings as shown in Table 4.3

Table 4.3 Distribution of students by class.

	Frequency	Percentage	Cumulative %
Form 1	11	4.6	4.6
Form 2	75	31.5	36.1
Form 3	111	46.6	82.8
Form 4	41	17.2	100.0
Total	238	100.0	

The findings, in the Table 4.3 most of the students (46.6%) were in Form 3. This depicts that the quality of information was high especially in form three, who are pays more in terms of school fees as compared to the lower forms, and from the findings they were well represented in then data collection.

4.2.5 Students' response on the person they lived with

The study sought to establish the people that the students lived with and the findings are as shown in the Table 4.4

Table 4.4 Students' response on the parent status

	Frequency	Percentage	Cumulative %
Both parents alive	162	68.1	68.1
Both parent dead	12	5.0	73.1
One parent dead	23	9.7	82.8
Single parent alive	21	8.8	91.6
Parents divorced	20	8.4	100.0
Total	238	100.0	

The findings in the Table 4.4 the study established that majority of the students (68.1%) had both parents. This depicts that the majority of the students were supported by both of their parents in their education in terms of fees payment. In addition a significant number of the students that is (31.9%) were supported by single parents and guardians in financing their education. This indicates that the students required external source of finances to pay for their education as their sponsors (parents, guardians) had other family

obligation to take care of which reduced the disposable income to pay for the students education. The findings established that household income has significant impact on schooling, since the family has other family obligations that require financing, the disposable income to finance education is greatly reduced and the families cannot fully finance the secondary education of their children.

4.2.6 Students' response on parents' /Guardian employer

The research sought to establish the students' parents'/Guardian nature of employment and the findings are as shown in the Figure 4.3

Figure 4.3 Students' response on parents' /Guardian employer

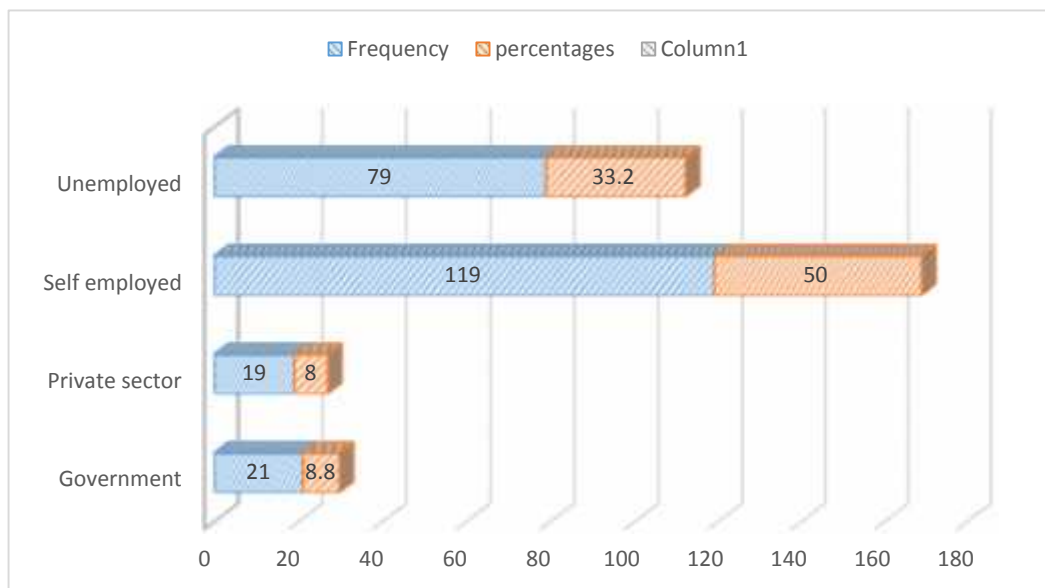


Figure 4.3 Indicates that most of the students' parents/Guardians place of work (50%). This depicts that the SEBF was a critical source of funds for students education as majority of their parents/Guardians did not have a stable source of income that is they were not in any form of employment. The majority (50%) of the parents/Guardians are

self-employed, which cannot be predicted in term of generating education finance, since self-employment can be influenced by many factors such as; the rate of taxation, money value and inflation rate of the country, therefore unreliable source of income. Only (8.8%) of the parents/guardian are in stable source of income, which is reliable and also they have job security. This is a clear indication that SEBF is a critical source of funds in secondary education and it contributes to a bigger percentage in minimizing educational wastage that is minimizing students drop out and Repetition.

4.2.7 Students’ response on monthly income of their parents/guardians

The study further explored the monthly income of the students’ parents/guardians and the findings are as shown in the Table 4.5

Table 4.5 Students’ response on monthly income of their parents/guardians

Amount in Ksh	Frequency	Percentage	Cumulative %
Below 1,000	89	37.4	37.4
1,000-5,000	70	29.4	66.8
5,001-10,000	40	16.8	83.6
10,001-15,000	9	3.8	87.4
15,001-20,000	8	3.4	90.8
20,000 and Above	22	9.2	100.0
Total	238	100.0	100.0

The findings in the Table 4.5 indicate that (37.4%) of the students’ parents/guardians had a monthly income below Kshs 1,000, The findings illustrates that the majority of the parents did not have sufficient sources of income to sustain their students in school and relied on other sources like SEBF. These findings are an indicator that majority of parents of students in sampled schools had low income that necessitated the application for SEBF for their children and if they don’t get the bursary funds, there was more likelihood that

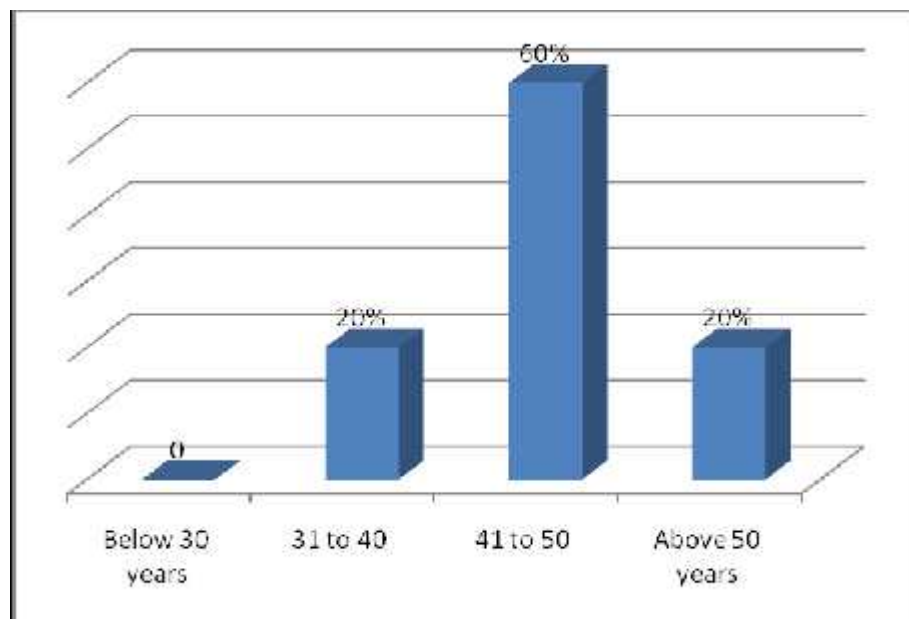
they would have either repeated classes or dropped out of the school system, because of lack of funds to offsets their school fees balances and therefore contributing to the educational wastage in the society.

The findings concur with Njeru and Orodho (2003) whose study indicated that income has significant impact on schooling. If one goes to a secondary schools in Kenya average household spent 38.10% of their household income on education. The regressive impact of indirect school levies lead to negative enrolment response and drop out from school unless the family got external support to educate children.

