

**CHALLENGES IN THE DISBURSEMENT OF CONSTITUENCY BURSARY FUND  
(CBF) TO PUBLIC SECONDARY SCHOOL STUDENTS IN BOBASI  
CONSTITUENCY KENYA**

**BY**

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## DECLARATION

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

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## **DEDICATION**

First and foremost, this work is dedicated to the Almighty God who is my all in all and changes not.

Secondly, to my parents for all it took them, not just to bring forth a person, but me. Their sustained love and ceaseless prayers have not only seen me this far but also becomes a source of my revelation and inspiration. They labored tirelessly and denied themselves leisure to educate me. Mum and Dad, I keep hearing the echo of your voices giving me pieces of advice wherever I go. Thanks a lot and May the Almighty God bless you abundantly and give you long life.

Finally, to my dear wife, Lisper and daughters, Joy and June, to whom I find my identity and whose presence in my life sums to my satisfaction of God's will to me.

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## ABSTRACT

Secondary school education is very critical in any education system because of its crucial role in catalyzing national development. Consequently, maintaining a high student enrollment at this level should be a priority for all countries. The Constituency Bursary Fund (CBF) was established by the Government of Kenya in 2003 to ensure that needy students have access to secondary education. It was anticipated that there would be fairness and efficiency in the bursary allocation process. However, contrary to these high expectations, cases of complaints about the disbursement of the Constituency Bursary Fund were many. It was on the basis of those complaints that the study was conducted.

The main objective of the study was to find out the extent to which the official criteria was followed in allocating the bursaries to students, problems of adequacy, disbursement and equity considerations, leakages and if any, whether there were mechanisms in place to address complaints and issues raised in allocating the bursary fund.

This study was guided by the Classical Liberal Theory. A theory that emphasizes on social mobility being promoted by equal opportunity on education. It was found relevant because challenges in disbursement resulted in poor families withdrawing their children from school prematurely. This impacted negatively on education as the theory looks at education as a great equalizer.

The study population consisted of 320 high school bursary applicants and recipients in Bobasi constituency in the year 2011, 56 teachers and 13 committee members of Bobasi Constituency Bursary Fund. 7 public secondary schools were also targeted.

A descriptive research design that involves measurement, classification, analysis, comparison and interpretation of data was adopted. Questionnaires, interview and observation schedules were used to collect both quantitative and qualitative data, which was then coded, tabulated and analyzed both descriptively and statistically using tables, figures and percentages.

This study concluded that the criteria of determining the genuinely needy students had limitations. It had limitations both on governance, efficiency, effectiveness and consistence in support. The fund was also not equitably awarded among boys and girls and among schools. The fund was found to experience the following impediments: Low and inadequate funding from the government that could not meet the demands of the high number of the needy applicants, Political interference by the local politicians, Delays by the government to disburse these funds which inconvenienced many needy students and Mechanisms of addressing bursary related complaints which were somewhat ineffective.

The study recommends that the government should increase through treasury, the Constituency Bursary Fund if the fund is to have any impact on the applicants who expect to be served effectively. It should also establish a management framework devoid of political manipulation to run the fund. The bursary awarding evaluation criteria should emphasize on the school teachers' assessment of continuing students' need for financial support/assistance. The fund should also be disbursed in November and allocated to students in December to avoid delays in disbursement.

Finally but not least, efficiency, effectiveness and fairness in the bursary management should be enhanced.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

AEO	:	Area Educational Officer
CBF	:	Constituency Bursary Fund
CBFC	:	Constituency Bursary Fund Committee
CDF	:	Constituency Development Fund
CGD	:	Center for Government and Development
EFA	:	Education For All
GOK	:	Government of Kenya
IEA	:	Institute of Economic Affairs
IIEP	:	International Institute for Educational Planning
IPAR	:	Institute of Policy Analysis and Research
KIPPRA	:	Kenya Institute of Public Policy Research and Analysis
Ksh.	:	Kenya shillings
LATF	:	Local Authority Transfer Fund
MOE	:	Ministry of Education
M.P	:	Member of Parliament
ODA	:	Overseas Development Administration
OECD	:	Organization for Economic Cooperation and Development
ROK	:	Republic of Kenya
SEBF	:	Secondary Education Bursary Fund
UNESCO	:	United Nations, Educational Scientific and Cultural Organization

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

This chapter contains the following: background of the study, statement of the problem, purpose, objectives, research questions, hypothesis, assumptions, limitations, delimitations, theoretical and conceptual frameworks, significance of the study and definition of central terms.

### **1.1 BACKGROUND**

In 1990, there was a world conference on Education for All (EFA) held at Jomtien, Thailand. In this conference, most developing countries reaffirmed their commitment to providing their school age children, universal access to the first cycle of education. This goal was not achieved but reaffirmed at another international conference on education in Dakar, Senegal in April 2000, with a new target date set for the year 2015. However these conferences paid little attention to the consequences of enrolment expansion at primary level in relation to the resources needed for secondary schools (Wachiye and Nasongo, 2010). It was then clear that in many developing countries secondary school participation rates could not grow rapidly without changes in the structure and the nature of funding (Lewin and Caillods, 2001).

Since independence, the Government of Kenya (GoK) has recognized education as a basic human right and powerful tool for human resource and national development. Since then, the education sector has been subjected to various reviews by Special Commissions and Working Parties, which were funded by the state (Republic of Kenya, 1964, 1976, 1981, 1988, 1998). These reviews indicate the extent to which Kenya has gone in search for a policy framework and strategies to make education serve the nation and meet the countries development needs (Watuku, 2005).

A historical analysis in patterns and trends of education financing in Kenya reveal existence of partnership between the state, households and communities long before the official enunciation and inauguration of the cost- sharing policy by the government. The cost-sharing policy in its official promulgation, only added a new dimension, depth and breadth to the volume of community and household expenditure on education services (Njeru and Orodho, 2003).

In 1986, the government issued the Sessional Paper No.1 on Economic Management for Renewed Growth, which saw the introduction of cost-sharing in all sectors. This Sessional Paper was critical of the high recurrent expenditures on education and training and consequently recommended control measures to be taken to reduce such expenditure to manageable level (Republic of Kenya, 1986).

Subsequently, the government appointed a Presidential Working Party on Education and Training in 1988, to study the education sector and recommend ways of ensuring the delivery of education and training services within the limits of the constrained economic conditions. The report recommended introduction of cost-sharing in education which was accepted by the government in the Sessional Paper No.6 on Education and Training for the Next Decade and Beyond (Republic of Kenya, 1988).

Njeru and Orodho (2003) strongly suggested that cost –sharing strategy did not achieve the intended objective. To the contrary, it increased the cost of secondary education beyond the reach of many poor households. The costing criteria were also found to vary erratically with no clear or standard basis upon which the fees guidelines were determined.

In 1993/ 1994 financial year, the government of Kenya in an effort to enhance transition from primary schools to secondary schools established the Secondary Education Bursary Fund (SEBF) to cushion households from impacts of poverty, unstable economy and effects of HIV and AIDS by increasing access, retention and completion rates in secondary schools. The bursary targeted the vulnerable groups namely: orphans, girls, children from slums and the poor in high potential areas and in the arid and semi-arid land (ASALS) districts. The bursaries were administered by the Ministry of Education Science and Technology through secondary school heads and education officers (Oyugi, Riechi and Anupi, 2008).

However, the Secondary Education Bursary Fund (SEBF) appeared not to have made any overwhelming impact on student's access to secondary education and had under achieved in raising retention rates therefore not meeting its prime purpose (Njeru and Orodho, 2003; Nduva, 2004; Sessional Paper No. 1, 2005).

Under this bursary scheme (SEBF), bursaries were administered from the Ministry of Education headquarters. The Ministry of Education would send money to the various district headquarters for disbursement. The respective District Education Board (DEB) then made allocations and disbursed funds to various schools based on the level of financial need prevailing in the student body. However, this fund having under achieved, the Ministry of Education in Kenya in 2003, together with other stake holders decided to modify this fund in line with the government policy on decentralization and to respond to complaints of mismanagement and lack of impact.

Therefore instead of sending funds from headquarters direct to schools, the funds go through constituencies which include a broader participation by various education stake holders in a constituency which is guided by comprehensive guidelines issued by the MOE on allocation and disbursement of bursary funds (Oyugi, Riechi and Anupi, 2008).

From 2003 therefore the government changed the system by establishing Constituency Bursary Fund Committees (CBFC) to administer the fund, through the Constituency Development Fund (CDF). The committees identify beneficiaries and decide the amount each should get. The allocation to each constituency is based on secondary school enrolment, constituency poverty index, overall national secondary school enrollment and the country wide poverty situation. In 2004, national enrolment stood at 786,129 students while the poverty index showed that 65 percent (471,674) were poor and needed bursary support ([www.tisa.or.ke](http://www.tisa.or.ke)).

Members of Parliament are patrons of these committees although some have been accused of interfering with disbursement. The kitty was reduced from khs.800 million to khs.500 million in the year 2010/11 financial year following the introduction of free day school programme. The bursary which is meant to assist children from poor families to meet other secondary school education expenses not catered for by the government will not meet its target because of adequacy (Siringi, 2011).

A draft citizens' report card on devolved funds done by the Center for Government and Development (CGD) in Nyeri district reveal that the Constituency Bursary Fund score a grade 3 on scale of 1-5 whereby 1 is the best and 5 is the worst. They attribute this to political interference in allocation process and lack of transparency in selection of beneficiaries. The report card asserts that the CDF committee seems to favour those (students) they know. The parents who plead with

the area MP end up getting the bursary even if they are not very needy. This results in some students receiving double allocations and some end up overpaying their fees. The report criticizes the performance criteria of awarding the bursary and yet the fee problem could be contributing to poor performance (CGD, 2007).

The Institute of Economic Affairs (2006) avers that CDF has generated much public interest. It notes that although the CDF funds ought to provide funds to deserving students within a constituency, some students consider themselves as deserving but have never received the funds. Most of them complain of the bureaucracy and political interference involved hence opting to forego the fund. The extent to which CDF has met its objectives is uncertain and remains a research imperative (Awiti, 2008). Contrary to the high expectations about the CBF, very many complaints abound its effectiveness. Onyango and Njue (2004) observe that the fund is not serving its purpose. Issues and concerns have been raised on how some students from poor families are still unable to access secondary education despite the availability of government bursary scheme (Odebero, 2008). These issues raised show that the Government of Kenya has tried to initiate various bursary schemes purely in appreciation of the fact that the majority of the citizens live on less than a dollar per day. However people disbursing the said bursary are those who do not actually know the actual level of need of the applicants and genuine cases. They simply rely on the information availed in the application forms most of which could be false. Sometimes the funds will be disbursed on the basis of who knows who. These issues prompted the need for a study into the challenges of implementing the Constituency Bursary Fund with a focus on Bobasi constituency.

Bobasi constituency is one of the seven constituencies in Kisii County. The constituency borders Bomachoge to the West, Transmara to the North, South Bogirango to the South and Nyaribari Masaba to the East. The rains are quite reliable and food crop production is high with maize, bananas and beans being produced in high quantities for domestic use and export to the neighboring constituencies. The major cash crops grown in the area are tea and coffee. Despite the pleasant natural conditions, Bobasi constituency has a high prevalence of poverty. This is due to poor infrastructure, high cost of farm inputs and lack of access to production factors. Education in this constituency is considered to play a significant role in enhancing social mobility in the constituency.

## **1.2 STATEMENT OF THE PROBLEM**

Despite the introduction of bursary provision in the education sector in 1993, there have been increasing concerns regarding their ability and sensitivity in supporting and cushioning the income poor and vulnerable groups against adverse events of escalating costs of secondary education. Despite the government's effort to provide free tuition and employ teachers, the role that the parents were supposed to play for example paying boarding requirements and uniform for their children was also proving burdensome especially that time the country was experiencing serious drought coupled with global economic crisis. Those escalating poverty levels coupled with inefficient disbursement of bursary fund affected the quality of secondary education.

Until 2003, the Ministry of Education administered the funds. The biggest challenge was lack of clear guidelines to schools on how to identify needy students for bursary awards. In most cases the head teachers ultimately decided on who was to be awarded bursary and the amounts to be allocated. Since 2003 the fund has been decentralized to the constituency under the management of the constituency bursary management committees. At the inception of this decentralization, hopes were high that the most deserving students would be identified for financial support. However contrary to that expectation, major concerns and complaints had been raised with regard to the fund realizing its objective. The people disbursing the said bursary did not know the actual level of need of the applicants and genuine cases. They relied on the information availed in the application forms most of which could be false. Sometimes the funds would be disbursed on the basis of who knew who. Consequently, very genuine cases went unattended occasioning mass drop out. Issues and concerns on why some students from poor families were unable to access the bursary fund also had risen. Major concerns in regard to the Constituency Bursary Fund include:

Low and inadequate finances that can cater for all eligible needy students, Political interference and weak administrative systems as evidenced by delays in disbursing the fund from the government and in communicating the bursary awards to beneficiaries and questionable bursary eligibility criteria. Thus, against this background of more than half of Kenya's population living below the poverty line, and the rising cost of secondary education majority of households, especially among the poor and vulnerable groups are unable to access the benefits accruing from investment in the development of quality education.

