EFFECTIVENESS OF CONSTITUENCY BURSARY AWARDS IN ENHANCING DESERVING STUDENTS' ACCESS TO PUBLIC SECONDARY SCHOOL EDUCATION IN TRANS-NZOIA WEST SUB-COUNTY, TRANS-NZOIA COUNTY, KENYA

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A Thesis Submitted to Graduate School in Partial Fulfilment of the Requirements for the Award of the Degree of Master of Education in Educational Management of Egerton University

EGERTON UNIVERSITY

MAY, 2015

DECLARATION AND RECOMMENDATION

Declaration

I certify that this thesis is my original work and has not been presented elsewhere for the award of a degree, diploma or certificate.

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Recommendation

This thesis has been submitted for examination with our approval as university supervisors;

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DEDICATION

This Study is dedicated to my wife Jacinta Ayieko O. Manogo, my daughters; Ashley Muderi Manogo, Brillian Anyango Manogo and my son Bright Villarreal Mahonga, who supported and encouraged me during the period of my study.

Secondly, to all my family members; beloved parents Samwel Mahonga and Recho Makungu Mahonga, my sisters; Rose, Sellah, Ebby, Pamela, Everlyne and Betty, whose immense support, materially and spiritually encouraged me to undertake such a great task as this. May the Almighty God bless them to realize the returns on this long term investment.

ABSTRACT

The purpose of this study was to determine, the level of effectiveness in distribution of Constituency bursary awards, so as to enhance deserving students' access to public secondary school education in Trans- Nzoia West Sub-county, Kenya between 2006 and 2009. The mechanisms and criterion used by bursary awarding bodies have continued to leave out many deserving students in Trans- Nzoia West Sub-county. Therefore, this study explored the effectiveness of Constituency bursary awards in enhancing deserving students' access to public secondary school education in Trans-Nzoia West Sub-county, Kenya. The research design used was descriptive survey. The population consisted of the public secondary school principals in the constituency, officials of CDF, CBF and LATF committees, the bursary applicants and bursary recipients. Sample size was 163 (34 secondary school principals, 100 bursary applicants, 20 bursary recipients, 9 officials). Data collection was done by use of one questionnaire, one interview schedule and document analysis. Simple random sampling technique was used. Cronbach's coefficient Alpha was computed to determine how items correlate among themselves. With a coefficient of 0.8 the items were said to be highly correlating amongst themselves (Mugenda & Mugenda, 2003). Both descriptive and inferential statistics were used to analyze the data. Descriptive statistics were used to determine the trend of bursary awards distribution to schools and the extent of adherence to established criteria when awarding bursaries in Trans-Nzoia West Sub-county. There are a number of deserving students who miss out bursary due to limited funds allocated to bursary kitty by the awarding bodies. It was further noted that the set criteria of bursary award are not adhered to in selection of beneficiaries; thus there was no transparency and accountability. Inferential statistics specifically one way-ANOVA was used. The results of this study indicate that the bursary awarded to students in Trans-Nzoia West Sub-county is quite ineffective in enhancing deserving students' access to public secondary school education. The findings of the study may help the deserving students' access to secondary school education with regard to equal opportunity and fairness in identification of deserving and needy cases for the constituency bursary awards.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ANOVA	Analysis of Variance
BOG	Board of Governors
CBCs	Constituency Bursary Committees
CBF	Constituency Bursary Fund
CDF	Constituency Development Funds
DEB	Sub-county Education Board
DEO	Sub-county Education Officer
EFA	Education For All
EMISSP	Education Management Information Sector Strategic Plan
ERSWEC	Economic Recovery Strategy for Wealth and Employment Creation
ESSP	Education Sector Strategic Plan
GER	Gross Enrolment Ratio
GDP	Gross Domestic Product
GOK	Government of Kenya
HELB	Higher Education Loans Board
IPAR	Institute of Policy Analysis and Research
IIEP	International Institute of Educational Planning
KCSE	Kenya Certificate of Secondary Education
KESSP	Kenya Education Sector Support Programme
KIPPRA	Kenya Institute for Public Policy Research and Analysis
KNSSHA	Kenya National Secondary School Head Association

LATF   Local Authority Transfer Fund

MDGs   Millennium Development Goals

MOEST   Ministry of Education Science and Technology

NACOSTI   National Commission for Science, Technology and Innovation

NER   Net Enrolment Ratio

NCST   National Council for Science & Technology

PRSP   Poverty Reduction Strategy Paper

SID   Society for International Development

SWAP   Sector Wide Approach to Planning

SCR   Secondary Completion Rates

SPSS   Statistical Package for Social Sciences

UNICEF   United Nations International for Child Educational Fund

WDR   World Development Report

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The rapid development of access to secondary education and training in Kenya was as a result of the Tensional Paper No. 10 of 1965, which provided guidelines about the national aims and goals of education (Republic of Kenya, 2007).The future of every country depends mostly on the rapid and effective development of its own system of education at all levels (Johnstone, 2003). The individual, family and entire society view education as an investment for some expected future returns. This is why most governments in developing countries, have recognized that education has an important role in development. Since independence, education in Kenya has been valued as an avenue of raising political and social consciousness and enhancing economic growth and development through producing a large number of educated and trained manpower whose economic value is seen in the light of increasing productivity (Galabawa, 2003).

Secondary education is now universally recognized as a form of high investment in human capital, which yields higher economic benefits and contributes to a country's future wealth (Republic of Kenya, 2007). Most studies carried out in developing countries in education, have shown that economic returns from investment in higher levels of education in most instances exceed returns on alternative kind of investment (World Bank, 2004). These studies emphasized that human learning is central to development because capital and technology that are required in most aspects of development reinvest without human knowledge and effort. Moreover, studies conducted by the World Bank (2004) on external effectiveness of the education system reveal that education growth and improvement at all levels, especially at secondary level, contributes immensely to higher positive economic growth hence expenditure on secondary education is justified. However, according to Odebero (2002), the question of education opportunity for every child is one that continues to be problematic in quantitative and qualitative terms in Kenyan Public Secondary Schools.

Since the introduction of the policy of cost sharing in secondary school education as depicted in session paper No. 6 of 1988 on "Educational and Man Power Training for the Next Decade and Beyond" and Session Paper No. 1 of 1996 on "Economic Management

for Renewed Growth", access to secondary school education by vulnerable groups in Trans-Nzoia West Sub-County has been seriously affected. However, in early 2008, the government implemented a policy of free day public secondary education by meeting part of cost of secondary education at the rate of Kshs. 10,265 for every student in public day secondary schools (Republic of Kenya, 2007).This is a positive move by the government towards the provision of affordable and accessible secondary education which should facilitate achievement of the equity goal in secondary education. It is also an important effort in enhancing the idea of provision of Education for All (EFA) up to 12 years of schooling.

Whereas secondary education is heavily subsidized at this level, there is great impetus and demand created for secondary education in Trans-Nzoia West Sub-County judged from the increasing enrollments in standard 8 following the implementation of the free primary education programmes which started in 2003 (Republic of Kenya, 2007). This aimed at increasing enrollment at secondary school level which indeed rose from 1.03 million students in 2006 to over 1.3 million pupils by 2008, with an increase of transition rate from class eight to form one from 60% in 2006 to over 80% in 2008. Despite the fact that in the year 2007, 60% of class 8 graduates were admitted to secondary level, a large number did not take up their places; and they dropped out due to high cost of secondary education among other reasons, especially in boarding schools where the minimum bursary allocation stands at Kshs. 8,000 and Kshs. 5,000 initially, for any student in public schools (Republic of Kenya, 2008).

Secondary school education development in Kenya is guided by the sector policy guidelines articulated in session paper No. 1 of 2005, Kenya Education Sector Support Programme (KESSP) (2005-2010), Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC, 2003), Poverty Reduction Strategy Paper (PRSP) and vision 2030 (Republic of Kenya, 2005). KESSP provides public investment programmes and other development activities for the education and training sector. Vision 2030 underscores the importance of secondary school education in laying a firm base for skills development at higher levels of education; including technological adaptation; innovation and enabling the country attain a competitiveness edge and poverty reduction .These are in tandem with the international commitments on attainment of education for all (EFA) and Millennium Development Goals (MDGs) by 2015. Policy priorities relevant to secondary education relates to improving quality, relevance, equity and

reducing gender disparities in the provision of education at all levels; improving effectiveness in resource utilization ; and expanding access to secondary education (Republic of Kenya, 2007) .

Every child in Trans-Nzoia West Sub-County and the world at large is entitled to free primary education followed by accessible secondary school education which is compulsory in accordance with article 28 of the United Nations Convention as the right of the child. This is why recent policy initiatives have focused on the attainment of Education for All (EFA) based on Millennium Development Goals (MDGs) (UNESCO, 1990). The key concerns are access, retention, equity, quality and relevance, and internal and external efficiencies within the education system (Republic of Kenya, 2005).

Since the inception of Constituency Bursary Funds in 2003, majority of studies by KIPPRA (a government agency), show that it has failed to achieve its main objective of ensuring access and retention to secondary schools, although it was thought to be better than the previous mechanism (Republic of Kenya, 2007), where awards were directly given to schools and students were identified by the respective schools and approved by the board of governors. The board of governors however, manipulated the awards, and consequently led to a change to the present mechanism. The present disbursement schedule is not synchronized with the school programs. Bursaries are often awarded late during the school sessions, forcing students to make numerous trips to education offices to enquire about the status of their expected bursary awards thus making the application process cumbersome.

Since 2003, secondary schools bursary funds are channeled through the respective constituencies (Republic of Kenya, 2005). The Constituency Bursary Committees (CBCs) are expected to administer bursaries to the needy secondary school students as per the Ministry Of Education guidelines. Where there are no functional CBCs, the District Education Officers and District Education Board chairmen ought to liaise with their respective Members of Parliament to constitute the same. The form "A" (the bursary application form), is the official bursary application form. All the parts of the form must be filled and signed by the relevant officers in full. Enough copies are to be availed to the deserving applicants, at the area education offices and to the head teachers of all public secondary schools. The challenge of ineffective bursary awards is real in the Kenyan public secondary schools and so is the challenge of identifying who deserves the

bursary awards. Odalo (2009) found out that an increasing number of students have continued to drop out of school before completing the full secondary school education cycle of four years. Odebero (2002) also observed that secondary school education gross enrolment rate (GER) dropped significantly throughout the 1990's and early 2000's largely due to increasing costs of secondary education. Recent studies carried out by the Kenya Institute for Public Policy Research and Analysis (KIPPRA) and Institute of Policy Analysis and Research (IPAR) also reveal that equity in the provision of secondary education has not been achieved (Republic of Kenya, 2009).

