IMPACT OF BURSARY AWARD ON THE INTERNAL EFFICIENCY OF SECONDARY SCHOOLS IN GUCHA DISTRICT, KISII COUNTY, KENYA.

BY

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NOVEMBER 2011
DECLARATION

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

Signature  Date

…………………………………………  ……………………………

This is to confirm that the work reported in this project was carried out by the candidate under our supervision as university supervisors.

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DEDICATION

To my beloved wife Rose Bosibori, our sons Brian and Conrad and daughter, Wilter Kemunto Their deep understanding, encouragement and support enabled me to complete this work.
ACKNOWLEDGEMENT

I sincerely would like to acknowledge my lecturers in the Department of Educational Management, Policy and Curriculum Studies that through their systematic instruction there was creation of interest to undertake this work.

I am greatly indebted to my two supervisors, Dr. L. Libese and Dr Kiranga Gatimu who tirelessly took most of their time to read the work and guiding me to come up with this final project.

The chairman in the department, Dr. Waweru who recommended me to obtain the permit from the ministry of Higher education to undertake research, the teachers, the DEO’s office and other field officers who provided the necessary information to make this project possible.

The Ministry of Higher education that granted to permit which made it possible for me to collect information in the field.

Lastly, Comrades Centre Kahawa Wendani, that assisted in typing the projected and Mr Bojana who did much of the editing and giving the project report the standard look.
# TABLE OF CONTENT

Declaration ........................................................................................................................................... ii  
Dedication .......................................................................................................................................... iii  
Acknowledgement ............................................................................................................................... iv  
Table of content ..................................................................................................................................... v  
List of figures .......................................................................................................................................... viii  
List of tables ............................................................................................................................................ viii  
Abstract .................................................................................................................................................. ix  
Abbreviations and Acronyms .................................................................................................................. x  

## CHAPTER ONE: INTRODUCTION ................................................................. 1  
1.1 Background to the Study .................................................................................................................. 1  
1.2 Statement of the Problem ................................................................................................................ 2  
1.3 Purpose of the Study ....................................................................................................................... 3  
1.4 Objectives of the Study ................................................................................................................... 3  
1.5 Research Questions ......................................................................................................................... 4  
1.6 Significance of the Study ................................................................................................................ 4  
1.7 Delimitation and Limitation of the study ......................................................................................... 5  
1.7.1 Delimitation of the Study ........................................................................................................... 5  
1.7.2 Limitation of the Study ............................................................................................................. 6  
1.8 Assumptions of the Study ............................................................................................................... 6  
1.9.1 Theoretical Framework ............................................................................................................ 7  
1.10 Operational Definitions of Terms ............................................................................................... 10  

## CHAPTER TWO: REVIEW OF RELATED LITERATURE .......................... 11  
2.1 Introduction ....................................................................................................................................... 11  
2.1.1 UNO Rationale on Education .................................................................................................. 11  
2.1.2 Kenya Rationale for Education .............................................................................................. 12  
2.2 Cost of Education .......................................................................................................................... 13
2.3 Financing of Education in the World .......................................................... 14
2.4 Financing education in Africa ................................................................. 16
2.5 Financing of Secondary Education in Kenya ........................................... 17
2.5.1 The Education Act and Financing of Education ....................................... 18
2.5.2 Access and Equity to Secondary Education ............................................ 18
2.6 Finances and Continuity in Learning ....................................................... 19
2.7 Problems in Financing Public Secondary School in Kenya ..................... 20
2.8 Bursary scheme in Kenya Before 2002 ................................................. 20
2.9 Bursary Scheme in Kenya After 2002 .................................................... 22
2.10 Disbursement of MoE Bursary Fund .................................................... 23

CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN .......... 25
3.1 Introduction .................................................................................................. 25
3.2 Research Design ........................................................................................ 25
3.3 Study Variables ........................................................................................ 25
3.4 Target Population ...................................................................................... 26
3.5 Sampling Technique and Sampling Procedure .......................................... 26
3.6 Research Instruments ............................................................................... 27
3.7 Pilot Study .................................................................................................. 27
3.8 Validity and reliability of the study ......................................................... 28
3.8.1 Validity .................................................................................................. 28
3.8.2 Reliability .............................................................................................. 28
3.9 Data Collection Techniques ...................................................................... 29

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION .... 30
4.1 Introduction ................................................................................................ 30
4.2 Impact of Bursary Award on Retention, Access and Completion ............... 31
4.3 Ways of Making Constituency Bursary Committee Effective ..................... 32
4.4 The Role of Administration in Identifying the Needy ................................. 33
4.5 Strategies applied by Constituency Bursary Committee .......................................................... 34
4.6 Fairness in the Award of Bursary by Constituency Committee .................................................. 36
4.7 Education Level of bursary committee members ........................................................................ 38
4.8 Factors that Determine Access of Secondary Education .......................................................... 39

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS .......................................................... 43
5.1 Introduction .................................................................................................................................. 43
5.2 Summary of Findings ................................................................................................................... 43
5.2.1 Personal Data of Headteachers and Class Teachers ............................................................... 43
5.2.2 The Role of Administration in Identifying the Needy ............................................................. 43
5.2.3 The Role of Bursary Committee in Award and Disbursement of Bursaries ......................... 44
5.2.4 Factors that determine access .................................................................................................. 44
5.2.5 Criteria in awarding bursary ................................................................................................... 45
5.2.6 Role of bursary in improving student flow ............................................................................. 45
5.3 Recommendations ....................................................................................................................... 46

REFERENCES .................................................................................................................................. 48
APPENDICES ................................................................................................................................... 51
Appendix i: Headteachers Questionnaire ............................................................................................ 51
Appendix ii: DEO’s Interview Schedule .............................................................................................. 55
Appendix iii: Constituency Bursary Committee Members Interview Schedule
Appendix iv: Class Teacher Questionnaire .......................................................................................... 57
Appendix v: Students’ Questionnaire ................................................................................................ 61
LIST OF FIGURES

Figure 1 :  Indicators of Internal Efficiency ........................................ 8
Figure 4.2:  Fairness in Award of Bursary ........................................ 37
Figure 4.3:  Factors that Determine Access to Secondary Education .......... 40

LIST OF TABLES

Table 4.1:  Access completion and retention........................................ 31
Table 4.2  Criterion used in Awarding Bursary ................................. 35
Table 4.3  Head Teacher Response to Fairness in Management of Bursary... 37
Table 4.4  Factors That Influence Access of Secondary Education .......... 39
Table 4.5  Categories of student who benefit........................................ 41
Table 4.6  Student view on amount awarded........................................ 42
ABSTRACT