The problem of this study therefore was to find out the challenges of implementing the Constituency Bursary Fund with a focus on Bobasi constituency in order to establish the challenges of disbursing the Constituency Bursary Fund to secondary school students.

### **1.3 PURPOSE OF THE STUDY**

The purpose of this study was to examine the disbursement of the Constituency Bursary Fund (CBF) to secondary school students in Bobasi constituency with a view to single out the main challenges faced by the committee concerned with disbursement. This would help in making appropriate recommendations intended to strengthen the allocation of Constituency Bursary Fund in Bobasi.

#### **1.4 OBJECTIVES OF THE STUDY**

Specifically, this study sought:

1. To establish the extent to which the Constituency Bursary Fund Committee was following the official criteria to allocate bursaries to the recipients in the constituency.
2. To find out problems of efficiency and effectiveness in operations of the Constituency Bursary Fund in Bobasi constituency.
3. To determine the level of inequality in the allocation of the bursary fund to recipients in the constituency and other leakages.
4. To find out what mechanisms that were in place to address complaints and issues raised in allocating the bursary to the recipients in the constituency.
5. To make appropriate recommendations aimed at strengthening the allocation of the bursary fund in the constituency to ensure that the program achieves its full potential.

#### **1.5 REASERCH QUESTIONS**

1. To what extent is the official funding criteria followed by the Constituency Bursary Fund Committee?
2. How efficient and effective was the Constituency Bursary Fund in assisting the needy students, access secondary school education in Bobasi constituency?
3. What is the level of inequality in the allocation of bursaries to recipients in the constituency?
4. What mechanisms are in place to address complaints and issues raised in allocating the bursary to recipients in the constituency?

5. What are the appropriate recommendations which can strengthen and improve the allocation of the bursary fund to students in the constituency?

## **1.6 HYPOTHESIS**

The Constituency Bursary Fund has not been efficient in meeting the needs of the targeted students in Bobasi constituency.

## **1.7 ASSUMPTIONS OF THE STUDY**

In the study, the following assumptions were made:-

- i) That there were more needy students in Bobasi constituency who required financial assistance than those who were actually awarded the bursary.
- ii) That there were potential leakages in the disbursement of the constituency bursary fund in Bobasi constituency.
- iii) That the appropriate recommendations given after the study, if taken into consideration, would offer a sustainable solution towards the identified challenges.
- iv) That the Constituency Bursary Funds committee members would allow interviews and investigation in their records.
- v) That the disbursement of Constituency Bursary Fund in Bobasi constituency was effective.

## **1.8 LIMITATIONS OF THE STUDY**

The following were the limitations of the study:

The study limited itself to the study of the Constituency Bursary Fund because there is a dearth in literature on secondary education financing in Kenya particularly bursary schemes.

The study also limited itself to only one constituency – Bobasi. For a more conclusive result, all constituencies in Kenya would have been studied for comparisons. However, that was not possible due to time, financial impediments and other logistical bottlenecks. Opinions of a few CBF committee members, recipients of the CBF and teachers were possible since covering opinions of all was to require considerable time, resources and other logistics.

## **1.9 DELIMITATIONS OF THE STUDY**

The study confined itself to CBF committee members, student applicants and recipients, and teachers. The CBF committee consists of the following: area Member of Parliament, Area Education Officer, three representatives of religious organizations; two chairpersons of Parents Teachers Associations of two secondary schools, one chairperson of Board of Governors, one Councilor, one District Officer, one representative of an educational based Non-Governmental Organization or community based organization, one local Kenya National Union of Teachers representative and three co-opted members to include two head teachers, one whom must be from a girls' secondary school (Oyugi, Riechi and Anupi, 2008).

## 1.10 THEORETICAL FRAMEWORK

The study was based on Classical Liberal Theory. The theory states that social mobility will be promoted by equal opportunity of education. The roots of this theory can be traced to writers such as Rousseau (1712 – 1778) who claimed that in the ‘natural’ statesmen were born equal and personal qualities should not jeopardize social equity so long as society rewards people according to their merits/status (Njeru and Orodho, 2003; Kiveu, 2004).

The theory was found relevant to the study because by singling out the challenges in disbursement of CBF and suggesting remedial recommendations, the country’s poor and vulnerable groups would be cushioned against the high and increasing cost of secondary education, therefore reducing the existing inequalities by enhancing access, equality and retention and completion rates at the secondary level.

Thus, the writer of the American Declaration of Independence claimed that all people are created equal that is, born with the same moral and political rights. It follows from this belief that social institutions such as education should in some sense attempt to treat people equally. In fact, an American educator Horace Mann (1796 – 1889) could call education the great “equalizer”. Evidence in favour of this belief is mainly in the form of case study. There are innumerable examples of people from poor families who have taken advantage of education opportunities and proceeded to obtain better jobs and higher incomes than they would otherwise have done, if the state did not provide education without charge. These individuals would have been denied the opportunity for advancement. This leads to a widespread belief that by removing economic barriers and making more places available in secondary, ideal conditions could be created to implement the vision of equal opportunity, where everybody

has access to the kind and amount of education that suited his inherited capacity. In the past a great deal weight has been attached to education as a vehicle of equalization and it has generally been assumed that increased public spending on education which contributes to this end reduces dropout, repetition and absenteeism of the poor (OECD, 1975).

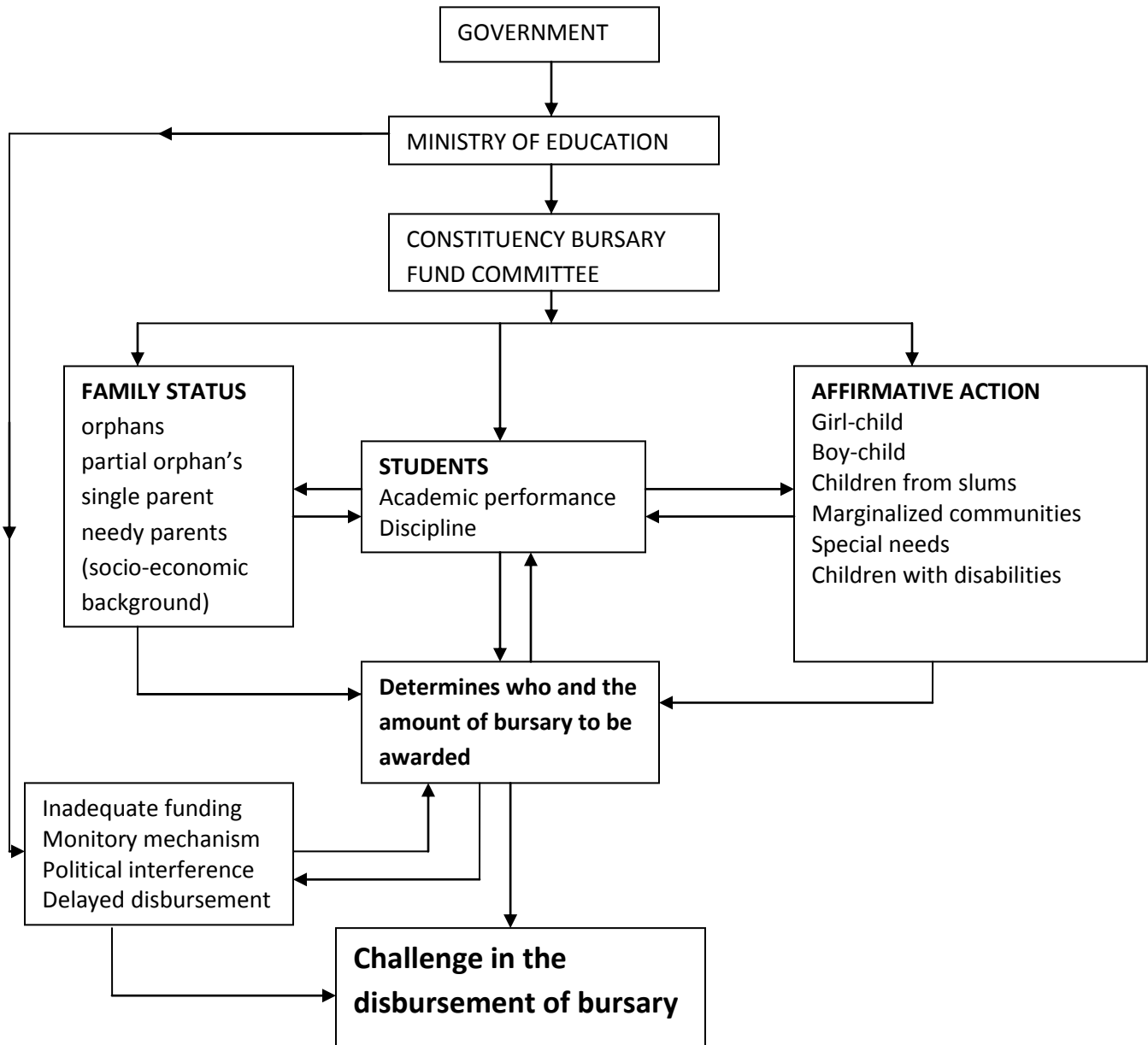
In developing countries where inequalities of educational provisions are severe, it may be desirable on equity and efficiency grounds, to pursue the goal of equal distribution of educational opportunities. Inequality of participation means that the benefits of education are disproportionately enjoyed by the upper income families (Psacharopoulos and Woodhall, 1985) whose children are far more likely to complete secondary school cycle or enroll in higher education while poor families may not afford to sustain their children in schools hence increased dropouts, absenteeism and repetition. This affects the internal efficiency of public secondary schools.

For example, the Government of Kenya in 2003, had made primary education free and highly subsidized secondary education with free tuition by 2008 in a bid to enhance access to education. However, with the presence of extra charges in secondary education against the background of high poverty levels in the country, many parents may not be able to enroll and sustain their children in primary and secondary schools given the rising hidden and actual costs of education. Therefore for the equity consideration, it practically becomes impossible to ignore the fact that unequal participation in education will, in the long run, worsen the status of the poor and vulnerable groups (Njeru and Orodho, 2003).

This theory was found relevant for this study because existence of challenges in bursary disbursement discriminates poor families who cannot afford to keep their children in school hence withdrawing them prematurely. This impacts negatively on education

## 1.11 CONCEPTUAL FRAMEWORK

**Figure 1: Factors determining the amount of CBF awarded to secondary students**



The bursary fund is decentralized from the government to the constituencies through the Ministry of Education. The Constituency Bursary Fund Committee determines who is to be awarded by using the family status of the recipient. A student with both parents dead is ranked as an orphan, one parent dead as partial orphan, unmarried mother /father as single parent and needy parents using social economic background. To determine whether the information given is true to guarantee a bursary award is a challenge.

The student academic performance with ranks of excellent, very good, good, fair and poor is used. However the bursary given according to performance remains a challenge since the fee problem contributes to poor performance and indiscipline on absenteeism grounds.

Affirmative action is also used to determine the bursary award that affects the equity. The number of special needs and disabilities might not be the same and this affects the number of boys and girls who get the bursary hence becoming a challenge on equity.

Another challenge emanates from the government through the Ministry of Education. The fund could be inadequate to cater for all needy cases, delay to be disbursed, get interfered politically or get least monitored leading to corruption.

## **1.12 SIGNIFICANCE OF THE STUDY**

The study attempted to find out the disbursement of the Constituency Bursary Fund with regard to financing secondary school education in Kenya. This was an area that had not received adequate and exhaustive address by the past evaluative researches especially in the coverage of all the hundred and ten (210) constituencies in Kenya on financing of secondary school education. Therefore, it was hoped that the findings of this study might contribute to the understanding of the disbursement of the CBF and its challenges in Bobasi constituency. These challenges could help in making comparisons across the country. It could also help the government to evaluate and solve the existing bottlenecks so as to improve the CBF as a method of financing education in Kenya. The findings could also provide information for policy discussions on the issue of bursary schemes in financing of education in the country and create new knowledge on the same. Finally the findings, if published would become a source of reference.

### 1.13 OPERATIONAL DEFINITIONS OF TERMS

- Allocation** - Refers to the amount of money received over a period of time.
- Bursary** - This is the money sent to the various constituencies in Kenya to be granted to needy students in order to access secondary school education.
- Challenge** - This is inability to disburse the bursary fund efficiently and effectively because of some difficulty or disability of some way.
- Cost Sharing** - Partnership and shared responsibilities among the government, parents and communities in the provision of secondary education in Kenya.
- Disbursement** - This refers to an amount of money that is paid from a Fund that is available for a particular use for example, the Constituency Bursary Fund.
- Effectiveness** - This refers to an acceptable level of the desired outcomes which must/may be realized from the Constituency Bursary Fund.
- Efficiency** - This is the ratio between what is brought and invested into the system (Constituency Bursary Fund) and the results coming from the system.
- Fund** - This is the sum of money available for the purpose of supporting education.
- Leakages** - This is the difference between what is allocated by the MOE to constituencies and what is ultimately disbursed to schools (after a take down of administrative expenses-as provided for in the guidelines.
- Recipient** - Refer to those students who have benefited from the Constituency Bursary Fund.