The effectiveness of constituency bursary awards in enhancing deserving students' access to public secondary school education in Trans-Nzoia West Sub-County has come under increasing scrutiny in light of the decline in enrolment and retention rate in the last decade. Continued studies, carried out to show the extent to which bursary awards can be able to bridge the inequalities, in the provision of secondary school education among deserving students in various parts of the country have had shocking results (Republic of Kenya, 2007). A study carried out by Institute of Policy Analysis and Research (IPAR) on Public Expenditure Tracking of Secondary Education Bursary Funds in Nairobi Province, Kenya, reveals that thousands of deserving secondary school students from vulnerable groups miss out on Kshs. 800 million government bursary awards due to ineffectiveness (Otieno, 2009).

In fact 42% of the applicants for the awards nationally, only get the minimum Kshs. 5,000. This means more than a half of the deserving students miss the bursary (Republic of Kenya, 2009). A survey by KIPPRA found out that Members of Parliament control bursary money alongside the CDF funds. Thus bursaries are open to manipulation by politicians at the constituency level. The bursary funds set up in 1993 to boost access to quality education have all along been rendered to limitations on governance, effectiveness and consistency. Beneficiaries have huge fee balances. For example, a review of bursary documents between 2004 and 2007 shows that Nairobi received Kshs. 118,860,386 from the Ministry of Education for bursaries. However, despite this government subsidy, only 43% of the applicants benefited. The government approved fees to be charged in Sub county day, Extra-County and national schools are set at Kshs. 10,500, Kshs, 22,600 and kshs 26,900 respectively (Republic of Kenya, 2007).

A study by Odebero (2002) found out that advancing of bursaries was a method of financing secondary school education which enhanced some economic status at public secondary school levels in   various locations in formerly Busia Sub county but the researcher did not come out clearly with the criteria of identifying the bursary beneficiaries and how bursary awards have benefited deserving students' access to public secondary school education   among various vulnerable groups in the country, hence the need for this study to explore the effectiveness of Constituency Bursary Awards in enhancing deserving students' access to public secondary school education in Trans- Nzoia West Sub county , Kenya.

Kenya has heavily invested in secondary school education, as evidenced by a remarkable increase in yearly allocation of Ksh. 800 million of Constituency bursary funds. This is an effort towards equitable and fair means, of enhancing deserving secondary school students' access to education. However, despite the creation of constituency bursary awards in 2003, discontent still persists among the stakeholders over the manner in which bursaries are distributed to deserving students in public secondary schools in Trans-Nzoia West Sub-County (Republic of Kenya, 2009).

1.2   Statement of the Problem

There was little noticeable change with the way the bursaries were awarded to deserving students in Trans-Nzoia West Sub County. Most students who apply for the bursary got a maximum of Kshs 5,000 which indicated that more than a half of the deserving cases missed out bursaries, hence a high rate of gross dropout, low access rate and low completion rates amongst the deserving cases. The mechanisms and criterion used by bursary awarding bodies had continued to leave out many deserving students. Therefore, this study explored the effectiveness of Constituency bursary awards in enhancing deserving students' access to public secondary school education in Trans- Nzoia West Sub-county, Kenya.

1.3   Purpose of the Study

The purpose of this study was to determine, the level of effectiveness in distribution of Constituency bursary awards, so as to enhance deserving students' access to public secondary school education in Trans- Nzoia West Sub-county, Kenya between 2006 and 2009.

1.4   Objectives

The study was guided by the following objectives;

i.   To determine the amount of bursary allocation to recipients in Trans-Nzoia West Sub-County between 2006 and 2009 by the CBFs, LATF and CDFs committees.

ii. To determine the extent of adherence to established criteria by CBFs, LATF and CDF in awarding bursaries to deserving students between 2006 and 2009.

iii. To determine the relationship between the constituency bursary allocation and the completion rate of bursary recipients and those who miss out in Trans-Nzoia West Sub-County between 2006 and 2009.

1.5 Hypotheses of the Study

The study tested the following hypotheses;

$H0_1$: There is no significant statistical difference in the amount of Constituency bursary awards to the recipients between 2006 and 2009.

$H0_2$: There is no significant statistical difference in the extent of adherence to established criteria by CBFs, LATF and CDFs in awarding bursaries to deserving students between 2006 and 2009.

$H0_3$: There is no significant relationship between the constituency bursary allocation and the completion rate of recipients and those who miss out in Trans- Nzoia West Sub County between 2006 and 2009.

1.6 Significance of the Study

 The study may help the deserving students' access to secondary school education with regard to equal opportunity and fairness in identification of deserving and needy cases for the constituency bursary awards. Consequently, to parents, awards` effective allocation may be geared towards a positive effect on the parents private and social investment in secondary school education; through reduced direct private costs hence subsidy worthwhile relieving off vulnerable parents due to harsh economic conditions.

To constituency based bursary awarding committees; CBF, CDF&LATF and other bursary awarding organizations as corporate bodies charged with the responsibility of disbursing bursaries on behalf the government, the study may provide an opportunity for the committees and bodies to evaluate their activities especially awarding criteria from an empirical point of view that may culminate into a decision to maintain or improve on their disbursement criteria.

Moreso, to the government, donor agencies and tax payers, the study will be of significance as a source of information on effective and equitable financing methods of education by the subsidy as a scarce economic resource. Further, it may give suggestions, guidelines and recommendations on the need to formulate a policy that can improve effective and sufficient objectives in deserving students` access to secondary school education and fair distribution of awards. Finally, the study may form a source of reference for scholars on subsidy investment and financing of secondary school and higher education and their development in Kenya including other developing and developed nations.

1.7 Scope of the Study

The study was limited to all the 17 principals of public secondary schools in Trans-Nzoia West Sub-County because CBF, CDF and LATF which are Constituency based awarding organizations, introduced bursaries to public schools to raise participation, retention, completion rates amongst vulnerable groups so as to enhance access to Public secondary school education in the Sub-county. This part of Sub-county has three divisions namely; Saboti, Kiminini and Central. The study focused on constituency bursary awards and access to secondary school education in Trans-Nzoia West Sub-County between 2006 and 2009. Generalization of findings from this study will be done

specifically in this part of Sub-county; however in other counties in the Nation, it would be done with caution.

1.8 Assumptions of the Study

The study made the following assumptions;

i. In order to measure effectiveness in Constituency Bursary Awards to individual recipients, it was assumed that the single guiding factor in bursary disbursement to the deserving cases in Trans-Nzoia West Sub-County is the level of need of the applicant.

ii. All secondary school going age of fourteen to nineteen years of different social economic groupings, sex, religion, geographical location in the Sub County had equal access to bursary.

iii. Constituency bursary awards provided a bigger portion of educational financial benefits to the deserving students

1.9 Limitations of the Study

(i) Availability of funding records from various bursary awarding bodies in Public secondary schools offices of the respondents was a challenge. Attempts were made by the researcher, to clarify to respondents during appointments, importance of consolidating all funding records before filling the questionnaire.

(ii) Accuracy of records required from the head teachers` offices over the years required in the study was a problem. However, attempts were made to clarify to them that the responses will be purely for the purpose of the study.

(iii) Availability of some respondents during appointments was challenging on time and costly. Callbacks were made to minimize the chances of unfilled questionnaires.

(iv) Some respondents did not fully give the information being sought in the study adequately. Efforts were made during appointments to clarify to respondents that confidentiality was to uphold and the need to give full information for the purposes of the study which the researcher succeeded.

1.10 Definition of Terms

The study adopted the following definitions for the following terms and concepts;

Access: Is the ability of bursary awards to aid deserving students to acquire public secondary education through bursary allocation.

Bursary award: Refers to the money given to secondary school student usually with no form of interest and carters for lunch and other levies other than tuition which the government pays for students.

Bursary recipients: These are Secondary school students receiving bursary awards from the awarding bodies.

Constituency Bursary Awards: These are school fee grants awarded to deserving students by: CDF, CDF & LATF.

Completion rate: The school finishing cycle, from form one to form four point to graduate level.

Deserving students: These are students incapable of independently raising all secondary school fees through their own savings, guardian's and or parental income.

Effectiveness: Refers to the ability of CBF, CDF and LATF legislative and non-legislative machinery in aiding the deserving students access secondary school education and complete the four year cycle.

Equity: It is the rationale in which educational with which educational opportunities are distributed equally among various secondary school students with regard to gender of recipients, geographical locational schools, type of school, the year of study and their socio- economic background.

Gini coefficient: Measure of inequality in bursary awards as a resource.

Lorenz curve: A cumulative frequency curve that compares the distribution of a specific variable (e.g. bursary awards) with uniform distribution that represents equality among recipients.

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Needy students: Refers to a secondary school student who has nothing and will accept anything from well wishers and donors in terms of financial support to cushion him or her out of vulnerability. Needy students are deserving and not all deserving cases are needy.

Participation rate: School attendance by students enrolled in secondary school.

Public secondary schools: The educational institutions that provides secondary school education to students and they are government funded.

Secondary school: Second level of education after eight years of primary schooling. The learning period lasts four years and is provided for a fee paid by the parents.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature reviewed on the distribution of income in the society through equalizing educational opportunities. The first part highlights studies on the concept of equity. Part two highlights on equity in access to education. Part three explains the effects of educational investment on income distribution. The fourth part deals with equity implications of financing education investment. The fifth part considers studies on education bursaries and related types of subsidies in developed countries, while the sixth part focuses on educational bursaries in developing countries. The final part narrows down to studies on educational bursaries in Kenya.

2.2 Concept of Equity

Psacharopoulos and Woodhall (2002) found that in the discussion of equity, a distinction must be made between normative and positive statements. They argued that equity not only refers to the distribution or sharing of resources among deserving students or vulnerable groups, but it is also tied to the notion of justice. Any determination of equity must therefore be based on facts about how resources are distributed and on normative judgments about how society should distribute resources. The population must therefore be classified into exclusive groups such as sex, social class, income level, occupation or any other relevant variable.

McMahon (2004) differentiated at least three types of equity. These are:- Horizontal equity which means equal treatment of equals, Vertical equity which means unequal treatment of unequal and which raise questions on how equality or inequality is to be judged and intergenerational equity which ensures that inequalities in one generation are not simply perpetuated to the next generation. Horizontal equity assumes that all individuals are equal and must be treated equally in allocation of educational resources. This is not true in the context of this study as it argues that some individuals are mores needy than others and therefore require more support. Vertical equity that advocates unequal treatment of the unequal would be the more preferred form of equity in this study. It argues that people are never equal in all ways and must be treated differently in the allocation of resources, which concurs with Monk (2002). This study contends that secondary school students from low social-economic backgrounds are more needy than

those from medium and high socio-economic backgrounds and therefore require bursary support in order to improve their participation and graduation rates in secondary school education. If the school administrators who are charged with the responsibility of awarding bursaries to students with financial needs follow equitable measures set out in vertical equity, then intergenerational equity will be checked (Odebero, 2002).