4.2.8 Age of principals

In this study the researcher asked the principals to indicate their age and the results are presented on Figure 4.4

Figure 4.4 Age of the principals



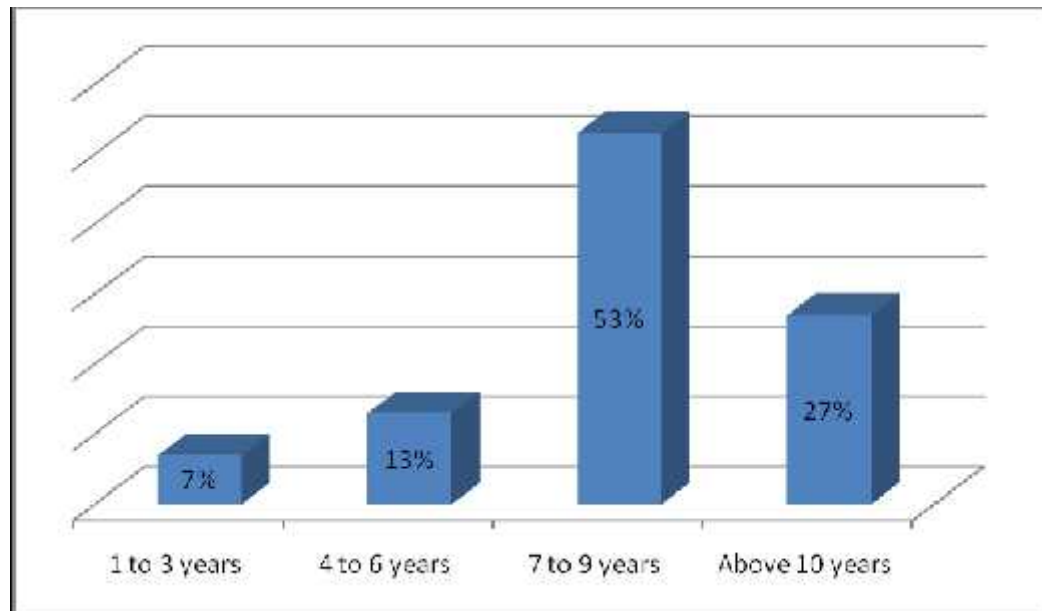
The results in Figure 4.4 show that the majority of the principals 60% were aged between 41-50 years. These findings are an indicator that majority of principals sampled for this

study had administrative experienced that could enable them to be conversant with financial assistance available to needy students and effectiveness it has on addressing educational wastage in public secondary schools. These indicates that most principals in public secondary school in Kandara Sub-county had attained ages that could be appropriate for them to qualify for administration of public secondary schools and therefore could furnish this study with information that is reliable in relation to influence of bursary funds in addressing educational wastage.

4.2.9 Principals' administrative experience

This study sought to find out from principals their teaching experience in years and the responses obtained in Figure 4.5

Figure 4.5 principals' administrative experience



The findings in Figure 4.5 reveal that the majority of the principals 53% is said to have worked as principals for a period of 7 to 9 years. These findings are an indicator that majority of principals sampled for this study had administrative experience that could enable them to be conversant with financial assistance available to needy students and the influence it has in addressing educational wastage in public secondary schools.

4.2.0.1 Category of schools

This study also found it necessary to find out from principals, the category of schools they were heading. The results obtained are as shown on Table 4.6

Table 4.6 On Schools category

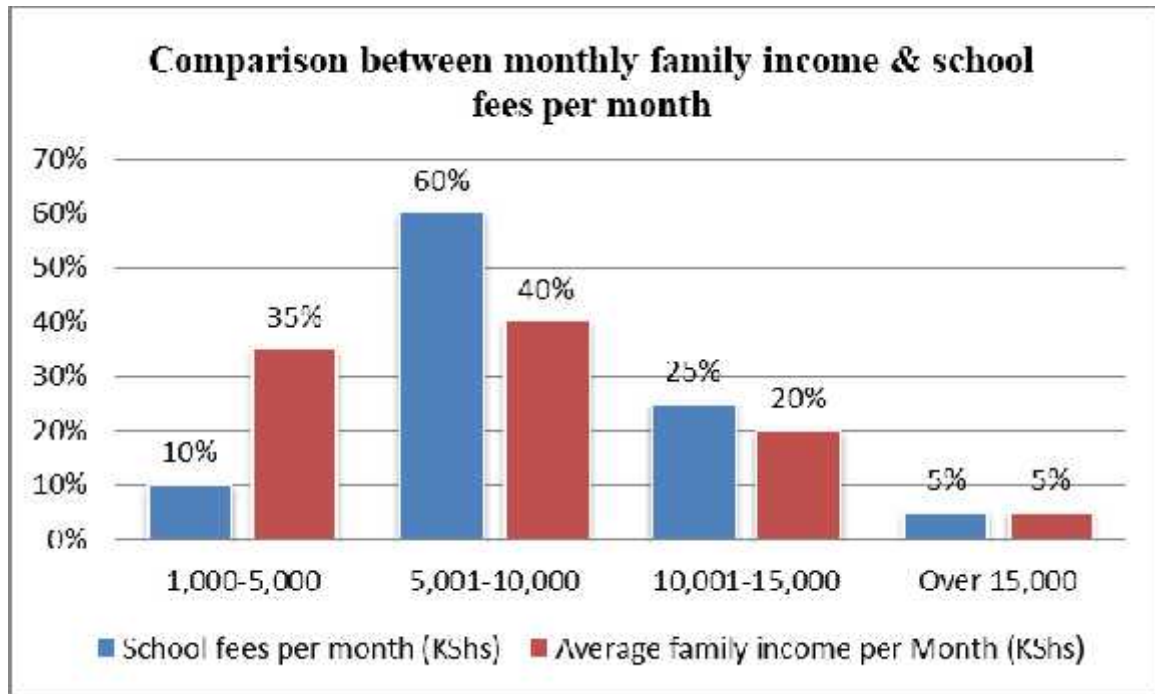
	Frequency	Percentage	Cumulative %
National school	1	0.4	0.4
Extra County school	103	43.3	43.7
County school	21	8.8	52.5
District school	113	47.5	100.0
Total	238	100.0	

The findings in Table 4.6 indicates that most of the schools 47.3% are district day school. These findings are an indicator that majority of schools in Kandara Sub-county are district day schools which are mostly suited for students from poor family going by their relatively cheaper cost as compared to boarding schools, thus students in these schools are in need of the CBF bursary fund.

4.3 Comparison between family income and school fees per term

The study further compared the family income for every term with the school fees charged per term and the findings are as shown in Figure 4.6

Figure 4.6 Comparison between family income and school fees per term.



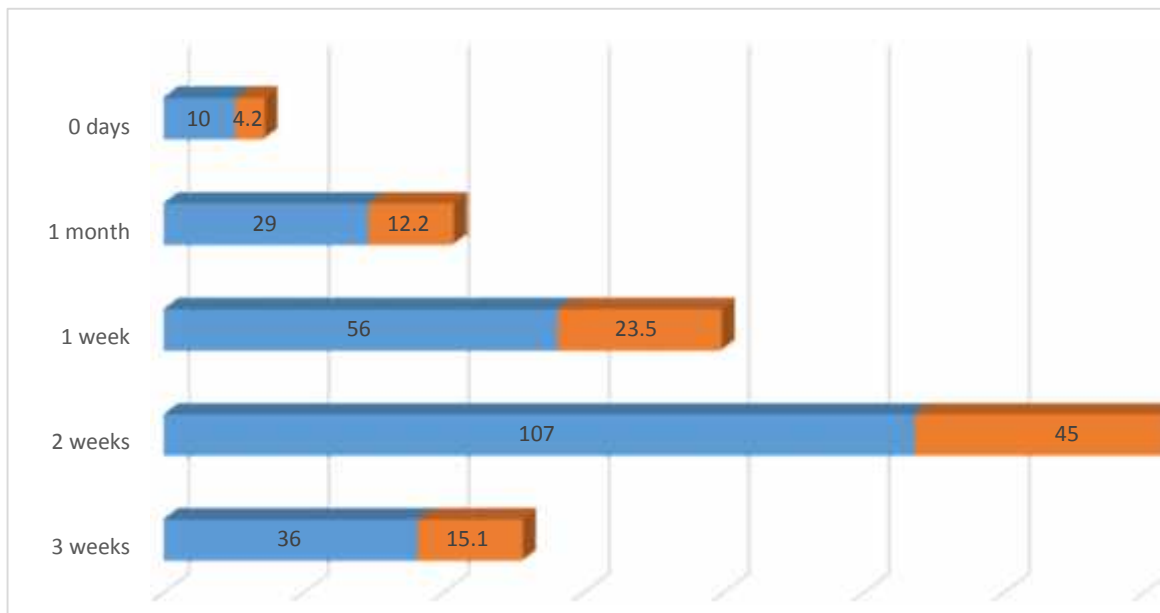
The findings in Figure 4.6 shows that most of the families (40%) had a monthly family income of Kshs 5,000-10,000. On the other hand, the study established that 60% of the families paid school fees of Kshs 5,000-10,000 per month. This illustrates that the amount of school fees charged per month (kshs 5,000-10,000) for 60% of the families was higher than the average family income per month. It also illustrates that majority of the families could not solely fund for the secondary education of their children and therefore required external sources like SEBF to help in financing for the education of the students from such homes. From the findings, the policy of cost sharing needs to be re-

asserted since it contributes in minimizing educational wastage by poor and vulnerable groups.