## CHAPTER TWO

### 2.0 REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter mainly focuses on the available and relevant pieces of literature that have been written and, or published on the Constituency Development Fund especially on Constituency Bursary Fund. The literature was reviewed under the following sub-sections.

#### 2.2 International Experiences of Demand-Side Financing

One of the conventions of the world Education for All (EFA), passed in a conference of education held in Dakar, Senegal 2000 ,was to attain Education for All (EFA) by 2015 (Njeru and Orodho, 2003: 40 – 45). This was a recap of another world conference of Education for All (EFA) held in 1990 at the Jomtien, Thailand, which saw most of the developing countries reaffirm their commitment to providing to their school going age children, universal access to the first cycle education. Following this declaration the enrolment expansion at primary school level throughout the developing world increased (Wachiye and Nasongo, 2010).

The International Institute for Education Planning (IIEP) conducted a research in cooperation with the British Overseas Development Administration (ODA) on the cost of financing secondary education after Jomtien. In that research, the then future costs of secondary education in different regions were projected using a simulation model (Caillods, 1996). Preliminary findings of that research clearly showed that the unit cost of secondary schooling varied a great

deal from country to country. It was particularly high where there was a low enrolment ratio at primary and secondary level (Lewin, 1996).

IIEP in another similar research asserts that the largest share of government budgets for education is mostly allocated to primary education. The secondary level is often the forgotten “Middle”. Given the high unit cost of secondary education, government budgets are mostly insufficient to expand the “Middle” in an equitable and sustainable way. Governments are recommended to find allies among non state actors especially to address the challenge of financing the expansion of secondary education (Iris, 2008).

This has posed a challenge at the secondary school level due to enrolment expansion against inadequate resources. This rate of growth in secondary school enrolment has made the government to review its structures and nature of funding toward education at this level.

### **2.3 Educational Bursary Schemes in Kenya**

The Government of Kenya introduced the Secondary Education Bursary Fund in 1993/94 fiscal year which was geared towards boosting enrolment, retention rates and performance at the secondary level. This bursary scheme was meant to cushion the poor and vulnerable against the vagaries of falling economic indicators. However it appears not to have made any overwhelming impact on student’s access to secondary education and has achieved little in raising retention rates (Njeru and Orodho, 2003).

Under this bursary scheme programme, bursaries were administered from the Ministry of Education headquarters. The Ministry of Education would send money to the various district headquarters for disbursement. The respective District Education Board (DEB) then made allocations and disbursed the funds to various schools based on the level of financial need prevailing in the student body (Wachiye and Nasongo, 2010). However in looking at equity in

distribution of bursary in Busia District, Odebero found out that the bursary allocations in the district were inequitably distributed for all the years studied and the award criteria were largely not effective in identifying and benefiting the neediest students (Odebero, 2007).

These irregularities in disbursement made the government of Kenya in 2003 through the Ministry of Education and other stakeholders to modify the fund in line with government policy on decentralization and to respond to complaints of mismanagement and lack of impact to direct the funds through constituencies instead of sending funds from the headquarters to schools (Oyugi, Riechi and Anupi, 2008).

The Constituency Bursary Fund therefore is one of the funds targeted at the local level governance units, such as districts and constituencies. Other funds through the constituency include the Local Authorities Transfer Fund (LATF), Poverty Eradication Fund, Constituency HIV and AIDS Fund, Road Maintenance Level Fund and Constituency Development Fund. Notably however, none of these funds has generated as much public interest as the CDF. A number of concerns have been raised with regard to the composition and role of the CDF committee, citizen's participation, financial management and monitoring among others (IEA, 2006).

The Ministry of Education has provided further guidelines as to the minimum amounts to be awarded to applicants from the various categories of secondary schools. These amounts are meant to be sufficient to meet the fees shortfalls of the needy students and therefore improve access. The recommended amounts are: Day Secondary School – Ksh. 5,000; Boarding Secondary Schools – Ksh. 10,000 and National School – Ksh. 15,000 (Oyugi, Riechi and Anupi, 2008, Wachiye and Nasongo, 2010).

The Constituency Bursary Fund Committee is charged with the responsibility of issuing and receiving bursary application forms and vetting and considering bursary applicants using established criteria.

However, even with clear guidelines, the bursary scheme remains inefficient and ineffective. Other characteristics that contribute to bottlenecks in the implementation include poor access and participation due to poor quality of service, bad governance and management weaknesses. It is therefore arguable that against the background of more than half of Kenya's population living below the poverty line and arising cost of education, majority of households especially among the poor and vulnerable groups, would not be able to invest in the development of quality education at the secondary school level (Njeru and Orodho, 2003).

The Constituency Bursary Fund (CBF) strategy is in line with and empowerment of local communities (Kimenyi, 2005). However there is inordinate bureaucracy and perpetuating unfairness by giving bursaries to undeserving students and to those that are well connected (Odaló, 2000).

A study by Odebero (2002) on bursary allocation in Busia District revealed that the bursary allocation in Busia district was not equitable. According to this study, recipients from high socio-economic background received more bursary support than their counterparts from humble backgrounds. Due to this, complaints were raised against the style of bursary allocation, prompting the government of Kenya to introduce the Constituency Bursary Fund (CBF) in 2003.

However, a study carried out by the KIPPRA (2005) on accountability and performance of the Constituency Bursary Fund revealed that the majority of the respondents expressed high levels of distrust in the CBF managers. According to Mwangi (2006), giving out money through the constituency is fraught with pitfalls. To him, students who deserve never get the money because of political interference.

Siringi (2011) commenting on business daily Africa website said that the regional coordinator of the National Taxpayers Association (NTA), Mr. Benard Masese said that the biggest problem within Kisumu Town West constituency was ghost projects funded by the CDF. A lot of money had gone down the drain through projects that were shown to exist on paper but a phantom in reality. At the same time, he said that the national coordinator of NTA, Mr. Michael Otieno also averred that the wastage of funds was already huge right from the national level and sending more funds to the grassroots without proper control would only spread the cancer.

Roxana Gutierrez-Romero (2007) of the Oxford University Department of International Development (OUIDID) co-authoring a report on Decentralization, Accountability and the 2007 MPs Elections in Kenya, notes that the current institutional arrangement of the CDF and the political context are particularly prone to abuses. The fact that people use ethnicity perhaps as a way to express grievances or economic interests but also because of the fact that MPs are legislators, implementers and watchdogs of the CDF activities had imposed a major constraint on effectiveness and transparency of the fund. The report pointed out that although most legislators had been running the majority of their CDF funded projects in the education sector since the creation of the CDF up until the election year of 2007, the trend was changing with focus going into projects that would boost their chances of winning re-election ([www.businessdailyafrica.com](http://www.businessdailyafrica.com)).

The International Monetary Fund (IMF) report of 2008 on Observance of Standards and Codes (ROSC) for Kenya too points out that the utilization of devolved funds especially the main CDF remains a major challenge in Kenya. It says a number of concerns have risen in the implementation such as lack of coordination between those in charge of CDF, local planning and central government planning. The recurrent costs of CDF projects are not fully taken into account at the time of project selection (IMF, 2008).

The Society for International Development (SID) through The Institute for Social Accountability (TISA) in Kenya also notes that the bursary process should be full participatory from sub-location level and open to public scrutiny at every stage. It recommends that national CDF bursary guidelines urgently need to be formulated. The application process and criteria need to be clearly articulated, publicized and enforced. The bursary beneficiary lists should be widely displayed for accountability. How much that was done remained a challenge in Kenya with the whole idea being uncertain and a research imperative ([www.tisa.or.ke](http://www.tisa.or.ke)).

## **2.4 Summary of the Literature Reviewed**

From the literature review, it was clear that there were more and recurring challenges in the implementation of the bursaries in Kenya. A majority of respondents in the studies reviewed have expressed high levels of dissatisfaction in relation to the effectiveness of the bursary fund in the constituency. Major concerns and complaints had been raised with regard to the fund realizing its objective. The people disbursing the said bursary do not actually know the actual level of need of the applicants and genuine cases. They simply relied on the information availed in the application forms most of which could be false. Sometimes the funds would be disbursed on the basis of who knows who. Consequently, very genuine cases went unattended occasioning mass drop out. Issues and concerns on why some students from poor families were

unable to access the bursary fund also had risen. The process of implementing the Constituency Bursary Fund had been flawed and faulted by CBF managers, resulting to fraught with pitfalls. A study like the one done in Kanduyi constituency recommended that a similar study should be carried out in other constituencies in the country with a purpose of making comparisons. Other studies also had recommended that because of poor documentation at a majority of the constituencies in the country, studies should be done across the country to help keep a data base of needy students which they can use to monitor the progress of such applicants and ensure consistent funding throughout the school life.

It was with these in mind that the study was conceived so that it can fill the following gaps. One, the results of this study can provoke interest in the way the Constituency Bursary Fund is administered with regard to financing secondary school education in Kenya. Two, the findings will also help the government to evaluate the Constituency Bursary Fund as a method of financing education in Kenya. Three, if the findings would be published, they would become a source of reference. The study attempted to fill these gaps by identifying and singling out these recurring bottlenecks in form of challenges and possibly recommend remedial solutions that could help that noble bursary program achieve its full potential with a focus on Bobasi constituency.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter focuses on the following: Research design; location of the study, target population, sampling selection procedures, data collection and data analysis.

### **3.2 RESEARCH DESIGN**

The study adopted a descriptive design to investigate the challenges encountered in disbursement of CBF to secondary school students. The design allowed the researcher to gather information on the bursary fund from the bursary committee, recipients and teachers. That information was summarized, presented and interpreted for the purpose of clarification. As Kerlinger (1973) puts it, a descriptive study is not restricted to fact finding; but may often result in the formulation of important principles of knowledge and solutions to significant problems (Wachiye and Nasongo, 2010). The design will involve the measurement, classification, analysis, comparison and interpretation of data.

### **3.2 LOCATION OF THE STUDY**

The study was carried out in Bobasi constituency. This constituency is one of the seven constituencies in Kisii County. The constituency borders Bomachoge to the West, Transmara to the North, South Bogirango to the South and Nyaribari to the East. The rains are quite reliable and food crop production is high with maize, bananas and beans being produced in relative high quantities for domestic use and export to the neighboring constituencies. The major cash crops grown in the area are tea and coffee. Despite the pleasant natural conditions, Bobasi constituency has a high prevalence of poverty. This is due to poor infrastructure, high cost of farm inputs and lack of access to production

factors. In view of the foregoing circumstances, education is considered to play a significant role in enhancing social mobility in the constituency.

The study area was chosen because of the great concerns and complaints which had risen over the disbursement of the Constituency Bursary Fund to secondary school students.

### **3.3 TARGET POPULATION**

The study population constituted of 320 high school bursary applicants and recipients in Bobasi constituency in the year 2011, 56 teachers and 13 committee members of Bobasi Constituency Bursary Fund. 62 public secondary schools were also targeted. The recipients of the CBF were stratified in terms of sex.

### **3.4 SAMPLE SIZE AND SAMPLING SELECTION PROCEDURES**

A total of 7 secondary schools representing 11.3 % of the study population make up the sample for this study. These 7 secondary schools were purposively sampled out owing to the fact that they were the only funded schools in this constituency. It should be remembered that since the introduction of Free Secondary Education in 2008, The Constituency Bursary Fund was given to students from national, provincial or district boarding schools only.

The samples of the study comprised of 175 bursary recipients, 28 teachers and 10 committee members of Bobasi Constituency Bursary Fund.

#### **Table 3.4.1a Study population**

Category	Bursary recipients	Teachers	CBF Committee members
Size	320	56	13

**Table 3.4.1b Sample size**

Category	Bursary recipients	Teachers	CBF Committee members
Size	175	28	10

This sample size was determined using a formula recommended by Mugenda and Mugenda (1999). Thus this formula is expressed as shown below:

$$nf = \frac{n}{(1 + \frac{n}{N})}$$

nf – Sample size (when the population is less than 10,000).

n – Sample size (when the population is more than 10,000).

This figure is taken to be 384.

N – Size of the study population which in this case is 320.

The foregoing values were substituted into the equation as shown;

$$\text{Sample size (nf)} = \frac{384}{1 + \frac{384}{320}} = \frac{384}{1+1.2} = \frac{384}{2.2} = 174.5 = 175$$

Therefore, the sample size of the bursary recipients was established as 175. However, the sample size of the teachers and bursary committee members were determined by purposive sampling technique. This technique enables the researcher to handpick subjects who are informative or who possess the required characteristics. The sample sizes of different categories of the respondents are shown in Table 3.4.1b

Schools were also put on strata to determine which type (mixed, boys, girls) of secondary school benefited more than the other among sample schools. This is as shown in Table 3.4.2.