2.3 Access and Equity in Kenyan Education

This refers to the degree of equal opportunities in education for all in the way individuals from various socio- economic groupings are able to access education in the society. Access and equity in education requires that costs and benefits be equitably distributed among regions, individuals, and different socio-economic and or ethnic groups (Psacharopoulos & Woodhall, 2002). Other scholars, such as Ayodo, Gatimu and Gravenir (Cited in Chiuri and Kiumi, 2005) argue that access and equity to education refers to the degree of equal distribution of educational resources (both human and material) across the board so that each school going child is exposed to the same kind of education regardless of his or her geographical or socio- economic background. They argued that the philosophy underlying the concept of equity is to ensure equal access to educational opportunities for all without any form of discrimination because education is a means through which a nation's income can be redistributed.

As noted earlier equity not only refers to the distribution of resources among individuals or groups but it is also tied to the notion of justice. Any determination of equity must therefore be based on facts about how resources are distributed and on normative judgment about how society should distribute resources. Fields, (2001) noted that there is evidence that some groups in developing countries have better access, retention and completion rates in education than others, but the factors determining access vary among countries. His study found considerable differences in education participation of individuals classified by sex, socio- economic background, urban and rural areas, and also race, language, and religion. He found that in Malaysia, disparities exist not only between males and females, and between geographical regions but also between those of Malaysia and Chinese origin while in Sri Lanka, ethnic and religious differences play a role in education attainment.

In Kenya, a study by Common Wealth Education Fund (2003), found that the national aggregate figures portray wide disparity between regions, gender, social class and urban and rural setting in access to education. For instance, whereas central province registers more girls in primary education than boys, the reverse is true of North Eastern, Coast and Nyanza provinces where enrollment of girls still lags behind. The study also reveals that in K.C.S.E the performance of girls still lags behind than that of boys in overall subject performance. The implication is that in public secondary schools, girls account for less than 50 percent of the entire enrollment (Republic of Kenya, 2009).

Equity in the provision of secondary education has not been achieved. Currently a total of 1,017 youths out of 500,000 aged 16 to 19 children with special needs access secondary education in seven special schools country wide and a limited number in integrated programmes. An analysis of the economic composition of enrolled students at secondary level shows that, secondary students are drawn disproportionately from the upper income groups. Fewer than 4% of secondary students are drawn from the poorest per capita expenditure quintile, 7.3% from the lower middle income group, 11.4% from middle income group, 16.2% from upper middle while 28.2% are drawn from the richest quintile. This points to the need for deliberate efforts towards increasing enrollment among the low income and the marginalized groups and regions where we find the most deserving cases (Republic of Kenya, 2009).

The major challenge in making education affordable and accessible is to address factors that hinder both entry into and completion of secondary education by all gender, social and economic groups arising from class eight catchment following implementation of free primary education (Otieno, 2009). These factors relate to but are not limited to access, equity and quality. The decision to waive tuition fees for all secondary school students and offer free secondary day education started January 2008 was a bold step that addressed the cost factor besides other interventions in provision of affordable secondary education (Republic of Kenya, 2009).

The cost of financing secondary education is examined by itemization of tuition, consideration of average school cost and expenditures, description of essential versus non- essential school items and dissecting components financed by the government, households and those offered by non- state providers. In 2006 / 2007 physical year, government spending on secondary education was 24% of the total public expenditure,

which constitute 1.5% of the GDP. The household funding of secondary education was estimated to be 53% while government funding constituted 47% of the total financing (Republic of Kenya, 2009).

One way to help resolve the high cost includes use of bursary and grants to schools the average bursary expenditure per student are estimated at Kshs 1, 343 per annum . However, not all needy and deserving students qualify for constituency bursary awards due to the inadequate amount allocated. There is need to strengthen weak targeting mechanisms for better identification of children from poor households and marginalized for allocation of bursaries. Additionally criteria for allocation of funds not adhered to leads to abuse (Okoth, 2009).

Other reports such as the Millenium Development Goals Progress report. (Republic of Kenya, 2004), indicates that over 56 percent of Kenyans live below the poverty line and the number is expected to increase to 65.9 percent by 2015. However, the report has different measures of poverty levels between those living in rural and urban areas at US $ 17 and US $ 36 per month in urban and rural areas respectively. This translates into Kshs 1224 for rural areas and Kshs 2592 for urban areas according to the current exchange rate Such revelations imply that a big number of Kenyan families need financial assistance from the government to equitably access public secondary school education through scholarships and bursaries.

2.4 The Effects of Educational Investment on Income Distribution

The World Development Report (2004) emphasizes that there is a relationship between income inequality and level of development. The report concluded that much depends on government policy which can reduce the unevenness in modernization process and accelerate growth by promoting productivity gains in traditional small scale agriculture. Thus increasing the rate at which labour is absorbed in modern industrial sector (World Bank, 2004). Psacharopoulos and Woodhall (2002) then argued that the conclusion has much bearing on educational investment for three reasons. First, if education can promote productivity gains in agriculture and help labour become absorbed into the modern industrial sector, then education investment may help reduce income inequality. Secondly, the distribution of educational opportunities may be used as a tool to redistribute income. This means investment and services are not concentrated on a few favoured places and social group; and educational investment is consciously used to

redistribute income and raise the incomes of the poor. Thirdly, since education is a strong determinant of earnings, investment that helps to equalize educational opportunities may help to equalize earnings in the future (Johnstone, 2003).

Using empirical evidence of comparisons from forty-nine developed and developing countries, Johnstone (2001) and Todaro (1981) also indicated that the greater the inequalities of educational attainment of the population, the greater the income inequality in a country. Studies done in Latin America, however, led to the conclusion that reduction in educational disparities may not necessarily lead to a more equal income distribution. Thus from these empirical studies of education and earning distribution in Brazil, Chile, Cuba, Mexico and Peru, it was found that Schooling apparently plays a very important role in determining individual earnings in Latin America, but the distribution of education in the labour force is not very important in influencing earnings distribution. Rather government incomes policy affecting the reward to different levels of schooling may be a much more, important factor in understanding changes in income distribution (Psacharopoulos and Woodhall, 2002).

Jhingan (2001) also suggested that although the distribution of schooling in Mexico had become more equal, income distribution had become more equal. Whereas the researcher agrees with Jhingan on the influence of government policy on earning differentials it is vital to underscore the fact that someone must have had some form of education to attract earnings before the government policy can be put in place to regulate earning differentials. Thus the biggest credit therefore, goes to education since it's the highest investment in human capital any country can have. Other studies by Todaro, (1981) have also drawn attention to the paradox that there is rapid increase in income inequality in those countries. These studies point out that in some cases income inequality may even have increased (Jhingan, 2001).

After reviewing evidence from the five developing countries namely, Brazil, Costa Rica, India, the Philippines and Sri Lanka, Higgins (2002) concluded that there is a closer relationship between educational performance and aggregate economic growth than between educational performance and distribution of earnings. Jhingan's study may be misleading if not treated with caution for it depends on the distribution of educational opportunity among the various social classes in the country and region studied. He did not state anything about the distribution of educational opportunities among social

groups in the countries he studied. Thus opening up a need for research in finding out how effectively the bursary awards are distributed in this study.

2.5 Equity Implications in Financing Educational Investment

It has often been the intention of public subsidies for education to redistribute income from the rich to the poor in both developed and developing countries. However, there is evidence from a number of developing countries that the present pattern of subsides often favours the rich (Jhingan, 2001; Higgins, 2002; Todaro, 1981; Woodhall, 2002). Whereas education is heavily subsidized in developing countries, Mingat and Tan (2000) have suggested that enhancing the distribution of public resources depends on the pattern of subsidization by the level of education as well as on the socio-economic composition of the student population at each level. With respect to the level of education, Mingat`s and Tan's study, focusing on major world regions reveals that in developing countries, the ineffective distribution of public resources among members of a given generation of school age children is strikingly inequitable. For example in developing countries 71% of the cohort (those with primary or no schooling) shares only 21% of the overall cohort resources whereas 6.4% (those with higher education) get 38.6% of those resources.

Mingat and Tan (2000), found out that in developing countries other than the West part of Africa, an individual from a non-farmer home receives 2.5 times as many public education resources as his counterpart from a farming background. In Central Africa, the picture is even worse as the corresponding figure is 3.5 times as many. Within the non-farmer population, individuals from white-collar backgrounds receive, on the average, roughly five times as much in the way of resources as those from farming background. Inequalities of access or participation mean that the benefits of education are disproportionately enjoyed by upper income families whose children are far more likely to complete secondary schooling or enroll in higher education. Moreover, education increases the earning capacity and thus the lifetime earning income of the educated. Those who benefit from education subsidies are likely to have higher than average incomes in the future (Psacharopoulos and Wood hall, 2002).

2.6 Educational Bursaries in Developed Countries

Studies done in Portugal reveal that there is availability of bursary awards. Income contingent loans and bursaries are subsidies awarded to students attending high school and university education on the basis of need as determined by their own and parents income and assets. It is given entitlement without regard to ability, achievement, the particular institution attended or the programme of study. The actual bursary awards depend on the amount appropriated by the congress each year and the number of needs of potential recipients (Johnstone, 2003). The researcher feels that this could be the true form of bursary since its main focus is financial need of the applicant. Developing countries and Kenya in particular may borrow a leaf from this, so that bursaries are effectively distributed. Another form of subsidy in Germany is called Federal Supplemental Educational Opportunity Grants. This is a form of bursary that is awarded to university students and other institutions of higher education. The financial aid is at the discretion of the college's financial aid office. Supplemental grants together with subsidies represent the principal contribution of the federal government towards bringing higher education into reach of young people from low-income families (Johnstone, 2003).

In the Federal Republic of Germany, Bursary takes the form of "Bafog" (sic). This is subsidized loan to students (Johnstone, 2001). The government supports the students at both upper secondary and higher education levels. The government must provide funds for all who meet the award criteria. The loan carry enormous subsidy for all borrowers who have its use for more than 20 years at zero interest as opposed to true loan.

Johnstone (2001) further analyzed subsidies in the Republic of China. He observed that this was characterized by: - generous grants for fulltime students from low and middle income families, very little assistance to students whose courses are deemed not to be advanced and cost sharing by students themselves through work or loans. The subsidies in the Republic of China target mostly university education and other institutions of higher learning. The focus is unique in its own way as it does not focus only on students from low income families but also middle income families. This is the point of departure with this study, as it is intended to identify those students from low social-economic backgrounds and deserving students` access to secondary school education, in public

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secondary schools in Trans-Nzoia West Sub-County for the purpose of, constituency bursary awards distribution (Johnstone, 2003).