Internal efficiency in the provision of education is the aim of stakeholders such as the government, parents and students, indicators of efficiency can be used to measure effectiveness of schools. In achieving institutional and national goals. Whereas it is central to government policy, head teachers to put in place ways of promoting internal efficiency and reducing factors or conditions that contributing to inefficiency. Thus the problem of the study was to try and assess the impact of bursary on internal efficiency in secondary schools. The study employed descriptive design and location of the study was Gucha District. The target population was public secondary schools. The study employed instruments such as questionnaire, oral interview and document analysis. While validity of the instrument involved piloting them in one of the school and reliability determined by Test re-test and correlation coefficient of 0.71 was accepted. Data analysis was done using percentages, thematic analysis and reporting was done using graphical representation such as charts and percentage tables. The study found out that the role of administration was minimal and insignificant in selection of the needy, the number of applicants are usually more and hence not adequate and even those awarded can not meet their financial needs, the management of bursary by constituency committee is overridden with a number of negative influences such as nepotism and political inclination that makes them to be considered as fair, the existing bursary committee entrusted with management of this kitty has weakness affecting the performance of its duty more so identification, award and disbursement of the bursary which is always delayed, although Kenya National Union of Teachers and Kenya Secondary Schools Heads Association are members of the bursary committee to oversee fairness, Monitoring, evaluation and follow ups. They have not been effective to enhance participation of needy in secondary education and that Ministry of Education guidelines used by the committee were found to be widespread to take care of all those deemed needy and vulnerable with funds for support from the kitty. However, the selection is more intricate and amount given being varied means certain needy students may not benefit from the bursary investment in education by government, hence denying them the right opportunities to access education and complete the secondary cycle. Based on the findings of this study, the researcher recommended that proper criterion and guidelines should be put in place to ensure that only needy and vulnerable benefit from the bursary kitty, selection and identification of needy and vulnerable should be transparent hence a good reason to involve headteachers and class teachers as they are able to provide accurate information other than mere recommendation, schools be encouraged through BoG to start income generating activities in order to supplement what is provided by the government for supporting the needy and vulnerable groups and that further study be carried on whether management of the bursary should be reverted to schools directly from constituency bursary committees.
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<thead>
<tr>
<th>ABBREVIATIONS AND ACRONYMS</th>
<th>EXPLANATION</th>
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<tr>
<td>AIDS</td>
<td>Acquired Immunity Deficiency Syndrome.</td>
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<td>BOG</td>
<td>Board of Governors</td>
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<tr>
<td>CDF</td>
<td>Constituency Development Fund</td>
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<td>CDF</td>
<td>Constituency Development Fund.</td>
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<td>EFA</td>
<td>Education For All</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>HIV/Aids</td>
<td>Human Immune Deficiency Virus/ Acquired Immune Deficiency Syndrome</td>
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<td>KESSP</td>
<td>Kenya Education Sector Support Program</td>
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<tr>
<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
</tr>
<tr>
<td>KSSHA</td>
<td>Kenya Secondary Schools Heads Association</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
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<td>UNO</td>
<td>United Nations Organization</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is regarded as a key factor in economic growth and development of a country by developing the necessary human capital through training and schooling. This is why the government invests huge sums of money in education while at the same time trying to ensure access and equity to those disadvantaged groups in the society.

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, equity and improve relevance of education at all levels. Second, education has witnessed rapid expansion with current enrolment projected at 800,000 students with 4,600 secondary schools. Though the picture looks bright on enrolment, internal efficiency of institutions has not shifted the same way due to high cost of secondary education. Despite the rationale for the introduction of safety nets for needy and vulnerable groups; completion and retention rates have been impacting negatively on the internal efficiency. The increasing poverty in sub-Saharan African, including Kenya makes all the sectors of the economy incapable of sufficiently financing even the basic services. Hence subsidizing
the poor in the provision of the basic services is a priority in the government administration.

Education leads to social political growth by ensuring that schooled children become well-socialized persons who uphold the good virtues of the society. At the same time, promote national unity and integration as student learn and participate in school activities together thus accepting cultural differences that may be a hindrance to national unity. Personal enhancement and promotion is also achieved through education. This occurs as education leads to self-satisfaction, culminating in gained social status. Whereas it enables an individual to secure employment over above it assists in bridging the gap between members of the society. To ensure access and equity, the government has tried to intervene in the provision of secondary education by catering for the disadvantaged and vulnerable groups through bursary fund which has remained a thorny issue as target groups rarely benefit from the scheme. The shifting of bursary scheme from being directly channeled to schools to the Constituency Development Committee and its poor management has piled questions on criteria used to award. Therefore, it is on this background that this study investigated how this impacts on the internal efficiency of secondary schools.

1.2 Statement of the Problem

Does bursary awarded improve student participation in secondary education? Increasing number of needy students with more than half of Kenyan population being poor, rising cost and HIV/AIDS epidemic problem, education of majority of households cannot be
afforded especially among the poor and orphans. Introduction of government bursary to cater for the poor and needy students has remained critical to improvement of school retention, completion rate and access to education. However the shifting of bursary scheme from schools to the constituency development fund committee and its criteria used to award the disadvantaged groups in society cast shadows. While it is assumed that basic government guideline provided assists in identification and allocation. Other intervening factors such as Nepotism and political influence down play the objective of improving access, retention and completion. There is need to eliminate the above problems and supervise the bursary award to ensure equity and equality to schooling for the vulnerable and disadvantaged.

1.3 Purpose of the Study

Based on the problems stated, the purpose of this study was to:

- Analyze the criteria used in bursary award to the needy and its role on student flow in secondary schools.
- To examine whether bursary as a way of funding secondary education improves internal efficiency of secondary schools.

1.4 Objectives of the Study

The objectives of the study are:

- To determine the role of bursary in education financing.
- To find out methods employed by the bursary committee to award bursary to the needy.
To establish strategies used by the constituency bursary committee to ensure any needy benefit

To find the extent to which the bursary award improves students flow in secondary schools.

To investigate problems encountered by the bursary committee.

1.5 Research Questions

The following questions were used to guide the study:

- What is the role of bursary in financing secondary education?
- What methods are used by constituency bursary committee to select the needy?
- How does the bursary committee ensure fairness in the award?
- What strategies are used by constituency bursary committee and administration to ensure the needy benefit?
- Does education level of the committee members affect the processing of the applications?
- Does bursary financing influence student flow in secondary education?

1.6 Significance of the Study

The significance of the study will be the following:

The study findings will assist the bursary committee to understand the role and contribution of bursary in financing education and therefore, a need to ensure that the criteria employed puts in place proper mechanism to make it workable and feasible.
The report will assist to sensitize the stakeholders on the functioning of the bursary committee and how it affects access, completion and retention.

The findings will form a basis for school administration to put in place proper system of identifying the needy and recommend them for bursary award to improve student flow.

The report will assist the government with vital information that can form the basis of devising ways of improving and making the bursary more viable as safety net and more relevant to meet its objectives, aspiration and societal expectation.

1.7 Delimitation and Limitation of the study

1.7.1 Delimitation of the Study

The study was carried in Gucha District of Nyanza Province. The study only concentrated on public secondary schools in the district. The students and teachers included in the sample were those in session in the respective institutions by the time of the study.

Gucha is one of the districts in Kisii County. The district is bordered to the East by Kisii Central; to the South Gucha South and West and North by Transmara District. It is approximately 50 square kilometres. The schools comprised of both provincial and district schools. The district experiences highland equatorial type of climate with high rainfall which is well distributed throughout the year and moderate temperatures. It has volcanic and black cotton soils. The district is dotted with hills and ranges such as Sameta, Kegoichi and Itumbe with Bomachoge being slightly lowland. It is dissected by two main tarmac roads running from Kisii to Kilgoris and another from Keroka to
Nyangusu. The district is basically agricultural which accounts for large percentages of income of the residents.

1.7.2 Limitation of the Study

The main setbacks and hindrances the researcher encountered included:

- Due to financial constraints and traveling, the study was limited to Gucha District only.
- It was not possible to cover refusal parents as tracing them required considerable time and resources.