**Table 3.4.2 Secondary Schools in Bobasi by Type**

<b>TYPE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>BOYS</b>	2	<b>3.2</b>
<b>GIRLS</b>	3	<b>4.8</b>
<b>MIXED</b>	57	<b>92.0</b>
<b>TOTAL</b>	<b>62</b>	<b>100</b>

### **3.5 DATA COLLECTION INSTRUMENTS**

The study used questionnaire, interview and observation schedules. Questionnaires were ideal for collecting data from Area Education Officers, head teachers and teachers in secondary schools because they individually record and interpret these instruments. The questionnaires were used to collect information on identification criteria of the needy students, disbursement of bursaries and their opinions regarding the bursary.

The interview schedules were used to get information from the committee members of the Bobasi constituency bursary fund because of their varied literacy levels and busy schedule. This was because interviews provided an in-depth data which was not possible to obtain if questionnaires were used.

An observation schedule was the third tool used. It was used to get data by way of the researcher making own observations on notice boards at the constituency, education and school offices. The observation schedule was meant to find out how the students got

information about the presence of Constituency Bursary Fund. It was also meant to establish whether the lists of the beneficiaries were displayed for purposes of transparency and accountability. It was filled or completed by the researcher at the time of delivering or collecting back the questionnaires.

### **3.6 PILOTING THE RESEARCH INSTRUMENTS**

#### **Reliability**

Reliability is the degree of consistency between two measures of the same thing (Dane 1990). The student questionnaire was pre-tested to a selected sample of bursary recipients in the constituency check their reliability. These students were not part of the actual sample. Pre-testing helped to establish the reliability of the instruments by comparing the responses of the respondents for the same items. The items that seemed to elicit responses that had wide variations among the respondents were improved so as to enhance their reliability. On the other hand, items whose responses were almost similar were retained without making further changes.

#### **Validity**

Validity can be defined as the extent to which a measure actually measures what it ought to measure (Dane, 1990). To ascertain the validity of the research instruments, appropriate test items were developed. They were pre-tested to a selected sample different from the actual study sample in order to find out the extent of their validity. These test items were useful in obtaining sufficient data from the respondents on the Constituency Bursary Fund in the study constituency.

### **3.7 DATA COLLECTION PROCEDURES**

Authority was sought using an introductory letter from University relevant authorities to the Ministry of Higher Education, Science and Technology which through the National Council for Science and Technology issued the researcher with the permit to carry out research in Bobasi constituency.

Appointments were booked with the targeted respondents. The services of seven research assistants were engaged to administer questionnaires to the bursary beneficiaries and their class teachers. These research assistants were initially inducted on how to administer the questionnaires before they were dispatched to the field. The researcher administered the interview schedules to the committee members by himself. The whole data collection exercise was carried out over a period of two months, while the secondary schools in the constituency were in session.

### **3.8 DATA ANALYSIS**

On completion of data collecting exercise, questionnaires and corresponding interview and observation schedules were thoroughly inspected for completeness, organized and summarized. The raw data was appropriately coded and tabulated in readiness for analysis.

The data collected was analyzed manually so as to compute various statistics. Frequencies were prepared for all the question items that required quantifying and percentages were computed on the basis of such frequencies.

Percentages were used in establishing the relative weight of each response in a particular table. Percentages were also used in establishing the constituency demand for bursaries by finding the percentage proportion of the number of bursary beneficiaries against the number of bursary applicant from the year 2008 to 2011.

Tables were drawn and used in making a descriptive report of the findings of the study. Therefore the data was generally coded, tabulated and analyzed using simple descriptive statistics which included tables, figures and percentages.

## **CHAPTER FOUR**

#### **4.0 DATA PRESENTATION AND ANALYSIS**

The following data are presented and analyzed according to the study purpose. The purpose of this study was to examine the disbursement of the Constituency Bursary Fund (CBF) to secondary school students in Bobasi constituency with a view to single out the main challenges faced by the committee concerned with disbursement. This was with a view to make appropriate recommendations intended to strengthen the allocation of Constituency Bursary Fund in Bobasi.

#### **4.1 BACKGROUND INFORMATION**

The study was carried out in Bobasi Constituency in Kisii County. This is an agricultural region. In this region tea, coffee and maize are the main cash crops. Daily farming is an important economic activity too.

Bobasi is one of the three constituencies in the former larger Gucha District. The other two constituencies are Bomachoge and South Bogirango. Bobasi constituency was created in 1988 following the then review of electoral boundaries which subdivided the earlier Machoge – Bassi constituency into Bobasi and Bomachoge. The constituency borders Bomachoge to the West, Transmara to the North, South Bogirango to the South and Nyaribari Masaba to the East.

The constituency spreads onto an area of 292.3 square kilometers with a population of over 160000 people. At the time, the study was carried out; Bobasi had two districts, Nyamache and Sameta. The constituency has sixty two secondary schools.

**Table 4.1.1 Secondary Schools in Bobasi by category**

<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>PROVINCIAL</b>	7	11.3
<b>DISTRICT</b>	55	88.7
<b>TOTAL</b>	<b>62</b>	<b>100</b>

Table 4.1.1 shows that seven secondary schools representing 11.3 percent of the population are provincial schools. The rest of the secondary schools (55) representing 88.7 percent are district schools. There is no any national school located in this constituency.

Table 3.4.2 shows the secondary schools in Bobasi by type. There are only two boys' secondary schools (Sameta & Nyamagwa) that represent 3.2 percent of the population. There are three girls' secondary schools (St. Theresa's Nyangusu, St. Mary's Nyamagwa and Isena Mission) that represent 4.8 percent of the population. The majority of the schools in this constituency are mixed district schools (57) representing 92 percent of the population.

Seven public secondary schools representing 11.3 percent of the population were purposively sampled for this study. As Table 4.1.1 above shows the majority (approximately 88.7 percent) of the secondary schools in this constituency are Government assisted schools (District Schools).

Since the inception of free day school programme under the Free Secondary Education in 2008, only students from the seven listed schools in Table 4.1.3 receive the bursary awards from the constituency because of being either Provincial or District Boarding schools. Students from the rest of the district day schools are fully catered for under the free Government tuition popularly known as Free Secondary Education (FSE).

**Table 4.1.2 Secondary Schools which benefit from Bobasi Constituency Bursary Fund**

<b>SCHOOL</b>	<b>CATEGORY</b>	<b>BOARDING STATUS</b>	<b>TYPE</b>
<b>Sameta</b>	Provincial	Purely Boarding	<b>Boys</b>
<b>Nyamagwa</b>	Provincial	Purely Boarding	<b>Boys</b>
<b>Nyamagwa</b>	Provincial	Purely Boarding	<b>Girls</b>
<b>St. Theresa's Nyangusu</b>	Provincial	Purely Boarding	<b>Girls</b>
<b>Isena Mission</b>	District	Partially Boarding	<b>Girls</b>
<b>Nyamache</b>	Provincial	Partially Boarding	<b>Mixed</b>
<b>Gionseri</b>	<b>Provincial</b>	<b>Purely Boarding</b>	<b>Mixed</b>

Table 4.1.2 clearly shows that the first two secondary schools (Sameta & Nyamagwa) are in the category of provincial, purely boarding boys' schools representing 28.5 percent of the sampled schools. The two of the girls' schools (Nyamagwa & St. Theresa's) in the category of provincial, purely boarding girls' schools and the remaining (Isena Mission Girls') is a district, partially boarding girls' school. These girls' secondary schools represent 42.8 percent of the sampled schools. The last two mixed schools (Nyamache & Gionseri) are in the category of provincial schools representing 28.5 percent of the sampled schools. Gionseri secondary school is purely

boarding and Nyamache secondary school is partially boarding. Gionseri secondary and Nyamache secondary are neighbour schools and a minute in the Nyamache District Education Board has already been passed to change Gionseri from mixed to a girl's school and Nyamache to a boy's school by 2013.

#### **4.2 The criteria of allocating bursaries in Bobasi**

The first research question sought to find the extent to which the official funding criteria were followed by the Constituency Bursary Fund Committee in Bobasi constituency. The data presented and analyzed in Table 4.2.1 shows the criteria which have been used to disburse the bursary funds in Bobasi for the last four years (2008-2011).

**Table 4.2.1 Bobasi Constituency Secondary Schools Students Bursary Allocation Summary**

CRITERIA	YEAR			
	2008	2009	2010	2011
<b>A. SCHOOLS</b>				
No. of National Schools	9	12	14	<b>12</b>
No. of Provincial and District Boarding Schools	77	102	86	<b>100</b>
<b>B. BENEFICIARIES</b>				
Orphans	162	281	258	<b>390</b>
Special Cases	1	662	20	<b>103</b>
Needy Cases	455	-	557	<b>323</b>
<b>Total</b>	<b>618</b>	<b>943</b>	<b>835</b>	<b>816</b>
<b>C. GENDER ALLOCATION</b>				
Boys	409	474	470	220
Girls	209	469	365	197
<b>Total</b>	<b>618</b>	<b>943</b>	<b>835</b>	<b>417 399</b>
<b>D. INDIVIDUAL ALLOCATIONS</b>				
<b>National Schools</b>	<b>(KSH.)</b>	<b>(KSH.)</b>	<b>(KSH.)</b>	<b>(KSH.)</b>
Orphans	12,000	15,000	12,000	<b>10,000</b>
Single Orphans	11,000	12,000	10,000	-
Others	9,000	10,000	-	-
F4 Orphans	-	8,000	-	-
<b>Provincial and District Boarding Schools</b>				
Total orphans & Single parent	8,300	8,500	8,500	<b>8,000</b>
Others	8,000	8,000	8,000	-
F4 orphans	-	8,000	-	-
<b>TOTAL ALLOCATIONS (KSH.)</b>	<b>5,019,200</b>	<b>7,740,000</b>	<b>6,875,000</b>	<b>6,528,000</b>

Table 4.2.1 shows that on average, between 2008 and 2011, twelve (12) **National Schools** representing 11.4 percent of the schools awarded are allocated the bursary. However it's notable that the number of National schools allocated bursary since 2008 keeps increasing from 9 to 14 except for 2011 when only 12 schools were allocated bursary.

The Table also shows that the number of provincial and district boarding schools allocated bursary between 2008 and 2011 are on average 91. This is 88.6 percent of the schools which receive the bursary from Bobasi.

On **individual allocations**, in national schools, orphans have received between Ksh. 10,000 and Ksh. 15,000, single orphans received between Ksh. 10,000 and Ksh. 12,000; others received between Ksh. 9,000 and Ksh. 10,000 for the last four years. The CBF committee assumes that form fours in most schools have finished paying their fees by the time of disbursement. This is the reason why they are not awarded bursary in the four years except for 2009 when they were considered (i.e. Ksh. 8,000).

In summary, **on gender allocation**, Table 4.2.1 shows that boys have benefited more than girls in all years between 2008 and 2011. In total 1777 boys representing 55.3 percent have received the bursary whereas 1435 girls representing 44.7 percent have received the bursary for the last four years. It is notable from the table that in the year 2009, the number of boys and girls allocated bursary is almost equal with a difference of five only. This is so because in this year, according to the CDF manager, Bobasi, the committee dwelt and emphasized more on the girl-child criterion. It can also be noted that in 2011, the allocation was made two phases. The first phase according to the CDF members interviewed, considered orphans only. Later the committee realized that there

were needier cases which were very special and needed urgent consideration. Therefore, they considered the second phase which now included the single parent, special cases and others.

Table 4.2.1 also shows clearly that 1091 orphans representing 34 percent of the beneficiaries were awarded bursary. This high percentage shows that orphans are taken by the committee to be the neediest. The 786 special cases representing 24.4 percent of the beneficiaries were awarded bursary. These special cases include the handicapped or deserted children. The remaining 1335 needy cases according to the CBF members interviewed include those who show evidence like huge school fee balances and letters from the church or chief showing the level of need of the beneficiary. The committee didn't consider any needy case in 2009 instead it considered more orphans (281) and special cases (662). However, the committee realized that it had made a mistake. In the following year 2010 the committee changed the criterion and reduced the number of special cases (20) considered and increased the number of needy cases considered (557). The major challenge here remains on consistence in consideration.

Table 4.2.1 shows that the total amount of the bursary allocated/disbursed has kept fluctuating between 2008 and 2011. The highest amount disbursed was in 2009 (i.e. Ksh. 7,740,000) representing 29.6 percent of the amount disbursed and the least was in 2008 (i.e. Ksh. 5,019,200) representing 19.2 percent of the amount disbursed in the last four years (2008-2011).