2.7 Education Bursaries in Developing Countries

Studies conducted by some researchers, such as Ayodo, Gatimu and Gravenir (cited in Odebero, 2008), also indicate the availability of bursary subsidies in developing countries. The bursaries take different forms. A survey by the government in Argentina in 2002 revealed that government subsidy range from 45 to 92% of total cost per pupil in primary schools and between 31 to 96% in private secondary schools (World bank, 2004). In Ecuador government subsidies are in form of fees and takes only 3%. Other sources of subsidies are donations or endowments in Bolivia for instance (Latin America) this source provides for 11% of the income of private schools (Psacharopoulos and Wood hall, 2002).

These studies analyzed the pattern of financing for a private and public education and the incidence of taxation and distribution of public subsidies for education in Colombia. The study found out that equity implications of public subsidies depend on whether the taxes that are used to finance public subsidies are progressive, proportional or regressive. A tax is progressive if it takes a larger proportion of the income of the rich than that of the poor taxpayers; it is regressive if the reverse is the case and proportional if it takes the same percentage of income from all income groups. The general conclusion is that taxation as a whole is roughly proportional of most taxpayers in Colombia. In Kenya the situation is worse since some high income earners especially the legislators are exempted from income tax on their allowances (Republic of Kenya, 2008).

Studies done in Malaysia and Indonesia by Psacharopolous and Woodhall (2002), on the redistribution effects of public expenditure found out that the levels of subsidy at post secondary and higher levels of education benefit the wealthy and suggested that governments should have a policy of shifting more of the financial burden to private rather than public funds on grounds of social equity and economic effectiveness (Psacharopolous and Woodhall, 2002). They reasoned that the existence of a private relatively unsubsidized education sector may contribute towards a more equitable distribution of subsidies in Colombia, since the rich will be more likely to enroll their children in private schools and therefore public subsidies can be concentrated on the

poorer households whose children will attend public schools. This argument may not be entirely convincing since it is not automatic that the rich will enroll their children in private schools rather than public schools (Republic of Kenya, 2005).

In many developing countries, the rich have tended to enroll their children in public schools because of the quality of education provided there. These studies should have informed us about the difference in the quality of education provided in private and public schools in the countries studied (Omanga and Beja, 2009).

According Psacharopolous and Woodhall (2002), educational subsidies in Vietnam are such that provision is made for fees to be waived or even halved for certain groups that are considered to be in need of such fee waiver. These include handicapped students, children from minority ethnic groups, orphans, children of killed or seriously wounded soldiers, and children in mountainous or remote areas. Those can obtain exemptions from fee payment. However, the discretion still lies with the government to either waive the fees completely or just half the fees in some cases; therefore, children of slightly wounded or seriously wounded soldiers, children of government employees disabled by work injuries, ethnic minorities and children of families who are poor pay half the fees. In 1990 for example, 14% of lower secondary students and 10% of upper secondary students were fully exempted (World Bank, 2004). Some developing countries have used student loans as a way of equalizing education opportunities for those who cannot afford to finance for it. After graduating from high school or universities, students are made to repay the loan with or without interest. In Eastern and Southern Africa, for example, it has been proved that student loans work. Students are willing to borrow and that the existence of loans has helped to increase private demand for university education and has enabled many poor students to finance their own education (Psacharopoulos and Woodhall, 2002).

2.8 Education Bursaries in Kenya
Studies by Todaro (1981) highlighted on government bursaries as a way of subsidizing higher education in Kenya. He noted that these are used at the Universities to assist needy students meet educational costs for their university education. However, his findings are limited to the administration of bursaries at the university level. This does not provide an adequate picture of equity implications of bursary awards offered by Constituency Bursary Funds (CBF) Committees alongside CDF bursaries at secondary

school level. The National Conference on Education for All (Republic of Kenya, 2007) also highlighted on bursary programme in Nairobi City Commission which provides school requirements such as uniform and textbooks for needy nursery school children. This is equally limited, as it does not reflect on the criteria for identification of the needy.

Moreover, it only shed some light on subsidies at nursery school level. Okoth (2009) found out that most needy students in rural public secondary schools in Kenya miss out on CDF bursaries. He emphasized on inequity in distribution of educational subsidies in the country. Otieno (2009), noted that more than 50% of needy students miss bursaries. He too observed that most parents are unable to raise annual secondary school levies, estimated at Ksh. 8000 towards public day secondary school education even with the introduction of free day public secondary school education and the bursary provided by the government is insufficient to meet all the students' needs in public secondary schools (Odalo, 2009).

The report of the Presidential Working Party on Education and Manpower Development for the Next Decade and Beyond (Republic of Kenya, 2005) recommended that students in public educational and training institutions should pay the full cost of boarding and feeding. It emphasized that needy students who for special circumstances must attend boarding institutions, be assisted through bursaries or loans. The report concluded that the university loan scheme which was established in 1974 with a view to creating a revolving fund to assist poor students who qualify for university education meet their expenses for boarding and feeding had practically been given to all undergraduates irrespective of their financial status yet the recovery system was not effective. It advised that whereas the loan scheme should continue, it should be restricted to needy students only. The findings of this report are a testimony to the existence of government subsidies in educational institutions but not without administrative problems that need to be addressed through such studies (Replublic, 2007).

Studies done by Psacharapoulous and Woodhall in developing countries, in the recent past advocated for the need to use students' loan on the grounds of both equity and effectiveness. They have concluded that the system is more equitable since it involves the transfer of incomes from the average taxpayers to those who in the future will enjoy higher than average incomes as a result of their education. One study in Kenya by the

Society for International Development (SID) noted that the loan is highly subsidized and the graduates pay interest below market rates. However, most recent studies by researchers have tended to concentrate on students loans at the university level leaving a gap at secondary school level, which needs to be filled (SID, 2004).

A recent study done by KIPPRA on educational inequalities in Kenya (Republic of Kenya, 2009) decried the inequalities prevalent in the education system, characterized by gender, geographical region and social-economic status. The study stressed that over 50% of Kenyans live below the poverty line and in view of this, fees and other levies charged by the educational institutions have had a negative impact on access and participation. It urged the government to emphasize the need for equitable distribution of resources to ensure that the disadvantaged communities and social classes are not discriminated against the provision of education.

In its recommendation, the Koech commission advised the government to eliminate existing biases in budgetary allocation, the distribution of equipment, textbooks, bursaries and other incentives (Republic of Kenya, 2003). These findings have re-emphasized those of Wachiye (2006), who in his study on, the disbursement of the Constituency Bursary Fund in Kanduyi Constituency of Bungoma Sub county, noted that in the wake of cost sharing policy in Kenya, secondary schools charge very high fees and that the curative effects of cost sharing devises might tell on the people described as vulnerable groups. He advised that although those who cannot afford the statutory fees are supported by charitable organizations, the support is insufficient and thus cost sharing should proceed with a human face (Republic of Kenya, 1999).

A survey by the government (Republic of Kenya, 2007) revealed various problems to be addressed in its financing policy for education. The survey noted that 57% of public funds are channeled to primary education, 16.2% to secondary while 20% to post secondary. This distribution is not proportionate considering that 79% of schools going children are enrolled at a primary level while 19% are at secondary level leaving 2% at post secondary. The survey may be right that the distribution is disproportionate but only in so far as the enrolment is concerned. There was need for the survey to focus on other key areas as the cost of education per child at the various level studied.

The survey further revealed that the level of government subsidy varies with education level. It observed that where as the poorest 10 % receive higher subsidies than the richest 10% at primary level, this situation is reversed at secondary school level where the relative distribution is such that the richest 10% of families receive 4 times the subsidies of the poorest. The situation at the university is even more uneven (Republic of Kenya, 2007). The government then pledged to improve its rationalization of the subsidy in education in order to assist those in need.

The media has continued to report on students dropping out of secondary schools despite the introduction of free day public secondary education initiated early 2008. Statistics from recent studies by KIPPRA and Institute of Policy Analysis and Research (IPAR) show increased low participation, dropout wastages among many others. In fact only 42% of applicants for the secondary education bursary funds, get the minimum Kshs, 5,000 out of the Kshs, 800 million government bursaries per year due to ineffectiveness (Republic of Kenya, 2009).

Moreover, studies by KIPPRA and IPAR do not explain how the targeting can be ensured thus prompting such an investigation (Republic of Kenya, 2003). It suffices to note from the foregoing study that while a number of studies have been done on educational subsidies, very little has been done in Kenya in this respect. Thus, although Koech advised the government to eliminate existing biases in the distribution of bursaries, he did not point out the actual flaws such as the flaws in the criteria for the identification of the needy students, consistency of yearly allocations to the needy, and its influence on the participation level of the bursary recipients which this study proposes to unravel (Ng`etich, 2010).

Moreover, the 'human face' the government has taken in the implementation of cost sharing policy as proposed by UNICEF is protection of the vulnerable groups. And one such way is through provision of bursaries for the poor (Republic of Kenya, 2005). There was need for an empirical investigation on the extent to which bursary subsidy is equitably distributed among the students with financial need in Trans- Nzoia West Sub county.

2.9 Theoretical Framework

This study was guided by the theory of socialist economics of education formulated by a French writer and Historian Louis Blanc. He focused on what he called excesses of unregulated capitalism (Colander, 2005).

Looking at what the industrial revolution had brought about in child labour, poor working conditions, a highly unequal distribution of income, and starvation, he argued that there must be a better way to organize economic society. Thus, the theory of socialist economics of education focuses on creating an economy that re-distributes income from the rich to the poor so as to create equality of being (Colander, 2005). On the basis of socialist economics theory, economists and statisticians came up with precise measure of equity through the Lorenz curve and the Gini Coefficient. A Lorenz curve is a geometrical representation of the distribution of income among families in a given country at a given time (Baumol & Blinder, 2004). According to Todaro (1980), Lorenz curve was named after an American statistician called Conrad Lorenz who in 1905 devised the diagram to show relationship between population groups and their respective income shares.

A Lorenz curve therefore, measures the cumulative percentages of families from the poorest to the richest on the horizontal axis while the cumulative percentage of income is put on the vertical axis. For the case of bursary distribution as income, and bursary recipients as the percentages of families. The cumulative percentages are described in terms of quartiles which express the distribution in four parts, quintiles that describes distribution in five parts, or deciles in ten parts (Psacharopoulos and Woodhall, 2002) the measures are then used to compare the relative share going to specific groups such as the top quintiles to the bottom quintiles.

Table 1

Percentages Family Income in Relation to Income Shares

Income quintile	Percentage of total family income.	Cumulative percentage of family income.
Lowest fifth	3.9	3.9
Second fifth	9.6	13.5
Third fifth	16.0	24.5
Fourth fifth	24.1	53.6
Highest fifth	46.4	100

Source: Baumol and Blinder (2004)

A Lorenz curve is used to measure the degree of inequality between opposite limits. By plotting from the tables` final column you get the orange curve, the actual distribution of bursary orange curve which lies between the two extremes of absolute equality and absolute inequality. The shaded area of this Lorenz chart (a percentage of half the square's area - area A) measures relative inequality of bursary awards which indicates the deviation from absolute equality and hence will give a measure of the degree of inequality of bursary awards distribution.