1.8 Assumptions of the Study

The study had the following assumptions:

i. That the needy and vulnerable are the only groups benefiting from the bursary.

ii. That the committee has proper mechanism of identifying the needy and vulnerable from the pool of applicants.

iii. That the bursary awarded is adequate to meet the basic fees requirement of the student.

iv. That the committee members are people of integrity and knowledgeable to apply the guidelines effectively.

v. That all applicants and school administration are aware of basic requirements for bursary award.

vi. That internal efficiency is directly influenced by bursary supplement of fees payment.
1.9.1 Theoretical Framework

The study was guided by classical liberal theory of equality of opportunities. 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 one's 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. Education is the main instrument that could enhance individual’s life chances inspite 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.

Kenya has put in place an education policy to enhance access, retention, completion and achievement of quality education.
1.9.2 Conceptual Framework

Access or no access is function of existing financing sources and direct cost that in turn affect dropout, retention and completion rate which are indicators of internal efficiency.

Bursary management is interplay of factors such as nepotism, political interference and which denies needy and vulnerable access to education.

Individual family poverty leads to no access to education hence dropout and low retention thus poor internal efficiency.
Nepotism exercised by constituency bursary committee denies needy and vulnerable students opportunity for education leading to dropping out of school hence no access to education. Individual Poverty limits ability of families to support poor students hence drop out and low retention and completion. Access determines retention and completion which intern influences internal efficiency. Direct costs that exist in education institutions limit access and hence low retention and completion.
### 1.10 Operational Definitions of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Bursary</td>
<td>Amount awarded to a student to supplement fee payment.</td>
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<tr>
<td>Internal efficiency</td>
<td>Process of using optimum resources within an Institution to achieve maximum output.</td>
</tr>
<tr>
<td>Needy</td>
<td>Deserving cases especially poor and orphans.</td>
</tr>
<tr>
<td>Access</td>
<td>Opportunity to enroll or join secondary school.</td>
</tr>
<tr>
<td>Retention</td>
<td>Remain in the cycle for the last four years.</td>
</tr>
<tr>
<td>Completion</td>
<td>Ability to complete the cycle and take a terminal examination</td>
</tr>
<tr>
<td>Poverty</td>
<td>A condition that renders individuals unable to financially support and meet their basic needs.</td>
</tr>
<tr>
<td>Dropout</td>
<td>opting out of the system midway without completing the cycle.</td>
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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is concerned with review of works related to the financing of education and how safety nets such as bursary have influenced secondary school education. Emphasis will however, be laid on bursary as a supplement of financing secondary education alongside with the other means of financing such as government, parents, and community. Literature was reviewed under the following headings; United Nations Organizations rationale on education, Kenya rationale on education, cost of education, financing of education in the world, financing of education in Africa, financing of secondary education in Kenya, finances and continuity in learning, problems in financing public secondary schools in Kenya, Bursary schemes in Kenya before 2002 and after 2002, disbursement of MOE bursary funds.

2.1.1 UNO Rationale on Education

The UNO focuses mainly on the Millennium Development Goals to achieve Education for All and most particular Universal Primary Education (UPE) by 2015. The key concerns are access retention, equity, quality, relevance, internal and external efficiency of education system.

Education for All is an international convention that is projected by 2015 through Universal Primary Education. According to Education for All conference held in Jointein Thailand, EFA is to be achieved by 2015 together with Universal Primary Education.
However, reports on enrolments, attendance and completion rates have gaps. Education is important as it contributes to improving peoples’ lives and reducing poverty as it improves productivity capacity of societies and their political, economic and scientific institutions. It mitigates its effects on population, health and nutrition by increasing the value and efficiency of the labour offered by the poor. Psacharapoulos (1985) Hence the reason why UNO needs to adopt primary education completion as a yardstick and sound macro economics and education sector policies that emphasize efficiency and quality of reasonable teacher salaries and school construction costs. The 21st century challenges posed by HIV/AIDS, conflict knowledge gaps and the digital divide affect Education for All. (World Bank 2002).

2.1.2 Kenya Rationale for Education

The overall policy goal for the government is to achieve Education for All in order to give every Kenyan the right to education and training no matter the socio-economic background status of the individual. Therefore, it is the vision of the government to provide all inclusive quality education that is accessible and relevant to all Kenyans.

Over the years, the government has demonstrated commitment to the development of education and training through sustained allocation of resources to the sector Economic survey (2005 pg 43). The sector still faces major challenges that relate to access equity, quality, relevance and efficiency in the management of education resources. FPE has improved the completion rate in primary with many children benefiting from the programme and this has put the country on a good stand to realize Universal Primary
Education and EFA. (KESSEP 2002-2005). The implementation of sectional paper No 1 of 2005 on a policy framework for education and training is trying to address the challenges facing FPE.

On secondary education strategy proposal is for the government to come up with subsidy scheme with money from CDF used to give bursary to needy students in secondary schools. It also cites access, equity, quality and relevance as challenges facing secondary education. Poor economic conditions, inappropriate curriculum and low number of schools hamper access to secondary education hence introduction of KESSP as a road map for attainment of MDGs and Education for All in Kenya. (KESSEP 2002-2005).

2.2 Cost of Education

Parents and government finance education especially secondary school education, which has a narrow revenue base occasioned partly by drastic change in government spending. The recurrent expenditure per school has declined tremendously because the cost-sharing strategy has not achieved the intended objectives. To the contrary, it has had the impact of increasing the cost of secondary education beyond the reach of poor households.

Bursary has been introduced to ensure that the needy and the poor access education in order to improve participation and develop the expected human capital of the poor owing to overwhelming evidence that it is key to reducing poverty as investing in the poor ensures that they participate fully in the growth of the economy and that they can be productive members of society. Articles 28 and 29 of the United Nations Convention on
the Rights of The Child (1989) states that, it is the right of every child to have access to education.

All secondary schools have become very expensive although in the report of commission chaired by Kamunge, (1988) that recommended the cost-sharing to the supplement efforts by the government through grants and funds to institutions. However this has not assisted either in ensuring expanded access and equity that contributes to improved internal efficiency. Increasing levies by schools has negative social impact of locking many bright students from poor and vulnerable households out of school.

2.3 Financing of Education in the World

In developed countries, education beyond basic education is partly financed by the state. In some countries such as Japan, secondary school education is free while in some African countries such as Uganda, affordable secondary education has been tried. In Britain education is totally and fully financed by the state up to the secondary level. Parents are required to ensure that children attend school with, the central government through education authority entrusted by section 7 of 1994 act to avail education facilities to ensure smooth running of education.

In Canada, education is not free with school fees being part and parcel of the education system. Parents are required to contribute towards education development and provision. However, the government recognizes that some parents are sincerely not in a position to pay hence provisions are made to ensure that a child is not denied access to education because of inability to pay fees.
In the Caribbean region (the World Bank, Washington DC), recurrent expenditure on instructional materials and equipment is likely to increase and hence schools should alternatively look for source of income apart from parental funding in cost sharing strategy. However, the viability of the project is doubtful. The education sector with anticipated expansion of secondary school enrolment and government spending is likely to remain static. This means that parents contribute to meet the cost of infrastructure (World Bank 1990). While in Argentina, universal access to primary education and partly subsidized secondary and higher education does not seem to ensure that the poor students gain access to education. Children from poor families enter primary school at a later age and suffer from high drop-out rates. The poor also tend to receive an education of lower quality than that received by the non-poor. Lower tuition subsidies reduce the chances of students from poor families finishing secondary school. Given these circumstances, an inter-generational poverty cycle may be difficult to break.