**Table 4.2.2 Bobasi Constituency Demand for Bursaries: 2008 – 2011**

SCHOOL	2008		2009		2010		2011	
	No. of	No. of	No. of	No. of	No. of	No. of	No. of	No. of
	Applicants	Beneficiaries	Applicants	Beneficiaries	Applicants	Beneficiaries	Applicants	Beneficiaries
<b>Sameta</b>	212	91	204	92	240	110	210	<b>92</b>
<b>Boys</b>								
<b>Nyamagwa Boys</b>	250	99	250	105	275	113	252	<b>97</b>
<b>Nyamagwa Girls</b>	210	30	211	98	210	41	208	<b>29</b>
<b>St. Theresa's Nyangusu</b>	198	34	201	80	202	42	200	<b>29</b>
<b>Isena Mission</b>	78	15	72	20	73	21	71	<b>14</b>
<b>Nyamache Mixed</b>	70	18	62	12	60	5	69	<b>13</b>
<b>Gionseri Mixed</b>	112	40	160	48	115	31	170	<b>46</b>
<b>TOTAL</b>	<b>1130</b>	<b>327</b>	<b>1160</b>	<b>455</b>	<b>1175</b>	<b>363</b>	<b>1180</b>	<b>320</b>
<b>Proportion (%)</b>		<b>28.9</b>		<b>39.2</b>		<b>30.9</b>		<b>27.1</b>

Table 4.2.2 shows the demand for bursary in Bobasi Constituency between the year 2008 and 2011. It clearly shows that the demand for bursary is high. This is attested by the high and

increasing number of applicants. It also reveals that the number of applicants increased from 1130 applicants in 2008 to 1180 applicants in 2011.

Further, Table 4.2.2 presents the number of beneficiaries. On average, less than half of the applicants in each year of study benefited from the bursary fund. The proportion of those benefiting from the bursary fund has kept fluctuating with the highest recorded being 39.2 percent in 2009. Interview discussions with secretaries of the fund committees and the student beneficiaries revealed that students are not guaranteed of continuous funding. This implies that, the fact that a student who had been evaluated as orphan, special case or needy case (poor) in one year was not guaranteed subsequent funding. This was because potential beneficiaries were required to re-apply annually for re-evaluation and consideration for bursary allocation. Overall, an estimated 32 percent of the applicants benefited from the bursary fund over the four year period. Nonetheless, the level of funding relative to fees requirements is very low, leaving the students with huge fee balances to clear. Information gathered through the seven schools in 2011 revealed that the beneficiaries of the bursary still had huge balances as shown in Table 4.2.3.

Even though the Government of Kenya has approved maximum rates for day schools as Ksh. 10,500, boarding schools as Ksh. 22,900 and national schools as Ksh. 28,500, the presence of students with huge balances is attributed to some schools not adhering to this limit. A majority of schools charge up to more than double these amounts under the excuse of motivating teachers and other school development issues. These amounts are levied alongside the official required fees but are not indicated in the fees requirements. They are contained in a letter from the principal to the parents quoting minutes from the Parents Teachers Association.

**Table 4.2.3 Total number of beneficiaries, amounts awarded and outstanding balances: 2011**

<b>SCHOOL</b>	<b>Total No of beneficiaries</b>	<b>Total fees per year in 2011 per student</b>	<b>Total expected fees by beneficiaries in 2011</b>	<b>Total fees paid by beneficiaries</b>	<b>Total amount of bursary awarded to beneficiaries</b>	<b>Total outstanding balances</b>
<b>Sameta</b>	92	28,900	2,658,800	1,104,000	736,000	<b>818,800</b>
<b>Boys</b>						
<b>Nyamagwa</b>	97	28,900	2,803,300	1,164,000	776,000	<b>863,300</b>
<b>Boys</b>						
<b>Nyamagwa Girls</b>	29	22,900	664,100	348,000	232,000	<b>84,100</b>
<b>St. Theresa's Nyangusu girls</b>	29	24,000	696,000	358,000	232,000	<b>106,000</b>
<b>Isena Mission Girls</b>	14	22,900	320,600	168,000	112,000	<b>40,600</b>
<b>Nyamache</b>	13	22,900	297,700	156,000	104,000	<b>37,700</b>
<b>Mixed</b>						
<b>Gionseri</b>	46	24,500	1,127,000	552,000	368,000	<b>703,800</b>
<b>Mixed</b>						
<b>TOTAL</b>	<b>320</b>		<b>8,567,500</b>	<b>3,850,000</b>	<b>2,560,000</b>	<b>2,654,300</b>
<b>Proportion (%)</b>				<b>44.9</b>	<b>29.9</b>	<b>40.0</b>

This information on huge balances as shown in Table 4.2.3 reveals that some of those awarded bursary are unable to clear their fees balances and end up wasting time away from school. This contributes to their poor performance in schools. In some cases, interviews with the teachers in

the study schools revealed that students from poor families sometimes opted to transfer to ‘cheap’ schools or discontinued their schooling altogether. For those students, the bursary fund had not been effective in assisting them access secondary education through provision of tuition fee. Further, information gathered from the CBF members of this constituency revealed that the committee sometimes decided their own threshold for awarding the bursaries based on the level of funds that are received and the number of applicants.

However, the Government of Kenya has some guidelines on how to administer the Constituency Bursary Fund. These guidelines are communicated to the Constituency Bursary Fund Committee by the Ministry of Education. These guidelines specify the application procedures, evaluation criteria and allocation ceilings. In addition, the Ministry of Education had provided further guidelines as to the minimum amounts to be awarded applicants from various categories of secondary schools. The recommended amounts are: Day Secondary-Ksh. 5000, Boarding Secondary-Ksh. 10000 and National Schools-Ksh. 15000. Table 4.2.5 shows that the guidelines were not followed. The amounts allocated only ranged from Ksh. 8000 to Ksh. 8500.

**Table 4.2.4 Number of Beneficiaries and amounts awarded between; 2008 – 2011**

<b>SCHOOL</b>	<b>NUMBER AND LEVEL OF BENEFICIARIES: 2008 – 2011</b>			
	<b>8,000</b>	<b>8,300</b>	<b>8,500</b>	<b>Total beneficiaries</b>
<b>Sameta Boys</b>	249	62	74	<b>385</b>
<b>Nyamagwa Boys</b>	219	101	94	<b>414</b>
<b>Nyamagwa Girls</b>	112	35	51	<b>198</b>
<b>St. Theresa's Nyangusu</b>	94	88	3	<b>185</b>
<b>Isena Mission Girls</b>	50	13	7	<b>70</b>
<b>Nyamache Mixed</b>	20	15	13	<b>48</b>
<b>Gionseri Mixed</b>	91	59	15	<b>165</b>
<b>TOTAL</b>	<b>835</b>	<b>373</b>	<b>257</b>	<b>1465</b>
<b>Proportion (%)</b>	<b>57.0</b>	<b>25.5</b>	<b>17.5</b>	<b>100</b>

The analysis in Table 4.2.4 on the bursary levels allocated to the beneficiaries in Bobasi Constituency indicates that the majority of the students (57.0 percent) received the minimum allocation of Ksh. 8,000 and a paltry 17.5 percent received the maximum of Ksh. 8,500. Owing to the fact that a majority of schools charge more fees under the excuse of Parents Teachers Association approvals during annual general meetings, the bursary fund allocation level to beneficiaries is therefore too low to cover the entire tuition fees for those assessed as poor and needy.

The biggest challenge here is that low level funding only keeps students in schools for a while before they are sent away from schools to find other ways of clearing their fees. According to the CBFC members interviewed, because the applicants are too many, one can only receive a bursary once in an academic year and the bursary is spread thinly so that majority of the applicants evaluated as orphans, special cases and needy cases benefit.

Table 4.2.4 further reveals that bursary allocations in the last four schools spread from Ksh. 8,000 – Ksh. 8,500. This means that most of the beneficiaries get uniform bursary awards despite their different levels of need. Even so in Sameta, both Nyamagwa Boys and Girls, the bursary allocations depict high fluctuations of between Ksh. 8,000 and Ksh. 8,500. The committee members interviewed revealed that the three schools are treated so because they are the cream of the constituency. However, this could mean that more deserving students in other schools will not benefit because of that special treatment.

**Table 4.2.5 Bobasi Identification Criteria of Bursary Beneficiaries: 2008 – 2011**

<b>YEAR</b>	<b>No. of Applicants</b>	<b>No. of Beneficiaries</b>	<b>No. of boys</b>	<b>No. of girls</b>	<b>No. of orphans</b>	<b>No. of special cases</b>	<b>No. of needy cases</b>
<b>2008</b>	2,850	618	409	209	162	1	<b>455</b>
<b>2009</b>	2,855	943	474	469	281	662	-
<b>2010</b>	2,880	835	470	365	258	20	<b>557</b>
<b>2011</b>	2,886	816	424	392	390	103	<b>323</b>
<b>Total</b>	<b>11,471</b>	<b>3,212</b>	<b>1,777</b>	<b>1,435</b>	<b>1,091</b>	<b>786</b>	<b>1,335</b>
<b>Proportion</b>		<b>28.0</b>	<b>55.3</b>	<b>44.7</b>	<b>34.0</b>	<b>24.5</b>	<b>41.6</b>

The Government of Kenya established the Constituency Bursary Fund in order to target poor households, children from arid and semi-arid areas, children affected by HIV and AIDS and orphans. Five per cent of the allocation is set aside for the girl child and other children under special or difficult circumstances which could include children with disabilities or various medical conditions.

According to Table 4.2.5, 1091 beneficiaries representing 34.0 percent of the bursary beneficiaries in the population sample were orphaned. These were students who were deceased by both or one parent. The numbers of special cases were 786 representing 24.5 percent in the population sample. These were students who were either handicapped or deserted by parents but with prove of a religious leader or chief. This implies that the Bobasi Constituency Bursary Fund

Committee (BCBFC) considered orphans, handicapped or deserted students to be needier than applicants who were normal and whose parents were both a live. However, some handicapped students who are classified under special case could have very well-off parents who can meet their financial support. The same applies to some students classified as partial orphans and singles parents. It is possible that the one parent remaining or that single parent can be able financially to meet the financial support of the student. Therefore, that remains a big challenge to the CBF committee, on how to ideally and really identify the neediest students who indeed deserve the financial support.

Table 4.2.5 further reveals that 1777 boys received bursary between the years 2008 and 2011. This represents 55.3 percent of the bursary beneficiaries in the population sample as opposed to 44.7 percent of girls. This implies that the CBF committee is still faced with a challenge of equity. Although the work done by the bursary committee is recommendable following the minimal differences between boys' beneficiaries and girls' beneficiaries, how this bursary kitty can ensure equitable distribution of the bursary to boys and girls still remain a challenge in Bobasi Constituency.

Finally, Table 4.2.5 shows a very low number of beneficiaries compared to the applicants. It is notable that only 3,212 applicants benefited from the bursary between 2008 and 2011 compared to 11,471 applicants. This represents only 28.0 percent of the number of applicants in the population sample. The bursary committee members interviewed said this is so because the applicants are many but the funds are little. However they agreed that their biggest challenge is how to authenticate the genuine information given on the application forms. They agreed that sometimes, following the false information on the application forms, some less needy students are awarded

bursary leaving the neediest students out. They said they are working on modalities on how to curb or reduce that in the future.

**Table 4.2.6: Academic Performance and Discipline of Recipients of Bobasi Bursary in 2011**

<b>CRITERION RANK</b>	<b>ACADEMIC PERFORMANCE</b>		<b>DISCIPLINE</b>	
	<b>FREQUENCY</b>	<b>PERCENTAGE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>EXCELLENT</b>	9	2.8	–	–
<b>VERY GOOD</b>	146	45.6	150	<b>46.9</b>
<b>GOOD</b>	138	43.1	148	<b>46.2</b>
<b>FAIR/AVERAGE</b>	20	6.3	17	<b>5.3</b>
<b>POOR</b>	3	1.0	5	<b>1.6</b>
<b>OTHER</b>	4	1.2	–	–
<b>TOTAL</b>	<b>320</b>	<b>100</b>	<b>320</b>	<b>100</b>

Another objective of the Government of Kenya in establishing the Constituency Bursary Fund was to increase access to secondary school education, ensure students remain in secondary schools, promote transition and completion rates and reduce disparities and inequalities in the provision of secondary education.

From Table 4.2.6, 45.6 percent of the bursary beneficiaries in Bobasi in the year 2011 were top performers classified as very good in class. These are followed by 43.1 percent of the beneficiaries classified as good in class. On the whole, 88.7 percent of the bursary beneficiaries in Bobasi in 2011 were among the best performers in class. This implies that, the Bobasi Constituency Bursary Fund Committee gives priority to good academic performance. Consequently, bursary applicants with poor academic performance do not stand high chances of receiving the allocations. However, according to some teachers interviewed, the bursary given according to academic performance remains a challenge since the fee problem contributes to poor performance due to lateness and absenteeism. The Table 4.2.6 further shows that the best performers are also good in discipline. This is attested by 46.9 percent of the bursary beneficiaries in Bobasi in 2011 classified as very good in discipline and 46.2 percent as good. However, the 1.6 percent of the bursary beneficiaries classified as poor in discipline are those according to the teachers interviewed, that keep away from school for long (chronic absenteeism) and do not complete their assignments in time. However, this could be partly due to lack of fees.

Oyugi, Riechi and Anupi (2008) working on a study on Public Expenditure Tracking of Secondary Education Bursary Fund in Nairobi Province in Kenya revealed that some schools have come up with modalities to help keep students in school. For instance, majority of the students in Starehe Boys Centre and Starehe Girls Centre are in full scholarships from foundations and well-wishers. These two Centres also charge differentiated fees depending on their assessment of parents' earning capacities. However, if this is not done with caution, it will lead to a problem of huge unpaid fees balances.