The Gini coefficient is a summary statistic that attempts to convey with a figure number the degree to which the Lorenz curve bows downward and away from the diagonal. This number is calculated area A. The larger the Gini coefficient, the greater is the discrepancy between the Lorenz curve and the diagonal and the greater is the inequality in the distribution (Monk, 2002).

The largest possible value of the Gini coefficient is one. This condition is obtained when whatever is being distributed is concentrated in the hands of a single recipient, and the Lorenz curve coincides with the horizontal axis. When the Gini coefficient is equal to zero, the Lorenz curve coincides with the diagonal and perfect equality is said to exist (Samuelson, 1976). This study therefore, will attempt to find out to what extent bursary awards are distributed fairly among deserving students.
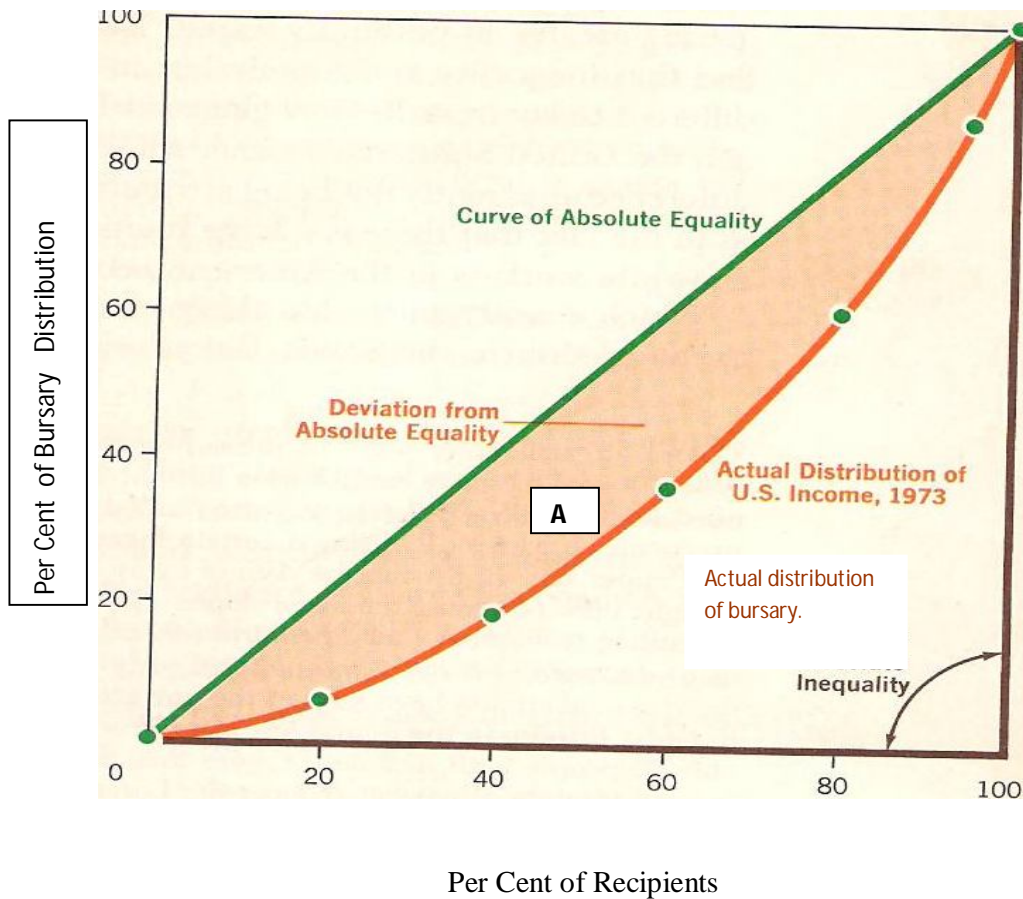
Figure 1

Lorenz Curve: - A Hypothetical Relationship between the Cumulative Percentage of Bursary distributed and the Cumulative Percentage of Bursary Recipients.

Source: Samuelson (1976). Economics. Massachusetts: McGraw-Hill.

In order to create equality of well being, economists have argued for equitable distribution of resources (Psacharopoulos and Woodhall, 2002). Equity involves factual aspects of analysis and judgments about how groups to which resources will be distributed should be differentiated. The analysis of distribution of resources proceeds on the basis of the classification of the population in to exclusive groups such as sex, social background, income level, occupation or any other relevant variable. Equitable distribution of resources requires that those who may be disadvantaged be supported based on these variables culminating to an issue to be justified in this study (Todaro, 1981).

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The theory of socialist economics of education was used in this study to explain the efforts by the Kenyan government, to address access to secondary school education through the provision of constituency bursaries to deserving students in Trans-Nzoia West Sub-County. This goes beyond simple micro-economics to analyze interlaria the social and institutional processes through which scarce economic resources like CBF, CDF and LATF bursaries are allocated in order to benefit the wider deserving secondary school students' population (Todaro, 1981).Using the economic principal of scarcity, choice and opportunity cost of commodities against insatiable (unlimited) human wants as propounded by Todaro, the study argues that a commodity is economically scarce when it is not free and can be a constrain on economic development if it is not economized and or utilized effectively with great care to the maximum social advantage. Being a scarce resource, constituency bursary awards which was treated as a social input, should be allocated to deserving students in secondary schools as equitable and as fairly as possible.

Therefore, this study determined the effectiveness of bursary awards in enhancing deserving students` access to secondary school education in the Sub County and what they ought to base on the basis of the extent of adherence to criteria by CBF, CDF & LATF when awarding bursaries such as gender, discipline, and performance among other variables.

2.10 Conceptual Framework

The conceptual framework has been developed to show the variables, which are grouped into three categories namely: - Independent, intervening and dependent as shown in Figure 2. In this case, access to secondary education is a dependent variable which is likely to be influenced by students' access to bursary awards. Bursary awards which are an independent variable is likely to influence students' access to public secondary education. The effectiveness of the constituency bursary awards which is an independent variable actually determines students' enrollment, students' progression, regularity in attendance (participation rate) and completion rate of the recipients for the four year cycle.

The intervening variables which include academic performance, discipline and gender may confound the effect of the independent variable on the dependent variable

magnifying the effect. The three sets of variables are interrelated, in that they have an influence on the effectiveness of constituency bursary awards in enhancing deserving students' access to public secondary school education. This ultimately influences students' net transition rates from primary to secondary school level amongst the deserving cases from low social economic status and other vulnerable groups in the Sub county. The intervening variables in this case were controlled by including various questions in the questionnaire.

Independent variables   **Dependent variables**

```
Constituency Bursary                          Access to Public Secondary.
Awards                                        school education

  ▪ CBF                                         • Students' progression
  ▪ CDF                                         • Regularity in attending
  ▪ LATF                                          school (participation rate)
      • Amounts                                 • Completion rate of
      • Criteria                                  recipients
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Intervening variables

```
  • Academic performance
  • Discipline
  • Gender
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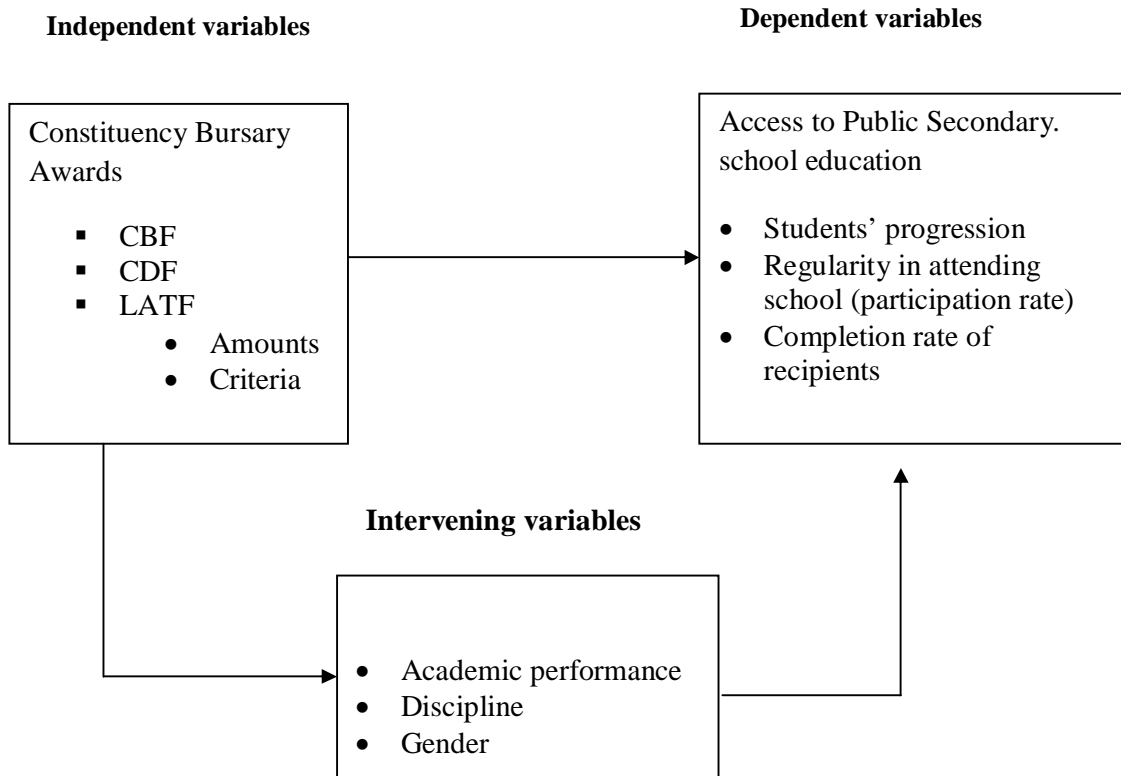
Figure 2

 A Conceptual frame work showing the relationship between the Independent and Dependent variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter describes the methods that were used in this study to collect and analyze the data. These include the research design, location of the study, population of the study, sampling procedures and sample size, instrumentation, data collection procedures and data analysis.

3.2   Research Design

The research design used in this study was a descriptive survey. Mugenda and Mugenda (2003), explains descriptive survey research, as a process of collecting data from members of a population in order to test hypotheses or to answer questions, concerning the current status of the population with respect to one or more variables. This type of research is a self report study which requires the collection of quantifiable information from the sample. The researcher does not have a direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. This design was the most appropriate because no treatment was given to the respondents before the study.