4.4 Students' response on length of time they took before going back to school

The students were asked to indicate the duration that they approximately took before going back to school when they were sent home for school fees.

Figure 4.7 Length of absenteeism due to lack of school fees



The data in Figure 4.7 shows that most of the students (45.0%) stayed for two weeks at home due to lack of school fees and some had been sent home for school fees for a duration of one month. This depicts that most of the students come from financially unstable families and spent a significant amount of their time at home due to fees problems. The findings are in line with Kirigo (2008) who established that students from poor families spent a significant duration at home owing to fees problems and therefore SEBF were an effective way of enhancing retention and transition in secondary schools.

Ministry of education report (2009) depicted that high rate of absenteeism in public secondary schools as a result of affordability problems led to poor coverage of syllabus which consequently has led to the students performing dismally in the final exams and therefore majority of students end up repeating or even dropping out of school. In conclusion majority of the families require external financial support to afford the financing of secondary education of their children. Therefore SEBF is in position to provide this financial support.

4.5 Students response on repetition for lack of school fees.

Table 4.7 indicate the number of students who repeated classes due to lack of school fees.

Table 4.7 Students’ response on repetition for lack of school fees

	Frequency	Percentage	Cumulative %
Failed	1	0.4	0.4
Failed cut off marks	1	0.4	0.8
Fee problems	46	19.3	19.3
N/A	180	75.6	97.1
Sick	1	0.4	97.5
To get better Grade	2	0.8	98.3
Transferred to a new school	4	1.7	100.0
Total	238	100.0	

Table 4.7 Indicates that most of the students (19.3%) repeats classes due to lack of school fees. This depicts that lack of school fees contributes (19.3%) to the repetition of students in various classes. This further shows that a significant proportion of students face

challenges in raising school fees therefore they end up staying at home, not able to catch up with the rest of the students who are not sent home for school fees. As a result they end up not even doing their end term examination which is one of the indicator of the qualification to the next level (transition), hence they end up repeating classes. From the findings, it can be deduced that SEBF was not adequate in minimizing educational wastage in public secondary schools in Kandara Sub-county and therefore needy students should be awarded bursary to offset much of the school fees balances. This will enable the needy students to remain in the school system, hence minimizing educational wastage.

4.5.1 Students' response on information regarding the bursary funds

Students were asked the reasons why they opt not to apply for a bursary based on the following factors, the response were as follow in Table 4.8

Table 4.8 Students' response on information regarding the bursary funds

Response of students		Frequency	Percentage
Lack of information	Strongly Agree	75	31.5
	Agree	101	42.4
	Undecided	12	5.0
	Disagree	101	24.0
	Strongly Disagree	26	10.9
Amount is too little	Strongly Agree	54	22.7
	Agree	51	21.4
	Undecided	50	21.0
	Disagree	35	14.7
	Strongly Disagree	48	20.2
Amount always delays	strongly Agree	82	34.5
	Agree	72	30.3
	Undecided	42	17.6
	Disagree	21	8.8
	Strongly Disagree	21	8.8
Certainty of not being awarded			

	Strongly Agree	82	34.5
	Agree	78	32.8
	Undecided	30	12.6
	Disagree	27	11.3
	Strongly Disagree	21	8.8
Application procedure tedious			
	Strongly Agree	46	19.3
	Agree	60	25.2
	Undecided	22	9.2
	Disagree	49	20.6
	Strongly Disagree	61	25.6

The finding of the study from Table 4.8 establishes that most of the students never applied for bursary because they lacked information about when to apply (73.9%) cumulatively. This depicts that a lot need to be done to sensitize people more on bursary funds existence, BFC members to increase the allocations and also the Committee to release the fund on time, so that the needy students can remain in school. Also the findings depicts that a lot need to be done by local administrative officials also have role to play in sensitizing parents and students about the existence of the CDF bursary funds.

4.5.2 Students' application for bursary fund

The study also sought to establish whether the student had ever applied for bursary fund.

Table 4.9 Students' application for bursary funds

	Frequency	Percentage	Cumulative %
Yes	194	81.5	81.5
No	44	18.5	100.0
Total	238	100.0	

The findings from Table 4.9 indicated that the majority of the students (81.5%) applied for bursary funds. This is a clear evidence that secondary bursary funds has high demand

since it plays a greater role in offsetting the school fees balances. Therefore enough amount need to be set aside in the sub-county so that all applicant at least to get a share and this will enable the needy students to remain in school system, hence minimizing the educational wastage.

Figure 4.8 Students' application for bursary fund

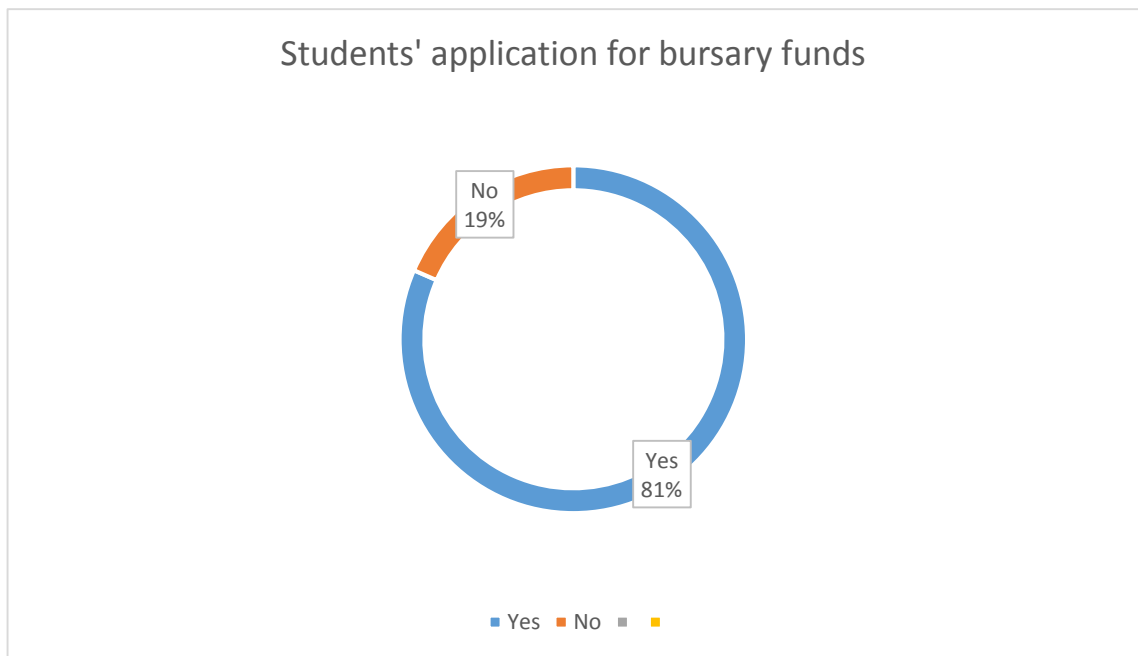


Figure 4.8 shows that the majority of the student (81.5%) had applied for bursary fund while (18.5%) of the student had never applied for bursary fund. The findings depicts that the majority of the students recognized the SEBF as an important source of funds to ensure that no drop out and repetition of students in secondary schools, therefore increasing retention and transition rate. According to Njeru and Orodho (2003), funding the secondary education was very costly to majority of the families in Kenya and required external assistance from the government and NGOs to cushion the families from the

heavy financial burden of educating their children. Thus bursaries were important sources of funds to ensure no educational wastage of students in secondary schools.

4.5.3 Students' response on receiving a bursary fund award

The study further explored on whether the students had ever received a bursary award after application.