Therefore, the issue of academic performance and discipline remains a challenge to the disbursement committee on how they can assure beneficiaries of continuous funding to avoid chronic absenteeism.

### **4.3 Efficiency and Effectiveness in Bobasi Constituency Bursary Fund**

The second research question sought to find out how efficient and effective was the Constituency Bursary Fund in assisting the needy students in Bobasi constituency, access secondary education. The data presented and analyzed shows that the efficiency of the bursary fund is affected by various challenges: fund adequacy, political interference, communication, application procedures, and timeliness of fund disbursement and consistence of support.

**Table 4.3.1a: Teachers opinion on challenges faced in disbursing the bursary fund**

<b>CHALLENGE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>Inadequate government funding</b>	11	<b>39.3</b>
<b>Political interference</b>	5	<b>17.9</b>
<b>Monitoring mechanisms</b>	3	<b>10.7</b>
<b>Delayed disbursement</b>	9	<b>32.1</b>
<b>Others</b>	0	<b>0.0</b>
<b>TOTAL</b>	<b>28</b>	<b>100</b>

The Government of Kenya established the Constituency Development Fund in 2003. The fund comprised an annual budgetary allocation equivalent to 2.5 percent of the Governments' ordinary revenue. A motion which sought to increase that allocation to 7.5 percent of the Government's revenue was passed in parliament in the year 2010. 75 percent of the fund was allocated as per constituency's poverty levels. A maximum of 10 percent of each constituency's annual allocation could be used for education bursary scheme (Oyugi, Riechi and Anupi, 2008). However, the constituency's bursary kitty had since been reduced to Ksh. 500 million from Ksh. 800 million following the introduction of Free Day School Programme in 2008.

According to Table 4.3.1, 39.3 percent of the teachers including the head teachers interviewed felt that **inadequate government funding** was the biggest challenge facing the bursary kitty in Bobasi constituency and even in the country. This view agrees with the one given by the CBFC members in the constituency that the bursary applicants are many against little funds allocated to the constituency by the Government.

Table 4.3.1 also shows that 17.9 percent of the teachers felt that **political interference** was a challenge. They cited the influence of the members of parliament and their close confidants. The Member of Parliament being the patron of the bursary committee is assumed to interfere with disbursement by approving bursary to children of his close confidants/supporters as a sign of rewarding them. They said that sometimes the funds are politically disbursed on the basis of who knows who. Consequently, very genuine cases end up not being awarded the bursary occasioning mass drop out. This is also inline with a view held by some constituency bursary fund officials who during the interview, cited cases of political interference. They said that occasionally the Member of Parliament would approve allocations for political supporters and relatives' children.

This anomaly that is often caused remains a challenge because some deserving cases miss allocations or at best receive very small amounts that have very little impact on their conditions.

Further Table 4.3.1 reveals that 32.1 percent of the teachers felt that another bigger challenge is that of **delayed disbursement**. The budgetary provision for the bursary fund is done for a financial academic (calendar) year. This means that the bursary disbursement programme has not been synchronized with the school programme. Secondly, because of the bureaucracy associated with the bursary fund, cases of delays in bursary disbursements to the schools in the form of the cheques and the lists indicating the amounts awarded to the beneficiaries happen. This condition had often made the needy students to stay away from school because of delayed payment of their school fees. This disrupts their learning and by the time they are aware of their bursary allocations, they have missed several days of learning. Consequently this immensely contributes to poor academic performance among beneficiaries from poor families. This challenge is a serious impediment to the effectiveness of the Constituency Bursary Fund in Bobasi.

**Table 4.3.1b: CBFC Members opinion on challenges faced in disbursing the fund**

<b>CHALLENGE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>Inadequate government funding</b>	7	<b>53.8</b>
<b>Political interference</b>	2	<b>15.4</b>
<b>Monitoring mechanisms</b>	1	<b>7.7</b>
<b>Delayed disbursement</b>	3	<b>23.1</b>
<b>Others</b>	0	<b>0.0</b>
<b>TOTAL</b>	<b>28</b>	<b>100</b>

Table 4.3.1b shows that a majority of the Constituency Bursary Fund Committee members felt that inadequate government funding (53.8 percent) and delayed disbursement (23.1 percent) of these funds were the major challenge and hindrance towards the efficiency and effectiveness of disbursing this fund. They regretted that the bursary applicants were many against low and inadequate funds allocated to the constituency by the government. This factor forced them to thinly fund the beneficiaries so as to somehow meet the enormous bursary demand that is evident from the huge number of applicants.

A similar study conducted by Institute of Policy, Analysis and Research on Secondary Education Bursary Fund in 2008, showed that only 42 percent of the applicants of that bursary received funding for their secondary fees with more than 84 percent of the beneficiaries getting the minimum

**Table 4.3.2: Students’ opinion on how they got informed on the presence of the C.B.F**

<b>DISSEMINATION AGENT ON PRESENCE OF CONSTITUENCY BURSARY FUND</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>In school</b>	33	<b>51.6</b>
<b>In the church</b>	24	<b>37.5</b>
<b>Chief’s office</b>	7	<b>10.9</b>
<b>Radio</b>	0	<b>0</b>
<b>News papers</b>	0	<b>0</b>
<b>TOTAL</b>	<b>64</b>	<b>100</b>

Table 4.3.2 shows that dissemination of information on bursary fund schemes at the constituency is available from only three sources. This information is disseminated in schools (51.6 percent), in churches (37.5 percent) and in the chief's office (10.9 percent).

However, the students' beneficiaries unanimously noted with concern that the **application process** is cumbersome. For one, the application forms are issued when schools are opened. This means that to acquire and pass the form to the relevant persons who are supposed to sign, you must be absent from school especially for the orphans who don't have the parents or guardians to assist them. Secondly, the student beneficiaries were unhappy with the requirements that a section of the application form has to be completed by their primary school heads, the local chief or the pastor who live far apart and are not easy to access.

The biggest challenge to the constituency bursary committee here is that it is hard for the chief or the pastor to be conversant with the welfare status of the applicants given the population involved. Therefore, the information provided by the chief and pastor is based on what the applicant tells them and not what they know about the applicant. This means that any falsehood in the application forms is justified by a signature of the chief or pastor. This challenge is also a serious bottleneck to the efficiency and effectiveness of the constituency bursary fund in Bobasi.

**Table 4.3.3: Date of bursary disbursement to schools in Bobasi: 2008 – 2011**

<b>YEAR</b>	<b>AMOUNT DISBURSED (KSH.)</b>	<b>DATE DISBURSED</b>
<b>2008</b>	5,019,200	<b>25/06/2008</b>
<b>2009</b>	7,740,000	<b>17/06/2009</b>
<b>2010</b>	6,875,000	<b>22/06/2010</b>
<b>2011</b>	<b>6,528,000</b>	<b>15/06/2011</b>

Table 4.3.3 shows that the time for bursary disbursement in Bobasi is around June each year. This is against the conditions of disbursement which requires that officially, the disbursements of all funds at the constituency level should be completed by end of May each year. The same conditions also require that returns for each phase should be made within two months from the date of receiving the money at constituency level. Nevertheless, this bursary budgetary provision done in June every year is different from the school calendar. It is clear therefore that the disbursement schedule is not synchronized with the school programme. Bursaries are often awarded in June and by the time schools receive their cheques, it is late during the school sessions. This forces students to make numerous trips to the constituency offices to inquire on the status of their funding. This disrupts their learning programme and by the time they are aware of their bursary allocations, they have missed several days of learning, which contributes to poor performance among students from poor families. This challenge is also a serious impediment to the efficiency and effectiveness of the constituency bursary fund in this constituency.

Following **consistency of support**, interviews from teachers revealed that there were fluctuations in bursary funding year in year out and among students. They said that students were not guaranteed continuous funding to completion of high school education.

Instead, students are required to apply for consideration annually. This means that even in one academic year, a student is not guaranteed funding as the release of funds is sometimes done two times annually for example in the year 2011. This therefore affects the efficiency of the bursary fund.

**Table 4.3.4: A summary of school fees balances for bursary beneficiaries in Bobasi in 2011**

<b>BALANCE IN KSH.</b>	<b>NO. OF BENEFICIARIES (FREQUENCY)</b>	<b>PROPORTION OF BENEFICIARIES (PERCENTAGE)</b>
<b>NIL</b>	14	<b>4.4</b>
<b>≤ 1,000</b>	34	<b>10.6</b>
<b>1,001.00 – 4,000.00</b>	41	<b>12.8</b>
<b>4,001.00 – 8,000.00</b>	188	<b>58.8</b>
<b>8,001.00 – 12,000.00</b>	25	<b>7.8</b>
<b>12,000.00 – 16,000.00</b>	10	<b>3.1</b>
<b>≥ 16,001.00</b>	8	<b>2.5</b>
<b>TOTAL</b>	<b>320</b>	<b>100</b>

Table 4.3.4 reveals that insufficient bursary allocation due to low budgetary allocation results in a majority of the beneficiaries receiving small amounts of bursary allocation that could not sufficiently clear their respective school fees balances.

According to this Table 4.3.4, only 4.4 percent of the beneficiaries did not have school fees balance after benefiting from the constituency bursary fund. This means that the majority (95.6 percent) of the beneficiaries still had balances even after benefiting from the bursary allocations. The highest number of beneficiaries with balances were 188 (58.8 percent) that had school fees balance of between Ksh. 4,001.00 to Ksh. 8,000.00. Therefore in a nutshell, the low bursary allocation immensely compromises the fund's objective of ensuring access and retention at the secondary school education level. This is because a number of the beneficiaries, especially those from very poor families are forced to stay away from school, until their school fees balances are fully paid up. In some cases, this never happens. Consequently, the affected students eventually drop out of school affecting the efficiency of the bursary fund in Bobasi Constituency.

**Table 4.3.5 Teachers opinion on effectiveness of criteria for identification of needy students for bursary allocation, N = 28**

<b>OPINION ON CRITERIA</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>Adequately targets support to needy students</b>	16	<b>57.1</b>
<b>Does not adequately target support to needy students</b>	12	<b>42.9</b>
<b>TOTAL</b>	<b>28</b>	<b>100</b>

Table 4.3.5 shows that majorities (57.1 percent) of the teachers in Bobasi constituency secondary schools were generally of the opinion that support to needy secondary school students has been enhanced through the bursary scheme. This is attested by 16 teachers (57.1 percent) feeling that the criteria being used was fair and just in targeting the bursaries to the poor. However 12 teachers (42.9 percent) felt that the criteria were wanting and could hinder the identification of the needy. They cited examples of discipline and performance as criteria. They criticized these bursary award criteria by feeling that some needy students from low socio-economic backgrounds could not meet the level of discipline and performance required. According to those teachers, using **discipline** as a criterion was likely to disadvantage students from poor families. They attested overwhelming evidence indicating that children from poor households are likely to have more school discipline related problems than those from wealthy families. These could include lateness, absenteeism, unfinished assignments, lack of proper uniform and untidiness caused by deprived background. Equally regarding **performance**, the teachers said that indiscipline cases like lateness and absenteeism hinders performance of students from poor families. Therefore, this implies a challenge because the constituency bursary fund scheme has not been very accurate in targeting support to the really needy due to its flawed criteria.

Odebero (2007) in looking at equity in the distribution of bursary to secondary students in Busia district found out that most teachers in the district were not generally of the opinion that support to needy secondary school students had not been enhanced through the bursary scheme. It found that whereas 44.4 percent of teachers felt that the criteria being used were fair and targeted bursaries to the poor, 55.6 percent of the teachers felt that the criteria were wanting and could hinder the identification of the needy.

Therefore, some teachers interviewed in this study (42.9 percent) were in agreement that discipline and poor performance were the biggest problem as the criteria of selecting the needy students. These teachers thought and felt that the term needy as used by the bursary committee was the biggest problem affecting the disbursement of bursaries in the constituency. The teachers interviewed conceded that the term needy was ambiguous as it did not set standards of who constitutes a needy case. This implied that the two criteria; discipline and performance were cumbersome and were not effectively used by the bursary committee to identify the needy students. In response of what should be done to improve the situation, the teachers especially the principals felt that the bursary awarding evaluation criteria should be revised to emphasize on the teachers assessment of continuing students need for financial assistance as adequate.

#### **4.4 Equity in Allocation of the Bursary Fund in Bobasi Constituency**

The third research question sought to determine the level of inequality in the allocation of the bursary fund to recipients in the constituency and other leakages. The data presented and analyzed shows how the bursary has been inequitably distributed among boys and girls and among schools.