The bottom expenditure decile has a net primary school enrolment of only 62% compared to 82% for the top decile. The inequality is worse in secondary with an enrolment rate of only 2% compared to 20% for the top decile World Bank (2002). Striking rate is high in children with mothers who have no education. School completion rate is lower for females and in times of economic stress, female students are more likely to drop out primary school. Girls from poor families in rural areas typically do not attend secondary school Muthei 2001 & Abagi (1994) investment is high than girls because of high psychic and opportunity cost which implies poor parent avoid to enroll their girls hence
drop out. The study therefore tried to find out the role of bursary to enhance internal efficiency.

2.4 Financing education in Africa

Human capital development of the poor majority remains the main strategy of reducing poverty, whereby overwhelming investment in the poor is fundamental in increasing the chances of the children of the poor escaping poverty (Psacharapoulos 1985) Therefore, a major policy of the bank’s lending is not just supporting primary education to increase enrolment rates but to improve the quality of schooling. It aims at ensuring that all young children both girls and boys complete primary school and that an equal proportion of girls and boys go on to secondary school. Therefore, investing in human capital of the poor, the provision of the safety nets for vulnerable groups is an important element in the strategy to reduce poverty.

Recent support on basic education indicates that although developing countries have made massive investment in education particularly in educating the poor, many of them still suffer lower enrolment rates, high dropout, high repetition rates and poor quality teaching. In many countries, higher education is highly subsidized and absorbs more spending. Thus, in Cape Verde, introduction of basic education and training projects provide for a minimum of six years of compulsory basic education so as to benefit the poor since the correct structural problems in education tend to disadvantage them. (World Bank 2002, 2003).
In South Africa, user charges are identified as a barrier to education (Veriara, 2002). The South Africa Schools Act provides that majority of parents at a public school may determine whether or not school fees are charged and amount to be paid. However, exemption exists for those who cannot afford to pay, exemption is extended to parents whose incomes are less than 30 times but not more than 10 times the amount of fees.

In Burkina Faso, education is modelled after that of France. Secondary admission for long was restricted to those who passed a standard entrance examination rationing, the number was not necessary as very few completed the secondary tier. Internal efficiency of the schools was disappointing as repeaters were quite high at all tiers; dropout rate was illustrated by fewer first grade entries. High unit cost in education per students constrained resources and made education available to limited eligible children. Access to education was more available to those living in urban locations and unequally distributed between boys and girls due to poverty hence schools were internally and external inefficient.

From the above examples, it is evident that education cost has been met by the state and parents. However, the increasing cost of education on certain occasions and the inability of parents may prompt provision of free or special grants for children to access education.

2.5 Financing of Secondary Education in Kenya

Secondary education is a four-year cycle as per the education system in Kenya (MoEST 1994). It admits and prepares young people aged between 14 – 18 years. Financing of education especially secondary is from the following source.
(i) Government

(ii) Parents

(iii) Community

(iv) Non-governmental organizations.

2.5.1 The Education Act and Financing of Education.

The Ministry of Education as per Education Act Chapter 211 is responsible for the provision of bursaries or scholarships to assist in education, maintenance and transport of students undertaking or proceeding to or returning from courses approved by the Ministry of Education.

As given in the education, the minister for education is solely responsible for the financing of education. He or she makes regulations prescribing the manner in which scholarship or a bursary may be granted, increased, reduced or withdrawn and for any other matter regarding public funding relating to the submission of estimates, the maintenance and submission of records and the use to which grants may be applied.

2.5.2 Access and Equity to Secondary Education

Before 1988, secondary education was highly subsidized and parents were paying considerably less amounts thus many students had access and equity to secondary education. This was due to supplement by government effort. The annual fees of self help secondary schools (Harambee schools) rarely exceed Ksh 2000 per student per year (Mark 1987) which was even far beyond the reach of ordinary peasants. Most schools were established through “Harambee” efforts and fundraising drives which resulted in the
establishment of “Harambee secondary schools” (Ayado, 1989). This improved access of many poor students to secondary education.

The introduction of cost sharing as a way of financing education and training as from 1988 onwards as advocated by World Bank, made education relatively expensive, beyond the reach of many students. Cost sharing as a policy is contained in the report of the commission chaired by Kamunge, (Republic of Kenya, 1988) which recommends that Parents Associations be established for primary and secondary schools. The effects of cost sharing over the years have led to a decrease in access and equity in secondary education.

2.6 Finances and Continuity in Learning

According to Caswell and Forshay (1950 & 1942), the education process of any given child should be continuous and cumulative from week to week and from year to year. Mbiti (1974) says that academic time has been found to be strongly associated with learning achievement. It is important that time available for learning is used to the full and distribution of teachers and student effort during available time is to maximize learning time. He adds that there is a general tendency for time related variable to correlate significantly with achievement.

According to Kamunge Report (Republic of Kenya, 1988), time available for educational institutions is an important resource that should be managed effectively to achieve the best possible result in teaching. Learning is continuous, cumulative and increases by steps of some specified size and each increment would be in some pattern of relationship to every other.
2.7 Problems in Financing Public Secondary School in Kenya

According to the National Development Plan (2002-2008), the following were cited as the challenges in education facing the government:

(i) Cost of education and training.
(ii) Inequality in access to education.
(iii) High wastage rate.
(iv) Under enrolment in school.

The high cost of education is given as one of the explanations for lower Gross Enrolment Rate and wastage in secondary than primary. Bursaries though diminishing in importance in relation to other financing methods still it play a role (Ayodo, 1989). However, it is restricted to needy students who perform well in schools.

Regions that are poor have lagged behind over others thus increasing in equalities of educational opportunities and hindered uniform social development in the country. Poor financing and poor quality education is due to insufficient investment and poor sustainability.

2.8 Bursary scheme in Kenya Before 2002

Njeru and Orodho (2003) observe that the objective of the bursary scheme in secondary school had the objective of enhancing access to, and ensure high quality secondary education for all Kenyans particularly the poor and vulnerable groups as well as the girl child. MoE was responsible for allocating bursaries through schools according to financial needs assessment. However, in the allocation, national schools were allocated
5% of the total bursary fund available in any given fiscal year, while the remaining was allocated to school proportionately depending on the schools size in terms of student enrolment regardless of the status of the school whether boarding, day or mixed status.

The bursary was allocated using the formula:

$$D = B \times \frac{Se}{Ne}$$

Whereby $D$ = district bursary allocation

$B$ = Total MoE bursary for the fiscal year.

$Se$ = Total student enrolment in the district

$Ne$ = Total national student enrolment.

The World Vision International (Daily Nation 8th February, 1999) spent Kshs 807,600 to meet school expenses of 500 Maasai girls in Narossora location, Narok District from Nursery to secondary. Dishonesty Hamper bursary scheme whereby lack of transparency and lack of honesty are to blame for needy students’ failure to benefit from government bursary (Daily Nation 19th April, 1999). It was noted that some heads struggle to keep bright children in school irrespective of their family background. Good headteachers use government bursary on all deserving cases and supplement effort by soliciting more funds.

The university introduced fees of Kenya Ksh 6000 of which parents accepted as part of SAPs to be met by student annually (Kenya Times 24th Sept 1999). Those with financial disabilities however, would automatically get the financial assistance. According to the
bursary committee, the parents at the villages, chiefs and assistant chiefs were to ensure that information given was as accurate as possible and the university would use the report under a joint committee. Cross-check questions would also be used to establish whether the information given was true.