3.3   Location of the Study

The study was carried out in Trans- Nzoia West Sub County. It is found in Rift Valley Region of Kenya. This part of the Sub County has diversity in terms of cultural, socio-economic and environmental aspects. Trans-Nzoia West Sub-County is part of the larger Trans – Nzoia County which is among the 47 newly formed Counties in Kenya, comprising of the whole of Saboti Constituency with three divisions namely; Saboti, Kiminini and Central and includes the Kitale Municipality. This part of Sub County is approximately 754.5 km^2, with an elaborate political, social and economic infrastructure. It has demographic characteristics which can be described as cosmopolitan due to the presence of diverse Kenyan ethnic and racial groups

Table 2

Administrative units of Trans- Nzoia West Sub county

Division	Area (km2)	Locations	Sub- Location
Central	263.4	5	11
Kiminini	191.9	2	3
Saboti	299.2	5	6
Total	**754.5**	**12**	**20**

Source: Sub county commissioner's Office, Kitale 2010

3.4 Population of the Study

The population consisted of the public secondary school principals in the constituency, officials of CDF, CBF and LATF committees, the bursary applicants and bursary recipients in Trans- Nzoia West Sub County. The school principals are charged with the responsibility of collecting revenue for school through fees collection and other monies. They are the chief accounting officers of the schools and provide all details concerning financial ability of students in terms of fee balances and parental status of students to bursary awarding bodies. Furthermore, the school principals keep the records of bursary beneficiaries. The school principals were, therefore, in a better position in giving information about needy students since they were relied on to provide credible recommendations about the level of neediness of the applicants. Furthermore, principals had demographic information of bursary applicants concerning their parental status, economic status, fee balance and academic ability. Officials of the awarding committee were important in the study since they provided first hand information about the applicants and guidelines used in awarding bursaries. These officials deliberate upon the final decision in awarding bursaries. The committees meet to evaluate the applicants forms to establish whether they meet the threshold of bursary awards.

3.5 Sampling Procedures and Sample Size

According to Mugenda and Mugenda, (2003), generalization of research findings to the target population largely depends on the degree to which the sample, accessible population, and the target population are similar on salient characteristics. They observe that samples are drawn from the accessible population. The schools involved in the study were randomly selected. The principals of the sampled schools were purposively sampled. In this study the subjects who provided data included 17 principals of the 17 sampled public secondary schools in Trans-Nzoia West Sub-County who were purposively sampled. Simple random sampling technique was used to select 9 officials for bursary funds; three from each awarding body. Purposive sampling of the principals as respondents in the study was judged on the basis that they best met the purpose of the study.

3.6 Instrumentation

The research was carried out using one questionnaire to the 17 principals, in-depth interviews for the 9 officials, and document analysis of the bursary application forms as the instruments for data collection. A questionnaire was used since the study was concerned mainly with variables that could not be directly observed such as views, opinions, perceptions and feeling of the respondents; such information is best collected through questionnaires (Kathuri and Pals, 1993).

The questionnaire was chosen because it gave the respondents adequate time to give well thought out answers. The instrument was an appropriate tool collector for information sort within a short time. The questionnaire had closed; open ended and Likert type scale of questions. This was designed to allow respondents have more freedom of responding and it facilitated consistency across the respondents (Kathuri and Pals, 1993).

The questionnaire was formulated basing on objectives and hypotheses of the study. The instrument was divided into four parts. Part A contained items on the school's background, Part B contained the then bursary allocation mechanisms and trends in the Sub county and included number of genuine and deserving applicants, recipients, the deserving students who missed, amount disbursed and variance (total requests-total allocated) between 2006 and 2009.Part C sought to solicit heads opinion on extent of adherence to established criteria by CBF, LATF and CDF when awarding bursaries. Part D sought heads' opinions on access to secondary school education by deserving

students considering the indicators; students' progression of recipients, regularity in attending school (participation rates), completion rates of recipients and suggestions by heads on how bursary awards can be effectively administered so as to enhance deserving students' access to secondary school education.

Questionnaires were designed to determine the effectiveness of bursary awards in enhancing deserving students' access to secondary school education in Trans- Nzoia West Subcounty. The interviews with the 9 officials of the awarding bodies were used to solicit information that helped to cross validate the questionnaire and the bursary documents analyzed.

3.6.1 Validity

In order to ensure that data collected from the instrument accurately represented the theoretical concept of the study, and measurements conform to the theoretical expectations, the study sought to specify the domain of indicators relevant to the concept being measured. The items in the questionnaire and interview schedule were based on study objectives. This was presented to two independent experts in the area of educational research and management who were requested to assess what concept the instrument was trying to measure, and the two supervisors read the document and ensured the instrument were valid. The researcher formulated the items in the instruments to cover the study objectives as explained by (Mugenda and Mugenda, 2003).

3.6.2 Reliability

Reliability refers to the consistency that an instrument demonstrates when applied repeatedly under similar conditions (Kathuri and Pals, 1993). The instruments were pilot tested for reliability in three schools outside the study area of jurisdiction as explained by (Mugenda and Mugenda, 2003). These included: one provincial girl's school, one provincial boy's school and one Sub county day co-educational school in the neighboring Trans-Nzoia East Sub- County because they represent the required characteristics tested in the study.

Finally, the internal consistency technique was used to assess the reliability of the research instruments. According to Freeman (1965), reliability is the extent to which a

measuring device yields consistent results upon testing and retesting. That is, how dependable is it for predictive purposes. Consequently, the internal consistency was used. This was determined from the scores obtained from a questionnaire administered to a sample of respondents. The scores obtained from one item were then correlated with scores obtained from other items in the instrument. Cronbach's coefficient Alpha was finally computed to determine how items correlate among themselves. The coefficient of 0.8 the items was accepted as the instruments considered reliable according to (Mugenda and Mugenda, 2003).

3.7 Data Collection Procedures

Before proceeding to conduct the research, the researcher obtained an introductory letter from the Graduate School Egerton University. This facilitated application for a permit from the National Council for Science and Technology (NCST) authorizing the researcher to carry out the research in Trans-Nzoia West Sub County. The permit enabled the researcher to get permission from the Sub county Education Officer, who issued the researcher with an introductory letter to the principals of the target schools. The researcher made appointments with the 17 heads of the sampled schools. He personally visited the schools, explained the purpose of the study and issued the questionnaire to the respondents, who were allowed a period of one week after which the researcher personally collected the questionnaires. All the 17 principals were issued with questionnaires and the response rate was 100%. The researcher interviewed respondents in person using the interview schedule (see appendix B)

3.8 Data Analysis

Both descriptive and inferential statistics were used to analyze the data. Descriptive statistics (frequencies and percentages) were used to determine the trend of bursary awards distribution to schools and the extent of adherence to established criteria by CBF, CDF and LATF when awarding bursaries in Trans- Nzoia West Sub County. One way ANOVA was used to test hypotheses. Both inferential and descriptive statistics were used in analyzing the objectives and hypotheses of the study. The documents analyzed included bursary application forms, lists of beneficiaries, questionnaire items and interview responses. There was 100% return rate of the questionnaires.

Table 3

Summary of Data Analysis

No.	Hypotheses	Independent Variable	Dependant variable	Statistical Tests
1.	There is no statistically significant difference in the amount of bursary awards to recipients in Trans- Nzoia West Sub County by CDF, CBF, and LATF between 2006 and 2009.	Amount of Constituency Bursary awards	Students' access to secondary school education	ANOVA Descriptive statistics
2.	There is no statistically significant difference in the extent of adherence to established criteria by CBF,CDF, LATF when awarding bursaries	Criteria used by committees Performance Discipline Gender	Students' access to secondary school education	ANOVA Descriptive statistics
3.	There is no statistically significant relationship between Constituency bursary awards and the completion rate of recipients and those who missed out	Amount of bursary allocation for each fund	Access to secondary school education	ANOVA Descriptive statistics

Source: own compilation

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This study aimed at investigating effectiveness of constituency bursary awards in enhancing deserving students' access to the public secondary school education in Trans-Nzoia West Sub-County in Kenya. The data were analyzed using the statistical package for social sciences (SPSS) version 11.5. The analyzed data was presented in form of tables and figures. The results are discussed under the following themes; bursary allocation and amount to recipients in Trans-Nzoia West County between 2006 and 2009, extent of adherence to set criteria by the constituency bursary awarding committee (CBC) and the relationship between the constituency bursary allocation and participation ratio of recipients.

4.2 Respondents' Demographic Data

The study involved 26 respondents of whom 17 were school principals and 9 officials involved in bursary allocations as summarized in figure 3.
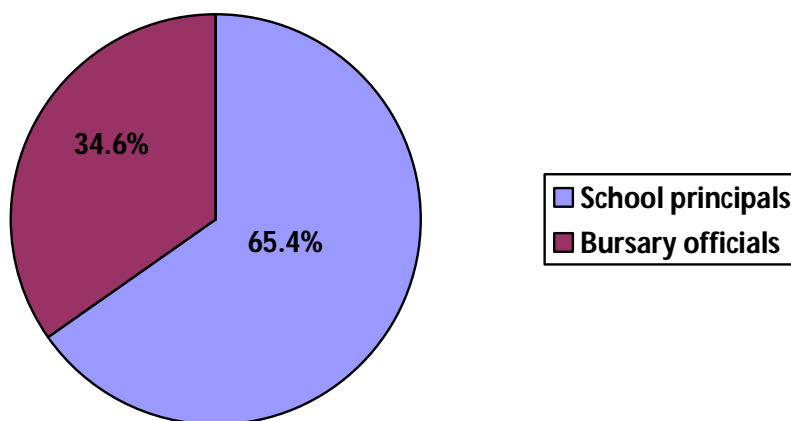
Figure 3

Category of Respondents involved in the Study

Figure 3 indicates that the majority (65.4%) of the respondents involved in the study were school principals. This was attributed to the fact that school principals are directly

involved in providing students' background information which leads to the latter getting the bursary. They are therefore, strategically postured to influence allocation of bursary to students through provision of their background information and academic performance. In addition, school principals are directly involved in the expenditure of bursary funds allocated to individual students of their schools. They, therefore, had information on all beneficiaries of bursary fund in their schools for the specified period of this study.

On the other hand, 34.6% of the respondents involved in the study were officials of bursary allocation because they held reliable information that was used in the analysis of the objectives of the study. They had annual information which enabled the study to establish the amounts of bursary allocation for the period addressed in this study. They had information on the extent of adherence to the established rules by CBF, LATF and CDF in awarding bursaries to the deserving students between 2006 and 2009.