**Table 4.4.1: Bobasi bursary allocations by Gender (2008 – 2011)**

<b>YEAR</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>BOYS</b>	409	474	470	<b>424</b>
<b>GIRLS</b>	209	469	365	<b>392</b>
<b>TOTAL</b>	<b>618</b>	<b>943</b>	<b>835</b>	<b>816</b>

Table 4.4.1 shows that in the four years of study (2008 – 2011) the bursary allocation has not been equitably distributed between the boys and girls. The figures in this table indicate that there are more boys’ beneficiaries than girls’ beneficiaries in every year in this constituency. For example, in 2008, the number of boys (409-61. percent 7) benefiting from the bursary almost doubled that of the girls (209 – 33.8 percent). In 2009, the difference between boys benefiting (474 – 50.3 percent) and the girls benefiting (469 – 49.7 percent) is small. This according to the constituency development fund manager interviewed is as a result of the bursary committee taking into consideration the girl-child criterion. Unfortunately this was not maintained in the subsequent years hence remaining to be a challenge in the disbursement of bursaries in Bobasi constituency. The situation in the subsequent years, which is 2010 and 2011, is the same as that in 2008 where the number of girls’ beneficiaries is less than the number of boys’ beneficiaries. This indicates a gender inequality in bursary allocation in this constituency.

**Table 4.4.2: Number and level (amount) of beneficiaries 2008 – 2011**

<b>AMOUNT AWARDED</b>	<b>8,000</b>	<b>8,300</b>	<b>8,500</b>	<b>TOTAL BENEFICIARIES</b>
<b>Number of beneficiaries</b>	835	373	257	<b>1,465</b>
<b>Proportions (%)</b>	<b>57.0</b>	<b>25.5</b>	<b>17.5</b>	<b>100</b>

According to Table 4.4.2, the highest amount of bursary given to a beneficiary in any one of the four years was Ksh. 8,500. These beneficiaries who receive this amount are those that are classified as total orphans (beneficiaries without both parents). This is but represented by only 17.5 percent of the total beneficiaries. The next amount awarded to the beneficiaries is that of

Ksh. 8,300. These are those ranked as partial orphans/single parent or special cases. They are also represented by only 25.5 percent of the total beneficiaries. The least and where the majority of the beneficiaries lie is Ksh. 8,000, represented by 57.0 percent of the beneficiaries. This information is as given by the constituency bursary office in the constituency and the records so found. However, according to the interviews done on teachers, head teachers and students, the information is contradictory. It is revealed that some students with both parents alive but classified as needy students have gotten the highest allocated bursary of Ksh. 8,500. Nevertheless, some orphans have ended up getting the least allocated bursary of Ksh. 8,000.

A similar study by Wachiye and Nasongo (2010) on access to secondary school education through the Constituency Bursary Fund in Kanduyi constituency showed that the highest amount of bursary given to a recipient in any one year of their years of study; 2005, 2006, 2007 was Ksh. 10,000. On the other hand, Oyugi, Riechi and Anupi (2008) in analyzing the bursary levels allocated to beneficiaries in Nairobi province found out that the majority of students (84.2 percent) received the minimum allocation of Ksh. 5,000 and a small number (0.4 percent) received the maximum rates (Ksh. 15,000) for the day school. Odebero (2007) also found out that the bursary allocations in Busia district were inequitably distributed to recipients. In that study the results suggested that the means testing tool developed from the criteria was not effective in helping the teachers to allocate the bursary according to the level of need.

Therefore, in essence the criterion of allocating bursary here becomes questionable. The fact that the bursaries are inequitably distributed among orphans, partial orphans and special cases/needy students remain a challenge in the constituency.

The presence of such anomalies also suggest that the bursary allocation in the constituency is inequitably distributes to the beneficiaries despite the fact that the beneficiaries are ranked/classified/categorized the same.

Table 4.4.2, even so reveals some degree of equity in disbursing the bursary. This is attested by those classified as needy cases (835) representing 57.0 percent of the total beneficiaries, receiving an equal amount of Ksh. 8,000.

**Table 4.4.3: Total Amounts of Bursary Awarded to Bobasi Secondary schools 2009-2011**

SCHOOL	AMOUNT (KSH.)				PROPORTION (%)
	2009	2010	2011	TOTAL	
<b>SAMETA BOYS</b>	742,000	887,000	736,000	2,365,000	26.7
<b>NYAMAGWA BOYS</b>	845,000	905,500	776,000	2,526,500	28.5
<b>NYAMAGWA GIRLS</b>	494,500	333,500	232,000	1,060,000	11.9
<b>ST. THERESAS' NYANGUSU GIRLS</b>	645,000	342,000	232,000	1,219,000	13.7
<b>ISENA MISSION GIRLS</b>	165,000	173,500	112,000	450,500	5.1
<b>NYAMACHE MIXED</b>	98,000	41,500	104,000	243,500	2.7
<b>GIONSERI MIXED</b>	388,500	252,500	368,000	1,009,000	11.4
<b>TOTAL</b>	<b>3,378,000</b>	<b>2,935,500</b>	<b>2,560,000</b>	<b>8,873,500</b>	<b>100</b>
<b>PROPORTION (%)</b>	<b>38.1</b>	<b>33.1</b>	<b>28.8</b>	<b>100</b>	

A study by Odebero (2007) which used Lorenz curves and Gini coefficients to measure equity in bursary distribution to secondary school students in Busia district, found out that bursary allocations in the district were inequitably distributed in all the years studied; 2005, 2006, 2007. It further revealed that the bursary award criteria were largely not effective in identifying and benefitting the most needy students. Even though this study recommended a review to be done on the criteria to select students with financial need and ensure equity it had not been achieved yet.

Table 4.4.3 reveals that the two boys' schools; Sameta (26.7 percent) and Nyamagwa (28.5 percent) received the highest amount of bursary year in year out. This implied and confirmed the fact that more boys benefited from the Bobasi bursary kitty than girls. However, it defeated logic and remained a research imperative that in Bobasi constituency, boys were the neediest compared to girls. The results in the table further indicate that schools did not get an equal amount. This therefore implied that the bursary committee in this constituency gave more consideration and emphasis to needy students from the two boys' secondary schools than any other school resulting to inequitable distribution of bursary among schools.

#### **4.5 Mechanisms for Addressing the Bursary Disbursement Complaints**

The fourth research question sought to find out what mechanisms that were in place to address complaints and issues raised in allocating the bursary fund to the recipients in Bobasi constituency. The data presented and analyzed shows the teachers opinions on the bursary committee's mechanism for addressing the bursary disbursement related complaints.

**Table 4.5.1 Teachers opinion on the bursary committee’s mechanism for addressing the bursary disbursement related complaints**

<b>Assessment</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Very effective</b>	3	<b>10.7</b>
<b>Some-what effective</b>	6	<b>21.4</b>
<b>Not effective</b>	19	<b>67.9</b>
<b>Totals</b>	<b>28</b>	<b>100</b>

Table 4.5.1 reveals that majority of the teachers (67.9 percent) assessed the mechanism of addressing the complaints as not effective. They cited many cases where some students they felt as being needy ended up missing bursary support unfairly through their criteria of selecting needy students. They noted that the bursary committee only believed on students with death certificates of their parent(s) as being the only true orphans, some students who are truly orphans have difficulties in obtaining the death certificates and only depend on the verification letter given from schools, which the committee has never respected nor considered. They further said that students from poor households or deprived background may not be high achievers in academic work because of continued lateness, absenteeism and unfinished homework/assignments. Therefore, an emphasis on academic performance may hinder some really needy students from getting bursary support hence curtailing the government’s effort to equalize access to education through provision of bursary subsidies. Some head teachers have prepared a list of needy students and sent them to the bursary committee. These lists are not taken into consideration as some neediest students in the list have gone without any award of the bursary.

The head-teachers have noted with a lot of concern some double allocation of bursary to some students while some other needy students going unallocated. They have often informed the bursary committee of the same but the committee doesn't do anything. The only respond they get is that, they should respect and go by the list received from their office. This implies some challenge in the way complaints are addressed by the constituency bursary committee.

**Table 4.5.2: Presence of Lists of Beneficiaries in various Respective office Notice boards**

<b>OFFICE NOTICE BOARD</b>	<b>PRESENCE OF THE LIST</b>	<b>MAXIMUM AMOUNT AWARDED (KSH.)</b>	<b>MINIMUM AMOUNT AWARDED (KSH.)</b>	<b>BIGGEST NO. OF BENEFICIARY (SEX)</b>
<b>CONSTITUENCY</b>	NO	–	–	–
<b>D.O's OFFICE</b>	NO	–	–	–
<b>A.E.O'S OFFICE</b>	NO	–	–	–
<b>CHIEF'S OFFICE</b>	NO	–	–	–
<b>A/CHIEF'S OFFICE</b>	NO	–	–	–
<b>SCHOOL</b>	<b>YES-2</b>	<b>8500</b>	<b>8000</b>	<b>BOYS</b>

Table 4.5.2 shows that lists of beneficiaries were hardly found on the notice boards of various respective offices except in the schools. The lists of beneficiaries were only found in the two boys' schools (Sameta and Nyamagwa) where the maximum amount awarded was Ksh. 8500 and the minimum Ksh.8000.

A study by Oyugi, Riechi and Anupi (2008) showed that communication of bursary information was disseminated to students on notice boards, especially at the educational and chief's offices, at places of whorship, in *barazas* and in schools. The interview with the secretary at the constituency office revealed that lists of beneficiaries were not displayed on the notice board because they could attract unnecessary attention and a lot of politicking. This view was also held by the D.O and A.E.O officers. However, the student beneficiaries noted that the information on bursaries availed was scanty leaving the confused especially regarding when and how much bursary they were awarded.

Therefore, this meant that the bursary kitty at Bobasi constituency was faced with a challenge of communication, transparency and accountability which were to be enhanced by displaying the lists widely on the notice boards.

## **4.6 Field challenges**

Some of the field challenges faced included:

- Reluctance by some CBF committee members and officials in the CDF office to participate in the study and their unwillingness in disclosing information.
- Unavailability of respondents (low turnout) especially by the CBF committee members.
- Transport hitches arising from the vastness of schools in the constituency.
- Delays in filling and returning of questionnaires by respondents.
- Varied and low literacy levels of respondents.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter will cover the summary of the findings, conclusions and recommendations of the study.

#### **5.2 Summary of the Findings**

The major purpose of this study was to examine the disbursement of the Constituency Bursary Fund (CBF) to secondary school students in Bobasi constituency with a view to single out the main challenges faced in the disbursement. One of the objectives was to establish the extent to which CBF committee was following the official criteria to allocate bursaries to the recipients in the constituency. The findings in Tables 4.2.1, 4.2.5 and 4.2.6 indicate that students' family social-economic status ranking as total orphans, partial orphans, and single parent and academic performance ranking as excellent, very good, good and average played a key role in the disbursement of bursaries. According to Table 4.2.1, 34 percent of the bursary beneficiaries were orphaned. 24.4 percent of the beneficiaries were treated as special cases which include handicapped and deserted children.

Therefore this high percentage (58.4 percent) showed that orphans and special children were taken by the CBF committee to be the neediest. On the other hand, Table 4.2.6 showed that 45.6 percent of the bursary beneficiaries were very good or top performers in class. This was followed by 43.1 percent of the beneficiaries classified as good in class.

This high percentage (88.7 percent) also showed that the bursary committee in Bobasi gave a priority to good academic performance. The same Table further revealed that the best performers were also good in discipline. This was attested by 46.6 percent of the bursary beneficiaries in Bobasi in 2011 classified as very good in discipline and 46.2 percent as good. Consequently, bursary applicants with poor academic performance and discipline did not stand high chances of receiving allocation. This showed that Bobasi CBF committee followed the official criteria. However, these criteria remained a challenge as fee problem contributed to poor performance and indiscipline due to lateness and absenteeism.

The other objective was to find out problems of efficiency and effectiveness in the disbursement of constituency bursary in Bobasi. Table 4.3.1 revealed that disbursement challenges like; inadequate funding (39.3 percent), political interference (17.9 percent), monitoring mechanisms (10.7 percent) and delayed disbursement (32.1 percent) were a major hindrance towards the efficiency and effectiveness of disbursing the bursary fund. The way information was disseminated to the students was an issue too. Table 4.3.2 showed that the highest percentage of disseminating information was high through schools (51.6 percent). However, it came out clear from the findings that the application process was cumbersome, as the application form required a long process requiring very many officers living far apart to sign the form. Table 4.3.3 showed also that the time for bursary disbursement in Bobasi was around June each year. The bursary budgetary provision was different from the school calendar meaning that this untimely bursary disbursing affected its efficiency and effectiveness. It also came out that beneficiaries were not guaranteed continuous funding to completion of high school education, as they were required to

fill the application form yearly. This inconsistency in support also affected the efficiency and effectiveness.

The third objective was to find out the level of inequality in the bursary allocation among the beneficiaries in the constituency. Table 4.4.1 showed that there were more boys (61.7 percent) benefiting from the bursary than the girls (50.3 percent). However, Table 4.4.2 shows some degree of some level of equity in the bursary individual allocations. This was attested by those beneficiaries classified as needy cases (835). All these needy cases (57.0 percent) were awarded an equal amount of Ksh. 8,000. This impressing and encouraging level of equity could be attributed to some degree of fairness in the process of identifying bursary recipients.