2.9 Bursary Scheme in Kenya After 2002

From 2002, the government has been channeling bursaries to Constituency Development Fund. The Constituency Bursary Committee is then required to consider the application from needy and vulnerable groups and distribute the bursary fund to the beneficiaries as per school applicants as identified by the committee.

The share allocation to beneficiaries does not take into consideration the level of school and the outstanding fee balance of the needy and vulnerable students. In the current allocation, MoE places special emphasis on gender and no guideline on how much should be allocated to individual students and on how to identify needy students for bursary award remains questionable.

Allocation of bursaries to schools has not remained constant, it has been varying with time and funds have been noted to reach the beneficiaries at the time expected. The constituency bursary fund committee comprises individuals or member appointed by existing members of parliament as the fund is closely tied to constituency development fund that is greatly monitored by the members of parliament. Thus, allocation to the constituency is based on the poverty index of the constituency without due regard of the
incidence of changing household income ability and emerging issues such as HIV / AIDS that renders the household without tangible breadwinner.

2.10 Disbursement of MoE Bursary Fund

In recent study on Ministry of Education Bursary, Njeru, (2003) found no guidelines to individual schools on how to identify needy students for bursary awards. Guidelines simply instructed the schools to allocate bursary to the poor on bases of excellent academic record and discipline. The guidelines failed to give specific guidelines regarding the amount of bursary to be allocated per student for it to have any tangible impact. Therefore, due to absence of clear guidelines, various criteria and methods to allocate the bursary fund were used by schools:

i. Class teacher to identify the needy.

ii. Headteachers unilaterally decide on who should be awarded bursary and amount to be allocated.

iii. Headteachers abused the bursary by allocating their kins and less deserving students.

iv. School bursary committee lacked transparency.

v. Biased spread of MOE bursary to as many as possible students has led to many poor students dropping out of schools.
2.11 Summary

The foregoing analysis reveals mixed results in the methods of financing secondary education and underlying bottlenecks of achieving the target in terms of access and equity. Thus, the introduction of safety nets such as bursary scheme has neither helped due to its inefficiency and ineffectiveness based on disbursement and allocation anomalies both on the government and those committees entrusted with the management of the fund. The immediate objective of increasing access and retention created concern for the research to be undertaken to check on criteria used by the committee and investigate how the bursary tries to fill the gaps on catering the needs of the poor students and vulnerable households. The introduction of Free Secondary Education is to boost enrolment, retention and performance of secondary level of education in view of growing poverty, HIV / AIDS, unfavourable national policies to curb school drop out at all levels. Unless appropriate interventions are urgently put in place, the goal of attaining education for all by 2015 will be a mirage.
CHAPTER THREE
RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

The chapter presents research design, study variables, target population, sample and sampling procedure, research instruments, pilot study and data collection techniques.

3.2 Research Design

The research employed the descriptive design. The design was appropriate as it would allow description and interpretation of the existing relationship and comparison of variables under study. The design would enable the researcher to formulate tentative solutions that may be significant to existing problem. The design was applicable to the study owing to the fact that the researcher employed instruments such as interview and questionnaire to collect data, to sampled individuals on their opinions and views on the problem and gather descriptive data at the end.

3.3 Study Variables

The dependent variable was internal efficiency. The bursary award was the independent variable, the bursary as a way of financing education in secondary school was likely to affect the flow of students in many secondary schools. The bursary determines the retention, completion and dropout rate that do influence internal efficiency of learning institutions. Therefore, the numbers of students awarded were to directly determine the completion and retention rate at the same time depicting the picture on the number that drops out due to lack of bursary support.
3.4 Target Population

The target population comprised public secondary schools drawn from the district as they were the only beneficiaries from the government bursary. Gucha District had 140 public secondary schools of which 14 of the schools were studied. The subjects of the study were drawn from the 14 public secondary schools and the respondents included head teachers, students, class teachers, District Education Officers and CBF committee members.

3.5 Sampling Technique and Sampling Procedure

All the divisions were represented in the sample and proportionate stratified sampling was used to select a total sample of 14 secondary schools from the target population of 140 secondary schools in the district. This gave a sample of 10% which is appropriate for the study. Therefore, the numbers of schools in the division were multiplied by 10% in order to establish the number that was studied in the division. The technique was to ensure fair representation of the study population since a proportional number of schools selected from each division would depend on the number of schools in the division. Finally, purposive sampling was used to select individual schools under studied from the division. This ensured that only schools that had bursary data were selected.

Stratified random sampling of the provincial and district secondary schools was used to obtain the sample for the study. Each member of the population was represented by a number written on identical piece of paper and then carefully folded and put in a box then mixed well. Another person other than the researcher was asked to pick the piece of paper
and randomly obtained the sample. Headteachers were automatically the respondents of the study after the school had been identified. The class teachers from each school were also respondents as they handled the students’ record in relation to attendance and family background. Students were randomly selected from those who had received assistance or bursary over and above the parent fees contribution.

3.6 Research Instruments

For purposes of the study, data were collected using the following instruments: Questionnaire, oral interview schedule and document analysis technique. The questionnaires were three in number with each category of respondent having its own questionnaire: for headteachers, for students and class teachers.

The questionnaire consisted of open and closed-ended options or questions for the respondents to select from while other questions required them to fill. Oral interview schedules were designed as a guide for the researcher to assist interview and collect data from the District Education Officer and the bursary committee members.

Document analysis technique was used to obtain information on students’ dropout, completion, retention and absenteeism. The document analyzed included fees register, attendance register and examination printout.

3.7 Pilot Study

Before the actual study, the pilot study was undertaken. The researcher carried the study in one of the public schools in the district but not one included in the sample. According
to NKPA (1997), the pilot should not be included in the final study. The pilot study was to allow for pre-testing of the research instruments, clarify the instruments items to the respondents and enhance validity and reliability. It enabled the researcher to familiarize with the administrative procedure as well as identifying items that required modification in order to collect data which was relevant.

3.8 Validity and reliability of the study

3.8.1 Validity

The piloting of the instruments was done in one school to test their validity. In this case, the researcher tried to determine whether the content of the questionnaire and interview schedule were capturing the expected information. This was done purposely to check whether the respondents understood and were able to answer responses in the questionnaire appropriately and eliminate misinterpretation of items.

3.8.2 Reliability

Test re-test was used to attest the reliability of the instrument. The researcher supplied two questionnaires to the headteachers and after one week the process was repeated to the same sample.

Correlation coefficient for the two scores was determined using the formula

\[ r = \frac{\sum xy - \left(\sum x\right)^2 \left(\sum y\right)^2}{N \sqrt{\left(\sum x - \left(\sum x^2\right)\right)} \sqrt{\left(\sum y - \left(\sum y^2\right)\right)}} \]
Coefficient of 0.71 was obtained and the instrument was accepted as reliable. The time span between the test and retest result was compared to check whether there was any deviation between the two. No significant deviation between the two tests was noted and the researcher assumed that the instruments were reliable and capable of producing reliable data for the study.

3.9 Data Collection Techniques

In preparation for data collection, the researcher:

First, obtained permission from the Ministry of Higher Education, Science and Technology before embarking on the study.

Second, the researcher sought permission from the District Education Officer, District Commissioner and headteachers from the sampled schools through sending letters to them.

Third, the questionnaires were self-administered and respondents were asked to fill them by themselves and thereafter collected. For headteachers, the questionnaires were left for a week and then collected later.

Fourth, structured interviews were conducted to obtain information from education office and bursary committee.