Table 4.10 Students' response on receiving bursary fund

	Frequency	Percentage	Valid %	Cumulative %
Yes	131	55.0	55.0	55.0
No	107	45.0	45.0	100.0
Total	238	100.0	100.0	

The findings in Table 4.10 show that the majority of the students (55.0%) had received a bursary award after application. This depicts that SEBF benefited great number of students and thus could significantly ensure minimal educational wastage (repetition and drop out) of students in secondary schools in Kandara Sub-county. Meanwhile the majority of the SEBF committee members agreed that the bursary scheme impacted on transition and retention of students in secondary schools to a great extent. This was owing to the fact that the bursary scheme benefited a great number of students but from the percentage the Bursary fund allocation in the sub-county need to be increased to cater for the remaining percentage (45%) those who were in need of bursary funds but they never received any. This depicts that the bursary fund had a greater demand since it has a significant impact on the retention and transition rate of students in public secondary schools, and therefore amount of money allocated for SEBF in the sub-county should be increased to cater for this high demand of the bursary funds.

4.6 To what extent does the amount of bursary allocated influence the repetition and drop out in public secondary schools?

4.6.1 Students response on if bursary offsets much of the beneficiaries' school fees.

Table 4.11 Response on if bursary offsets much of the beneficiaries' school fees.

Response	Frequency	Percentage	Cumulative %
Strongly Agree	44	18.5	18.5
Agree	70	29.4	47.9
Undecided	47	19.7	67.6
Disagree	47	19.7	87.4
Strongly Disagree	30	12.6	100.0
Total	238	100.0	

From the findings in Table 4.11 indicates that (47.9%) of students agreed that bursary funds offset much of the beneficiaries' school fees. This is a clear indicator that SEBF has a great role in reducing school fees balances of needy students in public secondary schools in Kandara sub-county and therefore it has a great contribution in minimizing educational wastage that is promoting retention and transition when students remain in school without been sent home due to lack of school fees.

4.6.2 Amount of money awarded per term

The researcher sought from students the total amount of money awarded to them per term so as to establish the total amount disbursed to schools. Their responses are as shown on Table 4.12

Table 4.12 Amount of money awarded per term in the year 2015

Term	Amount of money	Frequency	Percentage
First	500 to 1000	20	
	1,100 to 3000	6	
	3,100 to 6,000	0	
	6,100 to 12,000	10	
	Total	36	15.13
Second	500 to 1000	26	
	1,100 to 3000	40	
	3,100 to 6,000	60	
	6,100 to 12,000	21	
	Total	147	61.76
Third	500 to 1000	30	
	1,100 to 3000	20	
	3,100 to 6000	5	
	6,100 to 12,000	0	
	Total	55	23.11
Overall Total		238	100.0

The results in Table 4.12, the majority of students (61.76%) said they were awarded secondary bursary funds in second term and the least number of students (15.13%) awarded bursary funds in first term. These findings are an indicator that majority were awarded bursary in the second term other than on the first term, which in most cases carries the heaviest fee burden to parents and guardians. For that matter many students are send home for school fee balances leading to increased absenteeism, dropouts and repetition. Therefore from the findings, there is need for bursary allocation to be awarded early in the year, mostly first term and should be adequate enough to offsets huge amount of school fees charged by schools. It was also established from CBC officials that the amount awarded is not adequate with the minimum amount given to day schools being kshs.2,000 yet the fees is Kshs.11, 200 from the ministry of education, which means that there is always a deficit. They further revealed that for boarding schools, a student may

receive KShs.5, 000 per year, but the fees ranges from KShs.18, 000/- to KShs.53, 400 per year. This is between 18 to 28% of the total fee required per year. For that matter, quite a number of students will not have regular attendance from school hence affecting grade to grade transition rate and grade to grade survival rate leading to increase grade to grade repeater rate, dropout and repetition. Therefore there is need to increase the amount of bursary allocation and also allocate it during first term to increase the retention rate and also the completion rate hence minimize educational wastage in public secondary schools.

4.6.3 Number of students who dropped out in the past four years due to lack of school fees.

The study required principals to indicate the number of students who dropped out in the past four years due to lack of school fees. Their responses are as shown on Table 4.13

Table 4.13 Number of students who dropped out in the past four years.

Year	Form	Frequency	Percentage
2012	Form 1	15	
2013	Form 1	10	
2014	Form 1	6	
2015	Form 1	1	
	Total	32	28
2012	Form 2	4	
2013	Form 2	16	
2014	Form 2	15	
2015	Form 2	6	
	Total	41	36
2012	Form 3	6	
2013	Form 3	15	
2014	Form 3	10	
2015	Form 3	0	
	Total	39	34

2012	Form 4	1	
2013	Form 4	0	
2014	Form 4	0	
2015	Form 4	1	
	Total	2	2.0
			100.0

The findings presented on Table 4.13 shows that the majority of principals (93.3%) indicated that majority of the students (36%) drop out of school in form two, and the least number of students (2.0%) drop out of school in form four. This indicated that majority of the students drop out of school when they are in form two where parents experience more burden in terms of school fees payments. These findings are an indicator that there is a remarkable number of students who drop out of secondary schools due to lack of school fees or either not able to raise the required amount of school fees hence they end up dropping out, which is one of the key factor that influences educational wastage in public secondary schools. Therefore, it is an indicator that most of the students deserve to benefit from SEBF and also the amount should be increased to offsets much of school fees charged to ensure low drop out in public secondary schools in Kandara Sub-County.

4.7 To determine the extent to which bursary funds awarded in form one influence the repetition and dropout rate of needy students in public secondary schools.

The school principals were required to indicate the number of beneficiaries of CBF from form one and who qualify to join public universities through KUCCPS.

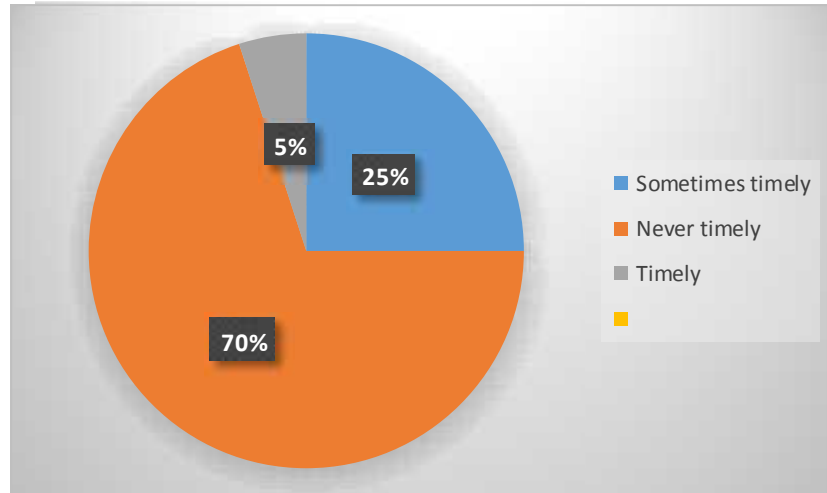
Table 4.14 Number of students who benefitted from CBF and qualified to join public university through KUCCPS.

No of students	Frequency (No of schools)	Percentage Valid %	Cumulative %
8	3	37.5	37.5
10	3	37.5	75.0
26	2	25.0	100.0
Total	8	100.0	

The results in Table 4.14 show that majority of the needy students who benefitted from SEBF qualify to join public universities through KUCCPS, where most of schools stands at 37.5%. Therefore, if they could have not been given SEBF there is high likelihood that they could have repeated classes due to lack of school fees, Drop out of school and also not able to join the next level of education that is the university. This point to the fact that majority of the needy students deserved to benefit from the SEBF as it is one of the major support when they are in secondary school and also used to cushion families from heavy financial burden of educating their children's. Thus bursaries were important sources of funds to ensure access, retention and also transition of students from secondary schools to the university and therefore minimizing education wastage especially in secondary schools.

4.8 To determine the extent to which the period of the release of the bursary fund influence the educational wastage in public secondary schools.

Figure 4.9 School Principals' response on period of disbursement of bursary funds.



According to the findings in Figure 4.9, majority of school principals' reveals that bursary allocations/disbursements is never timely (70%) and sometimes timely is (25%) as indicated from the research and therefore most needy students are sent home because of school fees and as they wait for the bursary allocation, which is never timely and hence contributes to educational wastage that is when needy students are not given bursary funds, those deserving students drop out of school or repeat classes due to the frequency of absenteeism that will lead to low academic performance. Therefore, there is need to strengthen and improve bursary allocation more so the allocation should be awarded on time to minimize wastage rate.