Regarding school set up, some schools were regarded as rural and others urban as shown in figure 4.
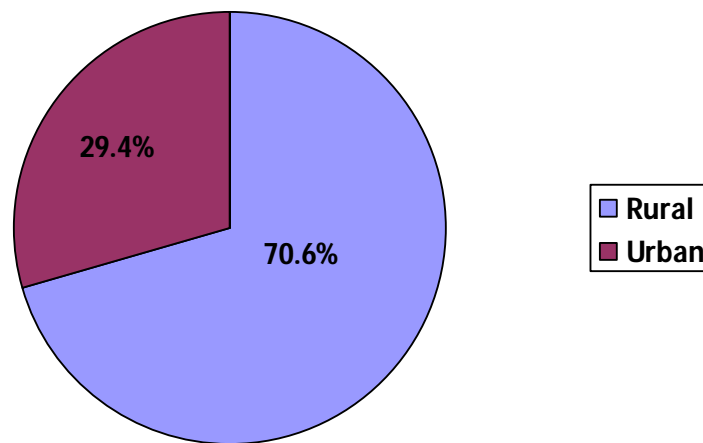
Figure 4

Set up of Schools Involved in the Study

Figure 4 indicates that majority (70.6%) of the schools involved in the study were rated as rural schools. This worked well for the study since schools in the rural setting draw students from economically poor background that really deserve bursary funds to

continue with their education. Information collected from these schools was instrumental in addressing the issues raised in the objectives of the study.

Similarly, schools in urban setting have some students with economically poor background especially those from the slum areas in Kitale Municipality. Such students equally deserved bursary allocation like those in the rural settings.

4.2 Bursary Allocation and amount to Bursary Recipients between 2006 and 2009

This theme sought to establish if there existed constituency bursary awards in Trans-Nzoia West public secondary schools and if yes the amount disbursed between 2006 and 2009. It was found out that indeed every public secondary school in Trans-Nzoia West County did benefit from the constituency bursary allocations between 2006 and 2009. However, it was also established that the amount allocated was not sufficient to cater for the bursary needs to deserving students.

The results from table 4 shows the estimated annual constituency bursary disbursements in the 17 schools surveyed.

Table 4

Amount of Bursary Disbursed by CBF between 2006 and 2009

Year	Amount received (Kshs. in millions)
2006	__
2007	3.998
2008	4.79
2009	5.67
Total	**14.458**

Source: Field Data (2012)

The results from Table 4 show that there was no disbursement in 2006. However, there has been gradual increment in the amount disbursed between 2007 and 2009. This could

be attributed to the continued increase of the number of needy cases annually as a result of over-enrolment.

There was over enrolment of secondary school students following introduction of subsidized education at this level. Therefore, the government had to increase its bursary allocation to cater for the high demand as a result many children from economically constrained homes going back to secondary schools, some of whom had dropped out due to school fees. However, the increase in bursary disbursement to schools has not matched the ever increasing demand of bursary scheme that can sustain itself.

It is also further noted that the increase of bursary allocation over the period considered in this study was also in response to the inflation rates in the country which saw increase in prices of essential commodities used in schools. Subsequently, the amount allocated to each student or beneficiary of the bursary averagely increased from Kshs. 2,000 to Kshs. 5,000. It also arose from the sense that when the amount of bursary allocation to each benefiting students is low, the student still remains with a huge fee balance, a situation that keeps the same learner out of school.

However, the above observation calls for either increase in bursary allocation or reduction in the number of benefiting students to enable substantial amount to each beneficiary to clear his/her fees to remain in class. It was further noted that the increase of CBF bursary allocation from 3.998 million (Kshs) to 5.67 million (Kshs) for 2007 and 2009 respectively did not match the number of deserving cases. Despite inception of subsidized secondary education, parents still need to pay up top up levies in terms of lunch, uniform, boarding, PTA and motivation fees in some schools which keep learners/students from economically poor background out of school. This concurs with Psacharopoulos and Woodhall (2002), Fields (2001), Chiuns and Kiumi (2005) who note that there is evidence that some groups in developing countries have better access, retention and completion rates in education than others. Therefore, there is always disparity between the rich and poor in terms of access to education and ultimate completion.

In connection with the foregoing observation, the study found out that in mixed schools, more boys received bursary allocation than girls because principals' recommendation for bursary was pegged on performance. Thus confirming Fields (2001)'s assertion that

there are considerable differences in education participation classified by sex, socio-economic background, urban and rural areas. The current study found out that more bursary allocation was given to schools in rural settings than urban or Peri-urban ones. The same observation was noted by KIPPRA (G0K, 2009) that inequalities prevalent in the education system are characterized by general, geographical region and socio-economic factor.

The results of the study revealed that for the period between 2006-2009, the schools involved in the study were awarded bursary of Kshs. 25.528 million in total from CBFs, LATF and CDF. However, CBF gave the highest amount as shown in table 4 and subsequently figure 5.

Table 5

Bursary Awards by CBF, LATF and CDF for the Period 2006 to 2009

Bursary	Amount (in Kshs. Million)
CBF	14.458
LATF	4.79
CDF	6.28
Total	**25.528**

Source: Field Data (2012)

Results from Table 5 indicate that CBF gave the highest amount (Kshs. 14.458 million) of the money as bursary to students in the schools involved in the study. This was attributed to the fact that CBF is allocated more funds from the treasury than the other two. The percentage distribution of the bursary awards reflected in table 5 are presented in figure 5.
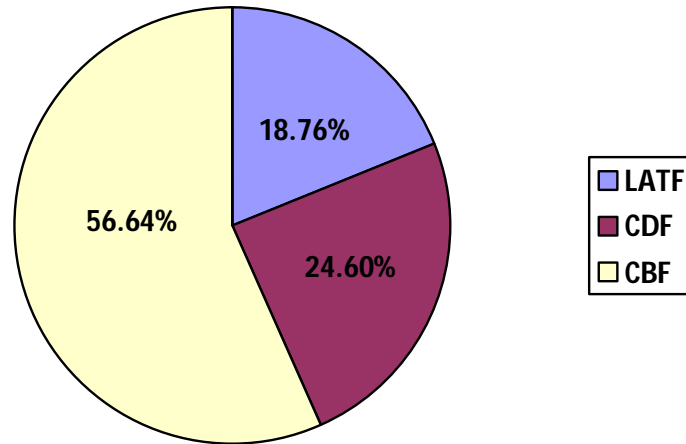
Figure 5

Percentage Bursary Awards by LATF, CDF and CBF, for Period 2006-2009

Results from figure 5 indicate that the percentage distribution of bursary awards to schools by LATF, CDF and CBF, were 18.76%, 24.60% and 56.64% respectively. These awards helped to keep socio-economically poor background students in class to complete their secondary education.

4. 3 Adherence to Set Criteria of Bursary Allocation by the CBC

This objective sought to establish the extent of adherence to the set criteria of bursary allocation by the CBC. In pursuit to establish this, extent of need and annual assistance was established. Results from Table 6 shows the extent of need of students in public secondary schools in Trans-Nzoia West Sub-County.

Table 6

Percentage of needy students in public secondary schools in Trans-Nzoia West sub County

Percentage need	Number of schools	
	Frequency (f)	Percentage (%)
Below 10	0	0.0
11-20	1	5.9
21-40	6	35.3
41-60	5	29.4
Above 60	5	29.4
Total	**17**	**100.0**

Source: Field Data (2012)

Results from Table 6, indicate that 58.8% (10 out of 17) of the schools under study reported to have 41% and above of their students being needy. Only 5.9% (1 out of 17) of the schools surveyed reported the extent of neediness in their schools as being 20% and below. No school has a percentage neediness of below 10. In essence, the extent of neediness in Trans-Nzoia Wes Sub County is high with 29.4% (5 out of 17) of the schools surveyed reporting percentage need in their schools as high as over 60% of the student population. It is, therefore, imperative that the concerned stakeholders need to refocus their strategies in addressing this dilemma amidst the stringent economic times. This calls for bursary allocation to be increased in line with the high number of needy students. The higher number of needy students in the Sub County was attributed to peasantry farming and landlessness resulting to poor economic background of the students.

The results further showed that there were many needy students in the schools involved, this confirms what is evident in most African schools in general and Kenya in particular. This is true of the observations by Otieno (2009) that more than 50% of needy students

miss bursaries. In support of this study, Otieno (ibid) further observes that most parents are unable to raise annual secondary school levies, which is above Kshs. 10,000 towards public day secondary even with the inception of free day public secondary school education. The current study also concurs with Odalo (2009) that the bursary provided by the government is insufficient to meet all the students' needs in public secondary schools.

Furthermore, the inequality of bursary funds disbursed to schools in comparison with the increasing number of needy students as found in this study, was similar to findings in a study by KIPPRA (GOK, 2009) indicating that over 50% of Kenyans live below poverty line and as such cannot afford even subsidized education. Thus the government should do equitable distribution of resources to ensure that the disadvantaged communities and social classes are not isolated in provision of education. The percentage or proportion of the needy students that got bursary assistance was also sought as shown in Table 7.

Table 7

Percentage of the needy students who got bursary

Percentage needy who got bursary	Number of schools	
	Frequency (f)	Percentage (%)
Below 10	6	35.3
11-20	10	58.8
21-40	1	5.9
41-50	0	0.0
Above 50	0	0.0
Total	**17**	**100.0**

Source: Field Data (2012)

Results in Table 7 indicate that 94.1% (16 out of 17) of the schools surveyed reported that 20% and below of the needy cases received bursary. In other words an average of

80% of students who were needy missed out on bursary which would lead them dropping out of school or reducing their participation and progression rates.

Once students from poor economic background miss out bursary award; their completion of secondary school education becomes difficult. Those who miss out bursary spend more time at home looking for fees as some completely drop out of school. This impacts negatively on students/ completion rate and participation in subsidized secondary education. The findings from this study concurs with Odebero (2002) that secondary school students from low socio-economic backgrounds are needier than those from medium and high socio-economic backgrounds and therefore require bursary awards to boost their participation and completion rates. The government should therefore, go a notch higher in allocation of funds to bursary kitty. In establishing the extent of adherence to set bursary allocation criteria by the CBC the following areas were tracked: performance of beneficiaries, gender balance, social and regional balance, discipline of beneficiaries and effectiveness and effectiveness of the CBC.

4.3.1 Performance of Bursary Beneficiaries

The objective was, to find out the degree of agreement or disagreement of the respondent (school administrator) with respect to the assertion that bursary beneficiaries are genuinely bright and they consistently perform well in academics.

Table 8

Respondents' Degree of Agreement or Disagreement that bursary beneficiaries are bright

Degree of agreement or disagreement	Frequency (f)	Percentage (%)
Strongly Agree	1	5.9
Agree	5	29.4
Undecided	1	5.9
Disagree	7	41.2
Strongly Disagree	3	17.6
Total	**17**	**100.0**

Source: Field Data (2012)

Results in Table 8 show that 58.8% (10 out of 17) of the respondents disagree with the proposition that bursary beneficiaries are genuinely bright and consistent in good performance academically. Only 35.3% (6 out of 17) agree with this assertion. In other words the criteria of awarding bursary to the bright and needy is compromised and this poses a challenge to education access by the bright and needy.