Fifth, data available in schools were recorded and used as secondary data where possible.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

Upon receiving the permit for research from the Ministry of Education, the researcher traveled to the study area. Data were collected from 1st January to 31st January 2010. Several methods were used to collect data. This process entailed administering questionnaires, conducting interviews, and review of documented information like attendance register etc. Headteachers’ questionnaires were delivered from 7th to 14th January and collected as from 20th to 30th January. Several methods were used such as questionnaires, interview schedules and content analysis to obtain information from head teachers, class teachers, district education officer, students and committee members.

Data was analyzed quantitatively and qualitatively in narrative form, frequencies and by use of percentages with graphical illustrations and charts used to present the results of the findings.

The findings are presented on the basis of research objectives; impact of bursary access, retention and completion, ways of making bursary committee effective, role of administration in identifying the needy, strategies applied by bursary committee, fairness in the award of bursary, impact of education level of committee members and factors that influence access to secondary education.

School registers on number of students was carried. Fees registers for schools were analyzed.
4.2 Impact of Bursary Award on Retention, Access and Completion

Impact of bursary award on retention, access and completion objective was to investigate and determine its role to improve student flow. Class teachers were asked to give information on the progress or flow of students. The response was meant to check whether bursary assisted to complete the secondary education cycle.

Table 4.1: Access completion and retention

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>71.4</td>
</tr>
<tr>
<td>No</td>
<td>04</td>
<td>28.6</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 shows that most of the students who are directly assisted with bursary are retained and many complete the secondary cycle. Further, the Table reveals that a given 28.6 % is not able to be retained and complete the course. Either they were not considered for the award or what was awarded being inadequate to retain them. Many of the class teachers had shared the view that least needy students also benefited from the bursary kitty as the strategies used by the constituency committee is not exhaustive to identify the needy groups due to nepotism and political influence that prevail among the constituency bursary committee members as a result of their appointment manner. Further, the class teachers noted that poverty index should be the basis of identifying the needy followed by orphanage in order to cater for the needy and vulnerable in society. It
was pointed out by the class teachers that disruption of learning among the needy is a common feature as they are frequently sent home for fees as bursary is sometimes inconsistent and disbursed late. The united nation rationale and provision of free primary education in aims at achieving universal education to all school going children. Kenya has achieved some progress in retention, access and completion by awarding bursary as confirmed in Table 4.1 above.

4.3 Ways of Making Constituency Bursary Committee Effective
The objective was to establish strategies used by the constituency bursary committee any needy benefit. The researcher asked the headteachers to give their recommendation and suggestion on ways of making the bursary committee more effective in the management of the kitty. The headteacher’s views were:

The teachers to be involved in the process of identifying the needy and vulnerable as they have first-hand information instead of the committee doing it alone.

Other stakeholders should be involved to participate in the selection and award of the needy apart from the Kenya national union of teachers and Kenya secondary schools heads association members normally invited to participate in the process.

Political patronage to be minimized in the management of the kitty owing to the fact that members of parliament have direct influence in appointing the committee members.

Academic excellence although basic, on selection of those benefiting, flexibility on the criterion to be allowed to consider other deserving cases.

It was observed by the class teachers that learning of the needy is sometimes disrupted and they propose that once the needy are identified, the bursary support should be
maintained throughout the long life of the student. This will ensure that bursary investment becomes more profitable and meaningful.

According to Njeru and Orodho (2003) observes that the objective of the bursary scheme in secondary schools is to enhance access and ensure quality education for all Kenyans particularly vulnerable groups. Ayodo (1989) observed that bursary is important as a method of financing education though diminishing and argued that poor financing and poor quality education is due to insufficient investment and poor sustainability. The study found out that the bursary allocated to the constituency kitty against the applicants was not adequate and amount awarded to each student was not sufficient to meet the fees obligation.

4.4 The Role of Administration in Identifying the Needy

The objective was to find out methods employed by the bursary committee to award bursary to the needy. The study assumed that administration was a vital component in identifying the needy and vulnerable groups within school situation and forwarding them to the constituency bursary committee. The study findings were that their role is minimal and insignificant in regard to selection of beneficiaries. This was true of the responses given by those interviewed with 12 out of the 14 (85.7%) sharing the view that their participation is minimal, their major role being recommending the applicant. As a result, constituency bursary committee is given too much room that allows least deserving cases to benefit from the safety net kitty. This was possible as parents have chances of manipulating the information provided thus giving them undue advantages.
Further, the study found that school administration had an upper hand in providing constituency bursary committee with sound and definite information in regard to deserving cases. Thus, being at the ground adequate information can be obtained apart from the supportive document such as death certificates to identifying deserving cases. The administration had the opportunity to comment on whether the applicant is needy or not thus forming a basis for the constituency bursary committee to make assumed decision. Irrespective of the comment, the question of some of the needy students being left out was found to be a common answer by many of the headteachers, a consideration that may be taken by the committee to be water tight in awarding of bursary.

Bursary before 2002 was channeled to schools directly but after 2002 it is channeled to constituencies. The award in both does no satisfy many of the needy and vulnerable groups as confirmed by class teachers and Headteachers responses on fairness of CBC in awarding bursaries. NJeru and Orodho(2003) argued that bursary scheme was to promote access and quality secondary education among the poor and vulnerable. Mochari Mellen (2005) study on bursary contribution on girl child in Nyamira noted that award and distribution to certain extent benefited few and was gender bias. She recommended girl child to get special consideration.

4.5 Strategies applied by Constituency Bursary Committee

The study sought for the strategies that the CBCs were applying in the awarding of bursaries. Table 4.2 shows the responses given by the respondents.
Table 4.2 Criterion used in Awarding Bursary

<table>
<thead>
<tr>
<th>Factors</th>
<th>N=14</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic excellence</td>
<td>12</td>
<td>85.7</td>
</tr>
<tr>
<td>Poverty</td>
<td>10</td>
<td>71.4</td>
</tr>
<tr>
<td>Orphanage</td>
<td>8</td>
<td>57.1</td>
</tr>
<tr>
<td>Girl child</td>
<td>8</td>
<td>57.1</td>
</tr>
<tr>
<td>Type of school</td>
<td>5</td>
<td>35.7</td>
</tr>
</tbody>
</table>

Table 4.7 revealed the responses by bursary committee on factors adopted by the committee to select those awarded bursary. The table further revealed that academic and poverty were used as major factors in selecting the deserving cases. This is in line with the Ministry of Education criterion that stresses on intelligence of the students. Further analysis of the table reveals that type of school and orphanage was identified as another criterion. The Table also revealed that other minor factors were used. Education is an investment in human capital that must take into account the benefits that will be realized from bursary investment to ensure equity, the needy are to be brought on board by getting subsidies hence the reason behind introduction of safety nets that target them. The committee receives the forms from students, analyses them and then categorizes the students based on information provided before their deserving cases are considered.

Njeru (2003) observed that MoE bursary was abused by BoGs and Headteachers. In the CBC it was also found that misuse was common in identifying and allocating bursary as confirmed in Table 4.3 by the rating of headteachers.
According to Obare (2004) the role of government bursary in enhancing the participation of girls in secondary education agrees with the study that academic performance, poverty and gender are factors for consideration for award but the study disagrees with Obares’ that discipline and permanence of student in a school are other factors for consideration. Flora Fedha (2005) disagree with the study that boys are more preferred to girls but in the study both receive same attention and 15% of current bursary is first awarded to girls before the rest is shared according to MOE guideline.