4.8.2 Students response on the time of bursary allocation

Table 4.15 On student’s response on time of bursary allocation

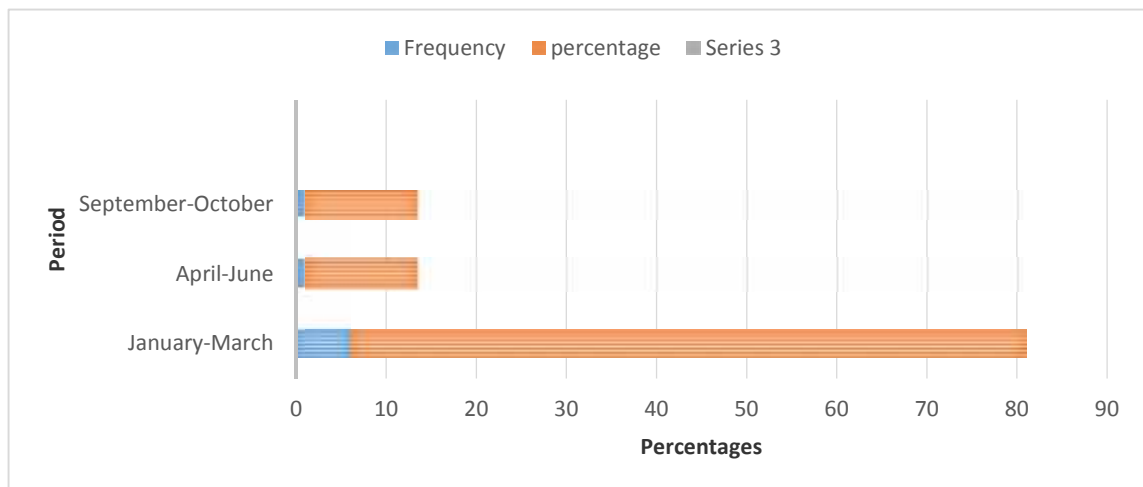
	Frequency	percentage	cumulative %
Strongly Agree	30	12.6	12.6
Agree	79	33.2	45.8
Undecided	30	12.6	58.4
Disagree	48	20.2	78.6
Strongly Disagree	51	21.4	100.0
Total	238	100.0	

According to the findings in Table 4.15 (45%) cumulative agreed that bursary is awarded to the beneficiaries on time, (20.2%) disagreed while (21.4%) strongly disagreed that is (41.6%) cumulative. This showed that bursary allocation should be awarded on time, so that to prevent students sent home due to lack of school fees and therefore educational wastage will be minimized.

4.8.3 School principals’ response on appropriate period/time for bursary allocation

School principals were asked to give their opinion regarding the appropriate time for bursary allocation and the findings were as follow in Figure 4.10

Figure 4.10 on principals ‘response on appropriate time for bursary allocation.



From the results in Figure 4.10 majority of the principals (75.0%) proposed that the appropriate period for bursary allocation is between the months of January to march. This depicts that at the start of the year is the right time since is when students pay much school fees that is first term as compared to second and third term when students pay much less. Therefore if the bursary funds is awarded during first term it will assist needy students in offsetting their school fees balances.

4.8.4 Response on how the needy students in their classes are affected by non-payment of fees and lack of bursary support

Class teachers were asked to response on how the needy students are affected by not paying the school fees and also lack of bursary funds, the findings were as shown in the Table 4.16

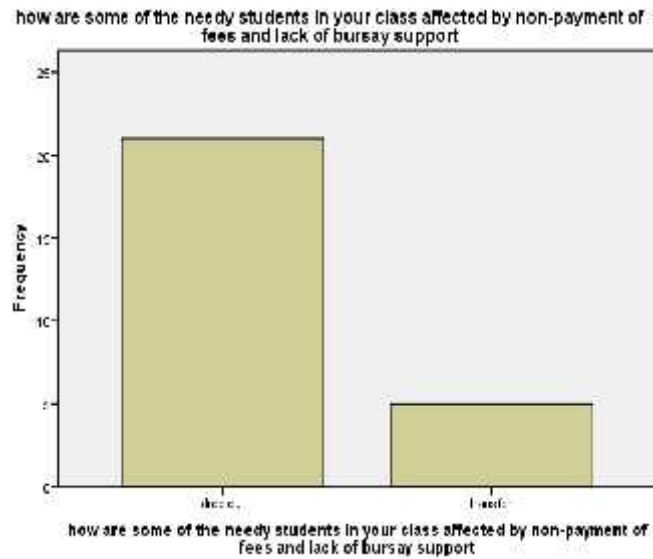
Table 4.16 Class teachers’ response on how the needy students in their classes are affected by non-payment of fees and lack of bursary support.

	Frequency	Percent	Cumulative Percent
Drop out	21	80.8	80.8
Transfer	5	19.2	100.0
Total	26	100.0	

The findings from Table 4.16 the Class teachers indicated that the majority (80.8%) of those needy students drop out of secondary schools, while (19.2%) transferred to other schools where they afford to pay school fees that is from the study it indicated that those were in national schools transferred to day school. Therefore the findings are an indicator that lack of school fees and bursary allocation to the needy students contributes to the educational wastage, since majority of students (80.8%) drop out. Hence there is need to award bursaries to the deserving needy students to minimize drop out and needy students

transferring to other schools. The researcher concludes that the amount set aside for SEBF should be increased so that each deserving needy student to receive amount that is enough to offsets much of the school fees.

Figure 4.11 How needy students are affected by non-payment of school fees and lack bursary fund



The findings from the Figure 4.11 indicates that the majority of the students drop out of school because they cannot afford to pay school fees and also they are not awarded bursary funds, which normally offsets school fees balances and hence minimizes educational wastage in secondary schools. Therefore there is needs to award enough bursary funds so as to minimize the educational wastage.

Table 4.17 Class teachers' Response on how bursary assist needy students to complete their course.

	Frequency	percent	cumulative percentage
Yes	14	53.8	53.8
No	12	46.2	100.0
Total	26	100.0	

From the Table 4.17 According to the majority of Class teachers (53.8%) bursary funds normally assists needy students to complete their course while minority (46.2%) of class teachers disagreed. This depicts that bursary funds is very crucial in enabling the needy students complete their secondary education as reflected by the percentages since it will assists them in offsetting their school fees balances, hence reducing the school fees burden that is a challenge to the majority of parents who come from poor background.

4.8.4 Factors that leads to bursary awards to the needy students

Table 4.18 School Principals' response on factors that leads to bursary awards to the needy students.

Bursary awards criteria	Extent	Frequency	Percentage
Performance/Discipline	Great extent	3	37.5
	To some extent	4	50.0
	Not at all	1	12.5
	Total		100.0
Political influence	Great extent	2	25.0
	To some extent	2	25.0
	Not at all	4	50.0
	Total		100.0
Poverty level	Great extent	4	50.0
	To some extent	4	50.0
	Not at all	0	00.0
	Total		100.0
Gender	Great extent	1	12.5
	To some extent	2	25.0
	Not at all	5	62.5
	Total		100.0

From Table 4.18 indicates that the majority of needy students are awarded bursary depending on poverty level index and also performance/discipline which are the criteria with the highest percentage (50%), while gender took the least percentage (12.5%). Therefore from the findings it is clear that those from the poor background due to their poverty level and academic performance have high likelihood of receiving bursary funds which enable them to be in school. Therefore poverty level, performance and discipline

were the key factors that influenced secondary school bursary funds allocation of needy students in Kandara Sub-county.

4.9 Extent to which the Criteria given by The Ministry of Education on Bursary Allocation is adhered to

The Secondary Schools Bursary Scheme was introduced in the 1993/1994 financial year with the objective of cushioning the poor households from the impact of poverty, inflation and the effects of HIV/AIDS (MoE, 2003). At inception of the scheme, funds were disbursed directly to secondary schools from the Ministry Headquarters, based on the schools student enrolment. Schools were expected to distribute the bursary funds in accordance with guidelines issued by Ministry of Education. The general MOE guidelines directed schools to allocate money to poor students on the basis of academic records and discipline. At the school level the management board with the help of teachers identified needy students to benefit from those funds. According to the guidelines students were required to fill a Form A which captured the student's bio data, economic background of the parents where applicable and some information on the student's performance in school.

The CDF Committees were asked to give the procedure employed in disbursement of bursary in the sub-county. Their responses are given in Table 4.19

Table 4.19 Bursary funds committees’ response on disbursement procedure

Requirements when applying for bursary funds.	Procedure used in disbursement of bursary funds
Bursary form	Parents/guardians pick bursary forms from schools/photocopying outlets/sub-county office
Filling the bursary form	Forms are filled by parent/student/chief or assistant chief or church minister and primary and secondary head teachers.
Bursary form returned	Forms are returned to the CBC which uses the information on the forms to identify the cases and allocate them funds. Recently a sub-county committee was interviewing applicants to determine their levels of need.
Cheques sent to school	Cheques are then sent to the beneficiaries through their schools

Table 4.20 shows the procedures employed in bursary disbursement in schools.