One of the main challenges encountered in the bursary allocation process was inadequate government funding. As a matter of fact, 40 percent of the bursary recipients in 2011 as indicated in Table 4.2.3, still had school fees balances. The other challenge was delayed disbursement of the fund to the constituency by the government. This delay caused most of the beneficiaries to stay away from school because of their late payment of their school fees. Lastly, political interference and monitoring mechanisms were cited as shown in Table 4.3.1 as part of major challenges. Some committee members and some teachers who were interviewed observed that there were cases whereby the local Member of Parliament allocated or approved bursaries to supporters and relatives even though they did not deserve it. This action adversely affected the genuinely deserving applicants.

The fourth objective of the study was to find out what mechanisms were in place to address complaints and issues raised in allocating the bursary to the recipients in Bobasi Constituency.

According to the CBF committee members interviewed, the number of bursary applicants was enormous against the low and inadequate funding from the government. Therefore whoever (student applicants) was not in the beneficiary list was unsuccessful. The only mechanism found on the ground was that any complaint was to be recorded down for priority consideration in the next disbursement. Table 4.5.1 showed that a majority of teachers (67.9 percent) including head teachers felt and rated the mechanisms of addressing bursary complaints and issues as not effective.

### **5.3 Conclusions**

This study drew the following conclusions:

The official criteria required that the family status, academic performance, discipline and affirmative action be taken into account by the bursary committee when considering the student applicants for bursary. However, the bursary given according to academic performance and discipline remained a challenge because the fee problem contributed to poor performance and indiscipline on lateness and absenteeism grounds. However, the study found out that these criteria bore some encumbrances that made it difficult for bursary to accurately target support to the really needy students. The criteria, according to the school teachers including head teachers interviewed left room for a lot of discretion which could be subjective. The term needy was in itself ambiguous. Poor performance was the biggest problem with the established criteria. The teachers felt that some of the needy students ended up missing bursary support unfairly through this criterion. They also felt that indiscipline, orphan hood and level of need were used to deny needy students access to bursary. It is therefore concluded that most of the criteria were some-what ineffective in identifying the level of bursary need.

As a matter of fact, the current bursary fund has limitations both on efficiency, effectiveness and consistency. As a result of low budgetary provision, the fund has not achieved its main objective of ensuring access and retention. An estimated 68.5% of the demand according to table 4.2.2 was not met between 2008 and 2011. The timeliness of allocating bursary funds to beneficiaries is not in tandem with the school programme; the application procedures are cumbersome and therefore time wasting. There is no guarantee of continuous funding (consistency of support) to the

beneficiaries to completion of high school education. All these combined, affect the efficiency, effectiveness and consistency of the bursary fund.

It can also be concluded that bursary allocation in Bobasi Constituency was not equitably distributed among the boys and girls. However, some degree of equity on various levels of individual beneficiaries, especially those classified as needy students, by all receiving Ksh. 8,000 was realized. This implies that the criteria to identify beneficiaries are tending to fairness. Giving uniform bursary amounts was a good gesture towards equity if it can be maintained. The other problems encountered by the Bobasi Constituency Bursary Fund committee were inadequate bursary allocation by the government, political interference, poor ineffective monitoring mechanisms and delays in bursary disbursements.

Therefore, the existence of some challenges in the bursary disbursement becomes a limitation to the classical liberal theory, which alludes that social mobility should be promoted by equal opportunity of education. If these limitations can be streamlined then the bursary will meet its main objective of assisting children from poor families to meet secondary school education. These poor children include vulnerable groups including orphans. This will then mean that the theory of classical liberal theory which looks at education as an equalizer could be tested to be true.

## 5.4 Recommendations

Based on conclusions, the following recommendations were made:

1. To overcome the challenge of low and inadequate funding in bursary disbursement, the Government of Kenya should increase through its treasury, the size of the budgetary allocation if the fund is to have a remarkable impact.
2. To overcome the political interference challenge, there is need for the government to establish a special management structure devoid of political manipulation to run the constituency bursary fund. Parliament should also amend the constituency bursary fund act, so as to address the issue of the Members of Parliament being legislators, implementers and watchdogs.
3. Following the popular feeling by teachers that they should be involved in the identification of the needy students, the bursary awarding evaluation criteria should be revised to emphasize on the school teachers' assessment of continuing students' need for financial assistance as adequate. This will make the bursary process to be full participatory and open to scrutiny at every stage.
4. The findings of the study revealed that there were cases of delays in the disbursement of the bursary fund. Consequently this situation made the neediest students to miss school. In view of this, the bursary fund should preferably be disbursed in November, so that it can be allocated to the beneficiaries in December, before the start of each academic year in January to avoid chronic absenteeism of the neediest students.
5. To enhance effectiveness of the secondary education bursary funds the government should finance adequately fewer needy students than to thinly fund many students without any assurance of continuity. There is also need to enhance efficiency and fairness in the

management of the constituency bursary fund. To achieve this, the government of Kenya needs to create a national data bank for all students in Public Schools in the Country. Such data will reduce the bureaucracy involved in identifying those to benefit from the bursary fund. In addition, it will also ensure consistency in funding those who qualify for the bursary.

6. The bursary beneficiary lists should be widely displayed for purposes of communication, transparency and accountability.

## **5.5 Recommendations for Further Research**

1. This study recommends that similar studies be carried out in other constituencies in Kenya for purposes of making comparisons and in order to ascertain whether Constituency Bursary Fund meets its objective.
2. This study also recommends that a study be carried out to determine the extent to which political interference, which emerged as a limitation in this study, has interfered with disbursement with a view of finding solutions of reducing or eliminating it.
3. This study also recommends that a study be carried out to determine how efficient and effective bursaries are as a method of financing secondary education in Kenya.
4. This study recommends also a study be carried out to determine the extent of inequality in bursary allocations in Kenya.

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## APPENDICES

### A. QUESTIONNAIRE FOR STUDENT APPLICANTS AND RECIPIENTS

#### STUDENT PERSONAL DETAILS

Name -----

Sex: male ( )                      female ( )

Date of birth -----      Adm no. -----      Class -----

Name of school -----      Year -----

School category: National ( )      Provincial ( )      District ( )

#### 1. FAMILY INFORMATION

Tick appropriately.

Both parents dead	
One parent dead	
Both parents alive	
Single parent	
Any disability	
Parents/Guardians profession	

#### INFORMATION ON BURSARY ALLOCATION

Fill appropriately

Class/form	Year of study (e.g. 2010)	Total fees per year	Fees paid	Amount of bursary awarded	Outstanding balance
Form 1					
Form 2					
Form 3					
Form 4					

## ACADEMIC PERFORMANCE

Tick only one.

Excellent	Very good	Good	Average	Below average

2. How did you get the information on the Constituency Bursary Fund? (Please tick appropriately).

In School	In the Church	Chief's office	Radio	News Papers

3. How was the process of application?

Easy	
Challenging	

If challenging, kindly mention the challenges.

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## B. QUESTIONARE FOR TEACHERS

Name of the school -----

School category: National ( ) Provincial ( ) District ( )

Responsibility -----

### 1.INFORMATION ON BURSARY ALLOCATION BY THE CONSTITUENCY.

1. Kindly fill appropriately.

Form	Year (e.g 2010)	No. of students awarded bursary	Total no. of needy and deserving students not awarded	Remark
Form 1				
Form 2				
Form 3				
Form 4				

2. Kindly fill appropriately.

#### Discipline of the student

Criteria	Rank	No .of students
Students awarded bursary according to discipline.	Excellent	
	Very good	
	Good	
	Fair	
	Poor	
	Other	

3. Kindly fill appropriately.

**Student's academic Performance**

Criteria	Rank	No. of students
Students awarded bursary according to academic performance.	Excellent	
	Very good	
	Good	
	Average	
	Below average	
	other	

4. Kindly fill appropriately.

Criteria	Rank	No. of students
Students awarded bursary according to family status	Total orphans	
	Partial orphans	
	Single parent	
	Needy parents	
	Other	

5. Kindly fill appropriately

Criteria	Rank	No.
Students awarded bursary according to affirmative action or special needs.	Girl- child	
	Boy- child	
	Children from slums	
	Marginalized community	
	Special need children	
	Children with disabilities	
	Others	

6. What are the challenges of disbursing the constituency bursary fund to most needy and deserving students in this constituency?

(You can tick one or more)

Challenge	
Inadequate government funding	
Political interference	
Monitoring mechanisms	
Delayed disbursement	
Other (please specify)	

7. A) Have your complaints raised on bursary disbursement been addressed by the committee concerned at any time: Yes ( ) No ( )

B) What is your assessment of the mechanism for addressing the complaints? (Please tick only one)

Very effective	
Some what effective	
Not effective	

8. What are other challenges faced in the disbursement of the bursary that are not mentioned in 6 above?.....

.....

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.....

.....

9. What are your recommendations on challenges encountered in the allocation of the bursary fund to recipients in this constituency?-----

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.....

**C. QUESTIONNAIRE FOR CONSTITUENCY BURSARY FUND COMMITTEE MEMBERS**

NAME		
CATEGORY	Member of parliament	
	District officer	
	Councilor	
	Religious representative	
	N.G.Os representative	
	Men representative	
	Women representative	
	Youth representative	
	Member	
POSITION	patron	
	Chairman	
	Treasurer	
	Secretary	
	Member	

2. Which criteria do you use in allocating the bursary to the recipient?

(Tick one or more)

Family status	
Academic performance	
Discipline	
Affirmative action	

3. What challenges do you encounter in following the official criteria of allocating the bursary?

(You can tick one or more)

Challenge	
Inadequate government funding	
Political interference	
Monitoring mechanisms	
Delayed disbursement	
Other (please specify)	

4. What are your recommendations on challenges encountered in the allocation of the bursary fund to recipients in this constituency?-----

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**D. INTERVIEW SCHEDULE FOR CONSTITUENCY BURSARY FUND COMMITTEE MEMBERS**

1. How successful is the use of the official criteria in disbursing the bursary to recipients?  
.....  
.....
2. What other criteria do you use in the disbursement of this bursary?.....  
.....  
.....
3. What problems do you face as a committee in terms of adequacy and frequency of the amounts you award to recipients? .....
4. What problems do you face in following disbursement procedures?  
.....
5. What challenges do you encounter when you consider equity in the disbursement of the bursary?  
.....
6. How equal or unequal do you allocate the bursaries to students?  
.....
7. What mechanisms are in place to address complaints and issues raised in allocation of this bursary fund?  
.....
8. What recommendations can you give to improve the disbursement of this fund to students in secondary schools in this constituency? .....

## E. OBSERVATION SCHEDULE

1) Where do lists of the student beneficiaries of the bursary fund found-:

Notice board	Tick (yes or no)
Constituency Office	
D.Os office	
A.E.Os office	
Chiefs office	
Assistant chief's office	
Schools	

2 From the list what is the number of beneficiaries in terms of sex?

Male ----- Female -----

3 What is the distribution according to amount awarded?

Equal ( ) varied ( )

4 What is the distribution according to schools?

Equitable ( ) Not equitable ( )

**F SECONDARY SCHOOLS IN BOBASI CONSTITUENCY (62)**

<b>NO</b>	<b>SCHOOL</b>	<b>NO</b>	<b>SCHOOL</b>	<b>NO</b>	<b>SCHOOL</b>
1.	SAMETA BOYS	22.	ITUMBE	43.	<b>GEKONGO</b>
2.	NYAMAGWA BOYS	23.	MAJIMAZURI	44.	<b>SIMITI</b>
3.	NYAMAGWA GIRLS	24.	NYAGESA	45.	<b>RIGENA</b>
4.	ST. THERESA'A NYANGUSU	25.	NYAMONEMA	46.	<b>NYAMOKENYE</b>
5.	ISENA	26.	MOSORA	47.	<b>NYAGUKU</b>
6.	NYAMACHE	27.	IKENYE	48.	<b>NYAGIKI</b>
7.	GIONSERI	28.	KEGOCHI	49.	<b>NYAKEGOGI</b>
8.	BORANGI SDA	29.	RIANYACHUBA	50.	<b>OROGARE</b>
9.	EBIGOGO	30.	RIOBARA	51.	<b>NYACHENGE</b>
10.	GIONSARIA	31.	BOITANG'ARE	52.	<b>OMOSARIA</b>
11.	NYOERA	32.	RUSINGA	53.	<b>TURWA</b>
12.	NAIKURU	33.	EMENWA	54.	<b>SAMETA MIX.</b>
13.	NYABIOSI	34.	KIOBEGI	55.	<b>KENYORO</b>
14.	NYAMAKOROBO	35.	IGOMA	56.	<b>GESURE</b>
15.	MOGONGA	36.	NYABITE	57.	<b>KENYERERE</b>
16.	MOCHENGO	37.	RIYABO	58.	<b>KIONG'ONGI</b>
17.	EBIOSI	38.	ROGONGO	59.	<b>NYABONGE</b>
18.	ISENA P.A.G	39.	NYACHOGOCHOGO	60.	<b>NYAGANCHA</b>
19.	NYACHEKI	40.	NYABOTERERE	61.	<b>KIONDUSO</b>
20.	BORANGI PAG	41.	NYABIGONKORU	62.	<b>GETAI</b>
21.	<b>SUGUTA</b>	42.	<b>GETENGA</b>		

*Source: www.bobasicstituency.com.*

## RESEARCH PERMIT