4.6 Fairness in the Award of Bursary by Constituency Committee

Bursary committee was expected to apply the criterion acceptable to many members of the community in particular parents and students. Findings of the study in regard to functioning of the committee indicated that a basis of awarding bursary is the information provided by the applicant and Ministry guidelines. Deserving cases are selected based on gender, academic Excellency, type of school, disability and location. The study found that most of the needy cases were allocated what could not sustain or offset their financial requirement. Information given was the expanded demand thus stretching the meager bursary funds prompting to be thinly spread to meet the expectations and need of the applications.
Table 4.3 Head Teacher Response to Fairness in Management of Bursary

<table>
<thead>
<tr>
<th>RATE</th>
<th>NO</th>
<th>%</th>
<th>SECTOR (in degrees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>4</td>
<td>28.75</td>
<td>102.857</td>
</tr>
<tr>
<td>Fair</td>
<td>8</td>
<td>57.142</td>
<td>205.714</td>
</tr>
<tr>
<td>Bad</td>
<td>2</td>
<td>14.285</td>
<td>51.428</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>99.99</td>
<td>359.999</td>
</tr>
</tbody>
</table>

According to Table 4.4 and Figure 4.2, majority of the class teachers interviewed 8 out of 14 (57%) shared views that committee was not fair in allocation and identification of the needy and vulnerable groups as those deserving cases were left out and least deserving cases benefiting. Therefore this culminated in students wasting time being out of class to look for fees and translating into poor syllabus coverage. The committee’s fairness from the study was negatively affected by political interference, nepotism and inadequate education of the members.

![Figure 4.2: Fairness in Award of Bursary](image)

According to Nyaga (2005) on delayed fee payment Mbeere District, agrees with the study that inorder to cater for larger number of academically promising students bursary should be increased and strategies of identifying the needy for bursary award be
strengthened. Obare (2004) the role of government bursary in enhancing girls participation in secondary education in Nyamira District agrees with the study for fairness to exist the role of headteachers is significant in identifying those to benefit. The drop out was noted to be insignificant and study disagree that girls struggle more than boys. Since poverty was equally affecting the same gender, opportunity cost is a common for both. Gender trends in bursary education was noted however, in this study boys and girls equally benefited disagreeing with Obare where boys benefited more that girls. The study agrees on the purpose of the bursary to ensure equity and equality of opportunity to schooling.

4.7 Education Level of bursary committee members

The processing of application for bursary is the duty of bursary committee members who study the applications based on the agreed criterion and selects deserving cases. The level of education in the study reveals that many of them were appointed without considering the level of education. It was also revealed that their level of education which in most cases was low made the processing of application by applicants slightly difficult. From the head teachers and class teachers, it was clear that the low level of education affected the identification of deserving cases. This was because appointment and selection of the members is done by the politicians who do not consider there level of education. The study found that level of education was not having any significant impact, however it is a reality that sound education is vital to make informed judgment based on information provided by the applicants and use ministry guidelines to the wishes of the community and other stakeholders. According to Fedha Flora (2005) study on effects of government
bursary fund in enhancing girl child access to secondary education in Kajiando district agree with the study that the process of identifying needy was long, tedious and full of corruption and system was inefficient. Political interference was noted to be a major hindrance to fairness in bursary distribution and award.

4.8 Factors that Determine Access of Secondary Education

On this, the headteachers were asked to identify factors that influence access of secondary education. A number of factors were identified based on their strength. The table below reveals some of the factors:

Table 4.4  Factors That Influence Access of Secondary Education

<table>
<thead>
<tr>
<th>Factors</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty</td>
<td>10</td>
</tr>
<tr>
<td>Orphanage</td>
<td>7</td>
</tr>
<tr>
<td>Level of education of parents</td>
<td>6</td>
</tr>
<tr>
<td>Early marriage</td>
<td>2</td>
</tr>
<tr>
<td>Opportunity cost</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 4.4 and figure 4.3 reveal that a number of factors do influence access of secondary education. Poverty was noted to be a major factor that influences access of secondary education. Owing to increase level of poverty among many household education cannot be afforded hence a number of student cannot access education due to increased cost of education.

Orphanage resulting from prevalence incidences of HIV/AIDS has left many families without tangible figure head and bread winner. Orphans opt to leave school due to lack of
support and abdication of roles where some take up the family responsibility of caring for the siblings. The table also revealed that level of education of the parent does influence the education of the child. Parents who are educated have an upperhand in providing quality education compared to less educated parents.

Other factors revealed by the table include teenage pregnancies among girls makes some dropout although education rule allows re-entry of girl-parent to continue with education. Further, opportunity cost available such as farming and Boda Boda is making some to opt out of school thus limiting some of them from continuing with secondary education. Although the government has continued to make education slightly affordable through subsidies still it is beyond the reach of many poor Kenyan families hence leading to some unable to provide secondary education.

Figure 4.3: Factors that Determine Access to Secondary Education
According to Nyaga (2005) on delayed fees payment agrees with the study on headteachers views on student attendance which was noted to merge that without taking care of the poor the result was absenteeism and frequent sending student home. Hence poverty contributing to student drop outs and low performance.

Fedha Flora (2005) effect on bursary fund in enhancing girl education agrees with the study that parent level of education do play role in student access to secondary education.

**Table 4.5 Categories of student who benefit**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total orphan</td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>Partial orphan</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>Needy with both parent</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Needy with single parent</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

According to table 4.5 it reveals that all categories of student do benefit, but the vulnerable group who are total orphan 46% and partial orphans 27% benefit more than the rest of the groups hence meeting the government objective on targeting the vulnerable and disadvantaged.

Flora Fedha (2005) disagrees with the study that boys are more preferred to girls but both receive same attention.
Table 4.6 Student view on amount awarded

<table>
<thead>
<tr>
<th>Amount Awarded</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>5</td>
</tr>
<tr>
<td>Not adequate</td>
<td>21</td>
</tr>
</tbody>
</table>

In table 4.6, it was revealed that the amount awarded to the students was not adequate to meet their financial needs. This was because of the committee spreading thinly the bursary inorder to capture all the applicants.

According to Obare (2004) the role of government in enhancing the participation of girls in secondary education agrees with the study that poverty is a factor for consideration in awarding bursary.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to assess the impact of bursary award on the internal efficiency of secondary schools in Gucha District, Kenya. The study examined the extent to which bursary award has enhanced access and participation in secondary education. This chapter presents the summary of findings, conclusions and recommendations of the study.

5.2 Summary of Findings

5.2.1 Personal Data of Headteachers and Class Teachers

Majority of the head teachers and class teachers interviewed had the following:

- Had reasonable length of leadership experience of 3-20 years
- Most of them were professionally qualified teachers
- Majority of the headteachers were male (78.5%) with female accounting for 21.46%

5.2.2 The Role of Administration in Identifying the Needy

The study had assumed that administration was vital component in identifying the needy in the school, before forwarding them to the bursary committee for bursary award. The study findings were that their role was minimal and insignificant in selection of the needy. This was true in regard to responses given by those interviewed having a shared
view that they did not participate in identification of the needy. As a result, bursary committee had lee way for least deserving cases benefiting from the kitty.

Further, the study found that administration had a role in the committee as suggested on the ways of making bursary committee effective in its function and duties. Poverty index and orphanage as factors be used in selecting the needy and therefore administration had a better position to identify them.