Table 4.20 Bursary disbursement procedures

Procedure of bursary disbursement	Frequency	Percent
School provide forms for students to fill every term and apply for the bursary	20	70.0
Head teachers decide the students to benefit	12	80.0
Class teachers and school principals’ review school records and pick worthy students	8	60.0
The board of governors decide who to benefit	4	25.0
Students with huge fee balances are considered	20	70.0

The table 4.20 shows that majority, 80% of the principals indicated that they decided which students benefited from the bursaries, 70% indicated that students with huge fee balances were considered, 70.0% indicated that the students apply for the bursaries and the rest replied as shown in the table. In confirmation to these findings, a previous study showed that in most cases head teachers ultimately decided on who was to receive bursary without making reference to the Board of Governors or the teaching staff, which have great influence in addressing the educational wastage in public secondary schools in Kandara sub-county.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of findings, conclusions and recommendations of the study in line with the objectives of the study and suggestions for further research.

5.2 Summary of the findings

The findings are summarized according to the research questions and are presented in the following subsections.

5.2.1 Extent to which the amount of bursary fund allocation to the needy students influence the educational wastage in public secondary schools.

The study found out that majority of parents/Guardians are self -employed, hence they don't have a stable source of income and whatever they get cannot be predicted in terms of generating education finance, since self- employment can be influenced by many factors such as the rate of taxation, money value and inflation rate of the country, therefore unreliable source of income. Since most of parents. Guardians did not have stable source of income (37.4%) having an average family monthly income of ksh 1000 and below, SEBF was a critical source of fund in offsetting much of the school fees balances of the needy students in public secondary schools.

The study found out that most of the students who drop out of school or repeat classes (19.3%) was due to lack of school fees which was the key factor that contributes to the educational wastage. The study also found that students awarded bursary funds (55.0%) are more likely to be retained and to perform well in schools than those without bursaries, since when they are retained it counter drop out and when they are retained likely they

will perform better hence able to qualify to the next level without repeating classes therefore increases transition rate of students in secondary education.

The finding showed that the majority of the students (95.8%) came from poor economic background as indicated from parents' level of income per month, which made them to be at home due to school fees problems. It also showed that most of the students deserved to benefit from the SEBF to ensure high access, retention and transition of students in public secondary schools, which would ensure drop out and repetition of students is minimized. Also the study found that the average family income was kshs1,000 -5,000 therefore, the majority (95.8%) of the parents did not have sufficient sources of income to sustain their children in school and relied on other sources like SEBF and which came out to be the most crucial source of fund. The findings were collaborated by IPAR (2008) that the high poverty rate in Kenya, currently estimated at 46 percent poses affordability problems towards the financing of secondary education. Therefore majority of the families required external financial support to afford the financing of secondary education of their children

From the findings, it was established that the amount awarded was too little and it could not assist needy students to clear their school fees balances. This depicts that a lot need to be done regarding the amount allocated by Government as bursary fund to the needy students, so that BFC members to increase the allocations per every needy student. This will ensure; retention of needy students in the education system, reduce absenteeism, minimize repetition and also enhance completion rates thus increasing transition rate. .

The researcher concluded that the bursary funds play a major role in minimizing educational wastage, if the bursary funds was increased to offset the school fees balances.

5.2.2 Extent to which the MoE criteria on bursary influence the educational wastage of needy students in public secondary schools.

In an effort to reduce the financial burden of poor families in financing secondary education, the government of Kenya established secondary school education bursary fund (SEBF) in 1993 /1994. SEBF aims to cushion the country's poor and vulnerable groups against the high and increasing cost of secondary education, therefore reducing inequalities (KIPPRA, 2007) to increase enrolment in and completion of secondary school.

The ministry of education releases bursary application forms through the Area Education Officers (AEOs) which are to be filled by parents and needy students. Details required in the form include academic background of the student, family background including family size, economic status (family annual income) and family type (orphan, non-orphan, single parent). Details are given on fees payment and any outstanding balances. The ministry emphasizes on student performance and discipline. The bursary application form has to be signed by the chief or religious leader and the school head before submission to the constituency bursary fund committee (Njeru and Orodho, 2003).

The lack of the school fees affected learning to a very great extent and thus a major hindrance on access, retention and transition of students in secondary schools. The people that should apply for bursary fund were the needy students, the orphans, the disabled students and the bright students. Most of the students deserved to benefit from the SEBF

as they belonged to various categories of needy students who should apply for bursary fund. The study established that minority (15%) of the students had never heard of the SEBF. This depicts that the level of awareness (85%) on SEBF was very high in secondary schools in Kandara Sub-county which further made the students able to apply for bursary fund. The study also established that communication procedure was not appropriate, which was one of the key challenges facing disbursement of SEBF to needy students.

Even though majority of the students (85%) recognized the SEBF as an important source of funds to ensure access, transition and retention in secondary schools, (45%) were not awarded when they applied for it. The lack of adequate information about SEBF was a key challenge facing the disbursement of SEBF to needy students in public secondary schools in Kandara sub-county. The criterion used in Kandara sub-county left room for a lot of discretion which could be subjective. This call for measures to be put in place to ensure that the fund benefits those who need it. The study also established that only (55%) of needy students had received a SEBF, and therefore there is high likelihood of educational wastage attached to those who applied (45%) and never benefitted.

5.2.3 Period of disbursement of bursary funds and how it minimizes educational wastage.

The study established that most of the students (45%) spent a significant amount of school time at home on average of 3 weeks due to school fees problems. This depicts that most of the needy students came from financially unstable families and spent a significant amount of their time at home due to school fees problems and eventually a

good number of needy students dropped out. The high rate of absenteeism in public secondary schools was as a result of affordability problems, which led to poor coverage of syllabus which had consequently led to students performing dismally in the final exams and also being away from school reduce their interest and morale in learning.

The study revealed that disbursement of bursary funds to needy students in Kandara Sub-county in public secondary schools is never timely according to the findings from class teachers and the principals. The period at which the bursary funds is released does not go in hand with the schools' academic calendar and that implies that by the time the funds reach schools a number of needy students will have dropped out of school for lack of school fees or missed classes for long period, which may results to repetition since the needy student will not have covered the syllabus as required, hence contributing to the educational wastage. The researcher concluded that the bursary funds plays a major role in minimizing educational wastage in public secondary schools, if the bursary funds is delivered on time especially during first term when students are paying much of the school fees.

5.2.4 How the bursary funds awarded in form one influences completion of needy students to minimize the educational wastage in public secondary schools.

The study establishes that most of the students (80%) from all categories of schools within the sub-county had been sent home for lack of school fees. The retention of deserving needy students was significantly affected by lack of finances. Most of the needy students deserved to benefit from SEBF to ensure high retention from form one until completion. Also the study established that that most students (75%) who benefitted

from SEBF from form one were able to complete up to form four without repeating classes or even drop out of school system.

According to the findings majority of the needy students (90%) who were awarded bursary funds from form one in Kandara sub-county were able to complete the course. Whereby in Kandara Sub-county most public secondary schools registered (37.5%) of the needy students who benefitted from SEBF were able to join public universities through KUCCPS. The study revealed that if they could not have been given SEBF there was high likelihood that they could have repeated classes or even drop out of the school due to lack of school fees and therefore not able to join the next level of education.

The researcher concluded that majority of needy students who benefitted from SEBF from form one were less likely to drop out from the education system or even repeat classes and therefore bursary funds was important source of funds that minimizes educational wastage in public secondary schools, hence played a significant role in increasing retention and transition rate.

5.2.5 Challenges facing the disbursement of bursary funds to needy students

The study established that the bursary fund received was not enough to cater for the educational needs of the beneficiaries, especially in offsetting the school fees balances. Therefore the effect of bursary funds in addressing educational wastage of students was minimal. The challenges affecting the disbursement of SEBF included; corruption, nepotism, lack of adequate information on SEBF application procedure, bureaucracy and lack of adequate funds respectively.

5.2.6 Ways of improving bursary funds administration

The study established that to strengthen the bursary allocation the amount of bursary allocated to the students should be scaled up to cover most of their educational costs. The students should be sensitized on the application procedure and that the allocation process should be made transparent and free of corruption. The most significant ways of improving SEBF disbursement to needy students were: increasing the bursary funds allocations to the needy students, strict adherence to set guidelines, increasing the level of transparency in allocation and increasing the level of awareness to the targeted beneficiaries on the bursary funds application procedures.

5.3 Conclusions

From the study findings the following conclusions were made, that is criteria given by the ministry of education on bursary funds, period of release of bursary funds and the amount of bursary allocated determines grade to grade transition rate, grade to grade retention rate, grade to grade survival rate and even completion rate. Therefore from the findings, it is noted that when the above guidelines are followed it minimizes the educational wastage in public secondary schools.

When the student students are awarded the required amount, they are able to be retained, to survive in education system and even complete secondary school education therefore educational wastage is minimized to greater extent.

On the period of release of bursary funds, students, Class teachers and the principals felt that when the bursary funds is released on time students are able to be retained in school and therefore increases grade to grade survival rate, since the needy student is able to

attend all the lessons, cover the syllabus with their teachers, sit for examinations and even pass that examination, which makes him/her qualify to the next level of education. Also when a student is retained in school is not likely to repeat classes and therefore minimizes educational wastage.

Also the report concluded that if all the criteria given by the ministry of education are followed to the latter, regarding the awarding of secondary school bursary funds, it would increase enrollment retention and transition of needy students in secondary schools, hence minimizing repetition which causes overstretching of available resources, when a student is retained in the same class for an extra year and therefore the student who is supposed to use that resources is denied or disadvantaged by the one who repeated. Also when a student repeat classes, it increases the Government spending's especially when allocating money for free secondary education.

From the study it was concluded that the period of release, amount allocated, and criteria given by the ministry of education, if well supported by the ministry of education, Constituency bursary committee, members of parliaments, MCA's and other stakeholders, it will have a greater role in addressing the educational wastage in public secondary schools.

On the basis of findings of the study, the study also concludes that the most significant ways of improving SEBF disbursement to needy students were: increasing the SEBF allocations to the needy students, strict adherence to set guidelines, involve class teacher in identifying the very needy student, increasing the level of transparency in allocation

and increasing the level of awareness to the targeted beneficiaries on the SEBF application procedures.

Therefore, high rates of educational wastage are both a personal tragedy for young people and a waste of human potential a nation can ill afford.

5.4 Recommendations

From the study findings the following recommendations were made:

- The study recommends that the SEBF management should scale up the amount of SEBF allocated to the needy students to meet the high cost of education and more so to clear their school fees balances, which in the long run may assist to minimize educational wastage in secondary schools.
- Bursary funds should be allocated on regular basis and timely without any inconsistencies to ensure that the gains achieved are not reversed by students having to drop out of school or repeat classes due to lack of school fees.
- The study recommends that the government should review the criteria on allocation of SEBF to ensure that no deserving students is left out that is all needy students should benefit from the SEBF.
- Guidelines on identifying needy students from form one level should be clearly stated and known to everyone, where school Principals and Class teachers should participate in identifying those needy students, this will minimize corruption and nepotism in allocation of bursary funds.

- Constituency bursary funds committee should set-up a system of data base and regularly update it on applicants and beneficiaries to ensure it is able to track their progress of the needy students to enable them beneficiaries complete their secondary education without repeating classes or dropping out.

5.5 Suggestions for further research

Since this study explored the influence of bursary funds in addressing educational wastage in public secondary schools in Kandara sub-county, Murang'a County, Kenya, the study recommends that;

- i) Similar study should be replicated in other counties on the influence of bursary funds in addressing educational wastage in public secondary schools.
- ii) Effectiveness of the ministry of Education monitoring and evaluation measures in ensuring compliance with criteria's and policies for disbursement of secondary school bursaries by Constituency bursary committee.

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APPENDICES A

LETTER OF INTRODUCTION

Karanja Joseph Ndung'u.
Dept. of Edu Adm and Planning,
University of Nairobi',
P. O. Box 30197
Nairobi.

The Principal / Head teacher,
Public Secondary schools,
Kandara Sub-county.

Dear Sir/Madam,

RE: PERMISSION TO COLLECT DATA FOR RESEARCH

I am a Master of Education Student at the University of Nairobi, Department of Education Administration and Planning. I am currently carrying out a research on **“influence of bursary fund in addressing educational wastage in public secondary schools in Kandara sub-county Murang’a County, Kenya.”** I request you to kindly allow me to collect data for the study in your school. This study is purely academic and any information provided by respondents will be used for academic only. The respondents' identity will be treated with utmost confidentiality.

Thank you

Yours faithfully,

Karanja Joseph Ndung'u

APPENDIX B

STUDENTS QUESTIONNAIRE

The purpose of this questionnaire is to enable the researcher to obtain information about the “**Influence of bursary funds in addressing educational wastage in public secondary schools in Kandara sub-county Murang’a County.**” Your responses will be used only for the purpose of this study. Confidentiality is guaranteed. You are required to tick the space for appropriate opinion or just fill in the spaces provided and give an opinion where explanation is required.

PART A: Students General information

Respondent characteristics

1. What is your Gender Male [] Female []

2. Indicate :form 1 [] Form 2 [] Form 3 [] form 4 []

3. What is the category of your school?
National school [] Extra county school []

County school [] District school []

4. What is the status of your parents?
Both parents alive [] Both parents dead [] One parent dead []

Single parent alive [] Parents divorced/separated []

5. Who pays school fees for you?
Parents [] Guardian [] Well wishers []

- i. Have you ever received bursary assistance?

Yes [] No []

- ii. What category do you belong to?
Total orphan [] Orphan [] with one parent []

Single parent [] Needy with both parents []

- iii. Was the amount awarded adequate to offset outstanding fee balance?

Yes [] No []

- iv. What is the bursary award?

Regular [] Irregular []

- v. Is the committee fair in awarding bursaries based on application?
Yes [] No []

vi. Does any other group benefit more than the needy and vulnerable?

Yes { } No { }

6. Where does your father/mother/guardian work?

	Father	Mother	Guardian
i)The Government			
ii)Private Sector			
iii)Self employed			
iv)Not in any form of employment			

7. Indicate the family total monthly income in Kshs.

Amount	Father	Mother	Guardian
i. Below 1000			
ii. 1,000 to 5000			
Iii,5001 to 10,000			
iv.10,001 to 15,000			
v.15,001 to 20,000			
vi. 20,000 and above			

PART B: Information on secondary school Bursary funds.

8. Have you ever applied for a bursary? Yes { } No { }
 If yes, were you awarded the bursary? Yes { } No { }

Please indicate the amount.....

9. How did you learn about the existence of the bursary funds?

a) Newspaper { } c) Television { } e)Teachers { }
 b) Parents { } d) CDF Members{ } f) MCA { }
 g) Radio { } h) Friends { }

10. Do you have any outstanding fees?

Yes No

If yes how much?

a) Less than ksh 1000 b) Between 1000 and 2000

c) Between ksh 2001 and 3000 d) Between 3001 and 4000

e) Above 4000

11. i) In case you are unable to pay fees, are you usually sent home?

Yes No

ii) If yes, how long does it take you to raise the required fees

12. i) Have you ever repeated a class?

Yes No

ii) If yes, indicate the reasons for this

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

	SA	A	U	D	SD
Lack of information on where to apply					
Amount is too little					
Amount always delays					
Certainty of not being awarded					
The application procedure is too tedious					

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

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

PART C: Number of the needy and vulnerable students who benefit over the total population

15 i. Is the total number of needy students in your class benefiting?

Yes [] No []

ii. Do you think that the number of needy and vulnerable students in your class who benefit are increasing or decreasing?

Increasing [] decreasing []

16 i. How do you rate bursary in solving your school fees problems?

Good [] Fair [] Bad []

ii. How do you rate dispatch bursary allocation to you?

Timely [] Delayed []

iii. Is the CBF in your opinion transparent and accountable?

Yes [] No []

iv. State some of the problems of CBC in bursary management.

Thank you

APPENDIX C
CLASS TEACHER QUESTIONNAIRE

General information (put a tick () You are kindly requested to respond to all items in this questionnaire. Information will only be used for academic research. General information

A i. State your gender
Male { } Female []

ii. State the status of your class

Boys [] Girls [] Mixed []

iii. How long have you served as a class teacher?