5.2.3 The Role of Bursary Committee in Award and Disbursement of Bursaries

The study findings were that the committee receives bursary funds from the ministry and using the guidelines to select and award beneficiaries. The bursary award varies according to category of the needy, gender and type of school. However, the number of applicants are usually more and hence not adequate and even those awarded cannot meet their financial needs. Further the committee proposed that funds be increased as numbers of needy cases have continued to increase due to poverty, HIV and AIDS epidemic hence larger number of orphans.

5.2.4 Factors that determine access

It was found that poverty, level of education of parent, Early marriage and opportunity cost do influence access to secondary education. A number of family cannot afford to educate their children hence drop out due to opportunity cost and early marriage Hence a need to increase the safety nets.
5.2.5 Criteria in awarding bursary

It was found that poverty, academic Excellency, and gender were factors used by committee to select the beneficiary. The amount allocated was found to be inadequate to meet the financial needs of the applicants.

5.2.6 Role of bursary in improving student flow

The bursary was found to assist the vulnerable and disadvantaged to go through the circle when the award was maintained. However, students argued that the amount was inadequate to meet their fees requirements.

Conclusions

Financing of education through bursary had positive impact on internal efficiency. There was improvement in access, retention and completion for those who benefited improved. The study found out that number of needy increased against amount allocated to the kitty. What each applicant was awarded decreased.

Psacharapolous G. and Woodhall (1985) observe that selective scholarship based on both ability and finance are one way of targeting subsidies for vulnerable groups. Thus, bursaries are subsidies for vulnerable groups such as orphans and the poor to participate in secondary school education. The study found increase in the number of the needy and vulnerable share with some of the least needy the amount allocated hence too little to sustain them.
Thus the research concluded that although bursary is a vital component to ensure equity and access which is meant to increase internal efficiency, narrowing the gap of inequality between the needy and less needy participation in education, committee is overridden by a number of negative influences such as nepotism and political inclination that makes them to be considered as fair. Hence, the study concluded that the committee should be streamlined in their selection, award process, criterion and categorization of applicant.

Delays in the disbursement of the bursary were found out be minimized to ensure beneficiaries are kept in school throughout for better time management.

The existing bursary committee members should have reasonable level of education, be of high integrity, shun political overrides and nepotism. The Kenya national union of teachers and Kenya secondary schools association as key stakeholders should fully participate in vetting and selection of the vulnerable and poor to seal any loopholes.

The MoE guidelines used by the committee were found to be widespread to take care of all those deemed needy and vulnerable with funds for support from the kitty. However, guidelines need to be revised and to ensure equity and access in education owing to fact that vulnerable and needy groups are increasing in society, the selection is more intricate and amount given being varied, meaning certain needy students may not benefit from the bursary investment in education

5.3 Recommendations

Based on the findings of this study, the researcher has made the following recommendations:
i. The study established that bursary was insufficient to cater for the increasing number of the needy, to this end, there is need for more allocation of bursary in order to meet the demand and allow contribution from national level specially Kenya Education Sector Support Program (KESSP) to boost the kitty.

ii. Timely disbursement of bursary to schools is necessary to enable the beneficiaries limit loss of time due to absenteeism when out to fill gaps unmet by bursary in terms of school fees and other user charges. Hence, necessary arrangement should be made with schools to create understanding on ways to treat possible beneficiaries.

iii. Proper surveillance and guidelines should be put in place to ensure that only the needy and vulnerable benefit from the bursary kitty and make bursary more relevant and cost effective.

iv. Further study be carried on comparative management of the bursary whether it should be changed to schools directly from constituency.
REFERENCES


APPENDICES

APPENDIX I

HEADTEACHERS QUESTIONNAIRE

Part I: General Information (put a tick (√))

i. What is the status of the school?
   - Provincial □  District □  Others □

ii. How long have you served as a principal?
   - Less 3 □  3-5 yrs □  6-10 yrs □  above 10 yrs □

Part II: Headteachers’ views on bursary in education financing

1. What factors determine access in secondary education?
   - ............................................................................................................................
   - ............................................................................................................................
   - ............................................................................................................................

2. List factors that hinder student completion in your school
   - ............................................................................................................................
   - ............................................................................................................................
   - ............................................................................................................................

3. How frequent does your school receives government bursary funds?
   - Annually □  Termly □
   - Any other specify ..............................................................
4. Indicate the bursary amount in Ksh awarded to your school in the following years.

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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5. What is the bursary fund award of students
   a) Uniform [ ]
   b) Variate [ ]

**Part III  Headteachers’ views on the constituency bursary committee**

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 IV: Headteachers’ Views on Strategies Applied by Constituency Bursary Committee

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
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

Part V: Headteachers’ Comment on the Number of the Needy Students

i. What as 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 □

Part VI: Headteachers’ Views on the Problems that Face Constituency Bursary Committee

a. List some of the problems that face CBC in executing its duties
   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

b. Suggest possible ways CBC can be made effective
   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

C. In your opinion does CBC posses necessary qualities to perform their activities?
   Yes □ No □
APPENDIX II
DEO’s INTERVIEW SCHEDULE

1. Who forms the bursary committee?

2. What is the role of DEO office in the committee?

3. The government has guideline to be followed. How is the committee affecting the guideline?

4. What is the trend of needy and vulnerable groups in the district?
   Increasing  [ ]  Decreasing  [ ]

5. Other than bursary fund is there any ways needy and vulnerable are assisted?
   Specify

6. How does your office ensure fairness by the bursary committee to needy and vulnerable to benefit?

7. Does the bursary committee show deviation from the guideline? Specify

8. Has your office received complaint on the abuse of office by the committee on awarding bursary?

9. What steps does your office take to ensure student participate in education without interference?

10. What recommendations can you put forward that can assist the committee to discharge it efficiently?
APPENDIX III

CONSTITUENCY BURSARY COMMITTEE MEMBERS INTERVIEW

SCHEDULE

1. How is bursary allocated to the constituency?
2. What criteria are used to determine the amount given to students?
3. How do you identify the needy students?
4. Factors considered:
   a) What criteria do you adopt to select beneficiaries of the fund?
   b) Are there any special consideration accorded to applicants
      Yes [ ] No [ ]
   c) If yes briefly state them
5. If no, is there need to have them?
6. How do you allocate bursary amount?
   Uniformly [ ] Variety [ ]
7. What complaints do you receive from the school in regard to allocation?
8. What ways can you suggest of making bursary more effective, to enhance student participation?
9. Do those who receive qualify for award in the subsequent year?
   Yes [ ] No [ ]
10. Comment on adequacy of the bursary amount on the fee structure of the applicants.
APPENDIX IV
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

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 Yrs [ ] 6-10 yrs [ ] above 10 [ ]

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

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?

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iv. Other than the needy, do other groups benefit from the bursary award?
   Yes ☐ Specify-----------------------------
   No ☐

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

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

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

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 students population

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

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

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

Yes  [ ]  No  [ ]

Part V: Class teachers’ Views on Bursary Committee

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

Good  [ ]  Fair  [ ]  Bad  [ ]
ii. Which criteria are suitable in selecting the bursary beneficiaries?

iii. What suggestions can you give to improve CBC to cater for the needy?
APPENDIX V

STUDENTS’ QUESTIONNAIRE

Part I: General Information

Indicate form-----------------------------

Indicate gender-------------------------

Part II: Students’ Views on the role of bursary

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
Part iii: Number of the needy and vulnerable students who benefit over the total population

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 ☐

Part iv: Problems encountered by the bursary committee

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.

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