1-5 Years [] 6-10 years [] above 10 years []

Part I: Class Teachers' Views on the Role of Bursary in Education Financing

1. i. Do you have the following needy and vulnerable group in your class

Orphans [] Poor students [] Single parent student []

ii. What is your comment on bursary benefit to members in your class?

Good [] Fair [] Bad []

iii. How are some of the needy students in your class affected by non-payment of fees and lack of bursary support?

Drop out [] Repeat class [] transfer []

Part II: Class teachers' views on strategies used by the Constituency Bursary Committee

i. Do you participate in identifying the needy and vulnerable groups in your class?

Yes [] No []

ii. In regard to amount awarded to the needy and the vulnerable in your class, how do you rate the committee?

Good [] Fair [] Bad []

iii. Which criteria in your opinion are suitable in selecting the needy?

iv. Other than the needy, do other groups benefit from the bursary award?

Yes [] No []

Part III: Class teachers' views on the effectiveness of Constituency Bursary Committee

1. i. In your opinion, do the needy benefit from CBC?

Yes [] No []

- ii. Are the strategies used by the CBC exhaustive i.e. identifying the needy?
 Yes [] No []
 If no, list a few strategies that can be used

Part IV: Class Teachers' View on Needy Student Number over Total Student Population

2. i. Is the number of the needy in your class increasing? What is the trend of the needy and vulnerable in your class?

Increasing [] Decreasing []

- ii. What is the percentage of the needy and vulnerable over total student's population?

10-30% [] 40-50% [] 60-80% []

- iii. In your opinion, is there other than the needy who benefit? List them.

- iv. Has bursary awards assisted students in your class complete the course?

Yes [] No []

- v. Is the total number of needy students in your class benefiting from the bursary fund?

Yes { } No { }

Part V: Class teachers' Views on Bursary Committee

3. i. How do you rate the selection criteria of needy by CBC?

Good [] Fair [] Bad []

- ii: State Problems that you think are encountered by the bursary committee .
 iii. How do you rate bursary in solving your school fees problems?

Good { } Fair { } Bad { }

- iv. How do you rate dispatch bursary allocation to you?

Timely { } Delayed { }

- v. Is the CBF in your opinion transparent and accountable?

Yes { } No { }

- vi. Which criteria are suitable in selecting the bursary beneficiaries?

- vii. What suggestions can you give to improve Constituency Bursary Fund to cater for the needy?

Thank You

APPENDIX D
QUESTIONNAIRE FOR HEADTEACHERS

Please answer the questions in this questionnaire as accurately as possible. The information you provide will be treated with confidentiality and used strictly for the purpose of research only. Do not indicate your name anywhere on this questionnaire.

Please indicate a tick { } for appropriate opinion or provide the information in the space provided.

PART A: RESPONDENT CHARACTERISTICS

1. Gender: Male Female

2. What is your age bracket?

18-35 years ()

36-40 years ()

41-50 years ()

51 and above ()

3. How many years have you been a head teacher?

0-5 years ()

6-10 years ()

11-15 years ()

16 and above ()

4. What is the name of your school?

5. Indicate the category of your school.

National Boarding

Extra county boarding

County Boarding

District Boarding

District school

6. Indicate the annual fees per form in your school

Form	1	2	3	4
Amount				

7. Do the students drop from your school?

Yes No

8. Do you have data on the number of needy students in your school?

Yes No

If yes, please state the number _____

9. State the number of students awarded bursaries in the following years

Year	No. of Students
2012	
2013	
2014	
2015	

10. To what extent do the following factors lead to bursary awards to your students?

	Great Extent	To some Extent	Not at all
Educational (Performance)			
Discipline			
Political influence			
Poverty level			
Gender			

Other (Specify).....

11. How would you rate the adequacy of the bursary award to most students:

a) Very Adequate b) Adequate

c) Inadequate d) Very inadequate

12. What would be your rating in terms of excellent, good, fair and poor the criteria used to award bursaries to needy students.

Excellent

Good

Fair ()

Poor ()

13. Is the disbursement of funds to needy students by the bursary committee timely in relation to the school programme?

A. Always timely ()

B. Sometimes timely ()

C. Never timely ()

14. How consistent does the CBC fund assists/enable the needy students to completion?

A. Highly consistent

B. Averagely consistent

C. No consistency

15. Which period in your opinion would you advocate for the advancement of the bursary funds to beneficiaries in your school in order to enhance their attendance?

i. January to march

ii. April to June

iii. July to August

iv. September to October

v. November to December

What suggestion can you give that can be used to make the bursary schemes more efficient and effective so that it reduces drop outs and enhances completion rates in public secondary schools.

Part C: Principals' Comment on the Number of the Needy Students

16. i. What is happening to needy students in your school?

Increases

Decreases

ii. What is approximate percentage of those benefiting against total student population?

a). 10-30%

b). 40-70%

c). 80-100%

iii. In the face of increasing direct cash in school, is the bursary able to retain and assist students to complete their course?

Yes

No

17. List factors that hinder student completion in your school.

18. How many needy students, the beneficiaries of Bursary funds have qualified to join public universities through Kenya Universities and Collages Central Placement Service (KUCCPS) for the last four years?

Year	No. of Students
2011	
2012	
2013	
2014	

Part D: Principal's views on the constituency bursary committee

19. i. Do you participate in identifying the needy and the vulnerable group in your school for award of bursary?

Yes No

ii. In your opinion, are those deemed needy benefiting?

Yes No

iii. How do you rate bursary management by constituency committee?

Good Fair Bad

Part E: Principal's Views on Strategies Applied by Constituency Bursary Committee

20. i. In your opinion, is the CBC applying the existing criteria in awarding?

Yes [] No []

If No, state why?

ii. Which of the following factors do influence allocations of bursary?

Politics [] Nepotism [] Student performance []

iii. Are all the needy and vulnerable from your school benefiting?

Yes [] No []

iv. Suggest ways CBC can be made accountable and transparent

Thank you

APPENDIX E

INTERVIEW SCHEDULE FOR CONSTITUENCY BURSARY COMMITTEE

1. How many students benefitted from bursary fund in 2011-2015

Year	Boys	Girls
2011		
2012		
2013		
2014		
2015		

2. How is the Government policy and Guidelines on Bursary Fund allocation in the Constituency? _____

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

4. Are there any special consideration accorded to applicants?

Yes [] No []

- a) If Yes briefly State then

- b) If No, is there need to have them?

5. What criteria are used to determine the amount of Bursary given to student?

6. How do you allocate bursary amount?

Uniform [] Variety []

7. In which ways has the constituency bursary fund impacted on wastage in your school?

8. To what extent are the funds provided under secondary education bursary fund adequate to meet the needs of student's tuition and sustenance?

9. How do you communicate information about bursaries to students, parents and guardians?

10. What is the level of information awareness among students regarding the bursary funds?

11. In what ways can the bursary allocation criteria be strengthened to reduce wastage in public secondary schools?

Thank you.

APPENDIX F
AUTHORIZATION LETTER



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
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Website: www.nacosti.go.ke
When replying please quote

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

Ref: No. **NACOSTI/P/15/02715/8785**

Date:
8th December, 2015

Joseph Ndungu Karanja
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of bursary fund in addressing educational wastage in public secondary schools in Kandara Sub-County, Muranga County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Murang'a County** for a period ending **8th December, 2016.**

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

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


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

Copy to:


The County Commissioner
Murang'a County.

The County Director of Education
Murang'a County.


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

APPENDIX G
RESEARCH PERMIT

Serial	Commissioner for Science, Technology and Innovation	National Commission for Science, Technology and Innovation
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 **7455**

CONDITIONS: see back page

<p>THIS IS TO CERTIFY THAT: MR. JOSEPH NDUNGU KARANJA of UNIVERSITY OF NAIROBI, 589-1000 THIKA, has been permitted to conduct research in Muranga County</p> <p>on the topic: INFLUENCE OF OF BURSARY FUND IN ADDRESSING EDUCATIONAL WASTAGE IN PUBLIC SECONDARY SCHOOLS IN KANDARA SUB-COUNTY, MURANGA COUNTY, KENYA</p> <p>for the period ending: 8th December, 2016</p> <p>..... Applicant's Signature</p>	<p>Permit No : NACOSTI/P/15/02715/8785 Date Of Issue : 8th December, 2015 Fee Received : Ksh 1,000</p> <div style="text-align: center;">  </div> <p style="text-align: center;">..... Director General National Commission for Science, Technology & Innovation</p>
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