It is quite unfortunate that the beneficiaries of bursary awards in the studied schools and all other secondary schools by extension are not necessarily bright and needy. The school principal's comment on a given applicant is taken as time reflection of the student and thus influences the allowance of bursary. From the results in table 8 it is evident that a bigger percentage of 58.8% (41.2% +17.6%) refuted the claim that bursary is awarded to needy and consistently good performing students. This is similarly to the loan scheme to university students when it was started in 1974 to benefit needy students but was faced with administrative problems (Republic of Kenya, 1988). With regard to the needy students not really benefiting from the bursary scheme as found in this study because of flaws evident in the entire allocation process, Ngetich, (2010) notes that although Koech (1999) advised in the distribution of bursaries, he did not point out the actual flaws such as the flaws in the criteria for the identification of the needy students,

consistency of yearly allocations to the needy, and its influence on the participation level of the bursary recipients as revealed by this study. This is an important finding of this study.

4.3.2 Social Economic Background of Bursary Beneficiaries

The study sought to establish if bursary beneficiaries were from needy social- economic backgrounds. Parameters of measuring this included; economic background orphan hood HIV/AIDS affected beneficiaries and dependency on bursary.

Table 9

Respondents' View on the Social-economic Status of Bursary Beneficiaries

Social economic status of Bursary Beneficiaries	Respondents' degree of agreement or disagreement											
	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
All orphans are bursary beneficiaries	1	17.6	3	17.6	-	-	11	64.8	2	-	17	100
Bursary beneficiaries are from poor background	-	-	5	29.4	-	-	10	58.8	2	11.8	17	100
Those whose parents are affected by HIV/AIDS are bursary beneficiaries	1	5.9	2	11.8	3	17.6	9	53.0	2	11.7	17	100
Perennial fee defaulters are automatic bursary beneficiaries	3	17.6	1	5.9	2	11.8	7	41.2	4	23.5	17	100

Source: Field Data (2012)

Results from Table 9 show that there is a gross violation of the bursary allocation criteria. In addition, 64.8% (11 of 17) of the respondents' report that not all orphans are bursary beneficiaries, 70.6% (12 of 17) report that bursary beneficiaries are not necessarily orphans, 64.7% (11 of 17) assert that those students whose parents are either affected or infected do not automatically benefit from bursary awards while 64.7% (11 out of 17) claimed that bursary beneficiaries are not necessarily perennial fee defaulters.

All these poses a challenge in attempting to increase retention, completion, progression and participation rates in secondary education and need to be addressed urgently. Respondents' views on the socio-economic status of bursary beneficiaries as captured in table 9 can be individually presented in figures for further interpretation. Figure 6 presents respondents responses on the claim that orphans are bursary beneficiaries
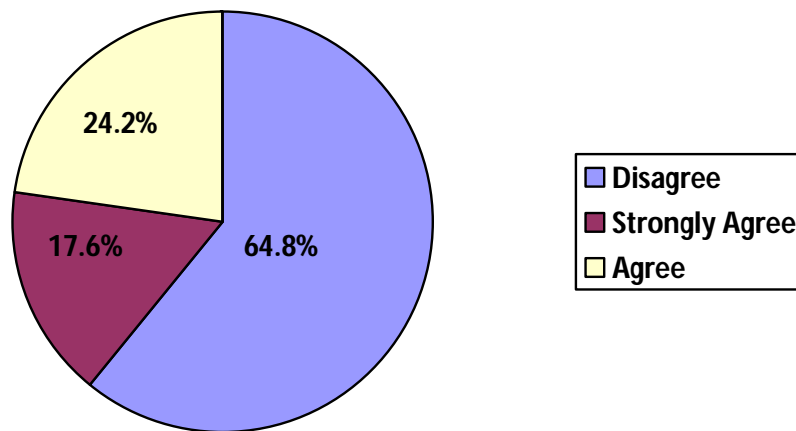
Figure 6

Perception of Principals towards Bursary Awards to Orphans

Results from Figure 6 indicate that majority (68.8%) of the respondents involved in the study disagreed with the assertion that all orphans are bursary beneficiaries. This implies that parenthood status of students is not a guarantee of beneficiary from bursary fund of whatever .Results This negatively impacts on those orphans who are left out of benefiting team. The education progress of such students is left at stake and in most cases leads to school dropouts. This is an important finding of this study.

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However, 17.6% and 17.6% of the respondents agreed and strongly agreed respectively with the assertion that all orphans are bursary beneficiaries. These were principals from schools who put orphanhood as one of the qualifications of getting bursary. Students' background should be concerned in bursary allocation. Figure 7 presents respondents' responses on the assertion those bursary beneficiaries all from poor backgrounds.
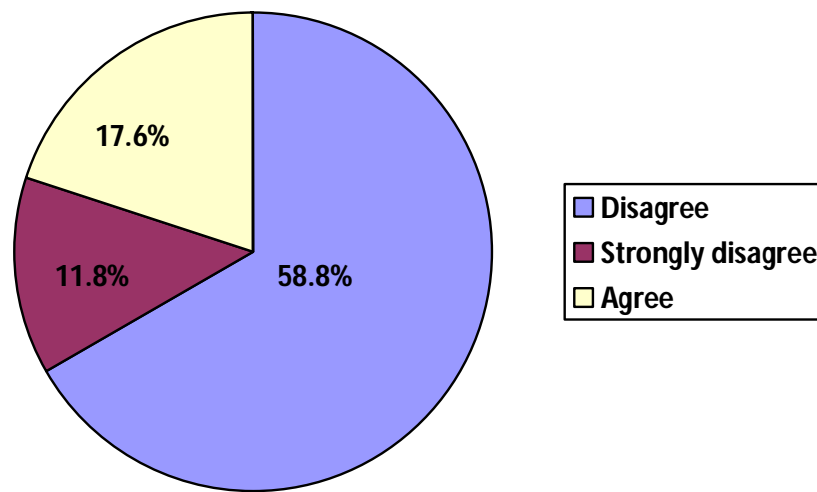
Figure 7

Distribution of Recipients by Economic Background

Results in Figure 7 indicates that majority (58.8%) of the respondents involved in the study disagreed with the claim that bursary beneficiaries are from poor background. Similarly, 11.8% of the respondents strongly disagreed with the same claim. Cumulatively, therefore, 70.6% of the respondents refuted the assertion that bursary beneficiaries were from poor background. This was attributed to the fact this quite a number of economically poor students miss out on bursary awards. This fact is supported by Okoth,(2009) who said most deserving applicants miss out on bursary allocation.

4.3.3 Gender Equity in Bursary Allocation

This objective sought to establish the adherence to gender equity in bursary award by the CBC committee. Table 10 displays the results of this objective.

Table 10

Gender Equity in Bursary Allocation

Degree of Agreement or Disagreement	Frequency (f)	Percentage (%)
Strongly Agree (SA)	7	41.2
Agree (A)	3	17.6
Undecided (U)	4	23.5
Disagree (D)	3	17.6
Strongly Disagree (SD)	-	-
Total	**17**	**100.0**

Source: Field Data (2012)

Results from table 10 indicate that 58.8% (10 of 17) of the respondents confirmed that gender equity is taken into consideration during bursary awards. It also shows that 23.5% (4 of 17) were not sure whether gender equity is really considered while only 17.6% (3 of 17) did content that gender equity is not born in mind during bursary awards. However, in general there seems to be gender sensitivity in awarding of bursaries, this aspect never came out strongly as a challenging factor in student participation in secondary education.

4.3.4 Discipline of Bursary Beneficiaries

This objective sought to establish whether or not discipline is a pre-requisite factor in bursary award. The results are shown in Table 11.

Table 11

Discipline of Bursary Beneficiaries

Degree of Agreement or Disagreement	Frequency (f)	Percentage (%)
Strongly Agree (SA)	5	29.4
Agree (A)	2	11.8
Undecided (U)	4	23.5
Disagree (D)	6	35.3
Strongly Disagree (SD)	-	-
Total	**17**	**100.0**

Source: Field Data (2012)

Results from table 11 shows that 41.2% (7 of 17) agree that discipline is used as a criterion of bursary award. However, 23.5% (4 of 17) are undecided while 35.3% (6 of 17) disagree with the proposition that discipline is used as a yardstick in determining who is to be awarded bursary. From the findings, it is evident that there remains a concern over those who are bursary beneficiaries with respect to their discipline.

4.3.5 Effectiveness of the CBC

This aspect sought to establish the effectiveness of the CBC in awarding bursary. The following were used to track the effectiveness of concerned bursary allocation organs; tracking system to ensure recipients do not just get token amounts, strategies of increasing amount of bursary to cope with the growing need, ease of access to application forms, ease in filling application forms, system for handling appeals and complains. Table 12 shows the results of this aspect.

Table 12

Perception of the Effectiveness of the CBC in Management of Bursary Allocation

Effectiveness indicator	Respondents Degree of Agreement or Disagreement											
	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
	Freq (f)	Perc. (%)	Freq (f)	Perc (%)	Freq (f)	Perc (%)	Freq (f)	Perc (%)	Freq (f)	Perc (%)	Freq (f)	Perc (%)
There is a tracking system to ensure recipients don't just get token bursary	1	5.9	1	5.9	5	29.4	-	-	10	58.8	17	100
There are strategies to increase bursary to meet the growing need	2	11.8	1	3.9	4	23.5	5	29.4	5	29.4	17	100
Access to application forms is ease	12	70.6	3	17.6	-	-	1	5.9	1	5.9	17	100
Filling application forms is ease	15	88.2	1	5.9	-	-	1	5.9	-	-	17	100
There is a system for handling appeals and complaints	1	5.9	1	5.9	-	-	3	17.6	12	70.6	17	100
Feed back is timely given	2	11.8	2	11.8	-	-	11	64.6	2	11.8	17	100

Source: Field Data (2012)

Results in Table 12.indicate that there seemed to be weak systems of tracking what recipients actually get because 58.8% of the respondents disagree with the assertion that there exists such a tracking system. The 58.8% of the respondents feel nothing much was being done to increase bursary funds while 23.5% of them are not just sure if there exists

such a strategy by the CBF. Access (70.6%) and filling 88.2% of the application forms reported to be easy and this was perceived to be quite encouraging on the side of the CBF. However, it was viewed that system of handling appeals and complaints (88.2%) and timely feedback (76.5%) were seen to retrogress effectiveness of the CBF. There was no clear system of addressing appeals and complaints besides feedback not being timely. It is therefore imperative that CBF need improves effectiveness in award of bursary according to the laid down guidelines.

4.4 Constituency Bursary Allocation and Participation of Students in Secondary Education

The study sought to establish the effect of constituency bursary allocation on participation of the needy and bright students in secondary education. The indicators of participation used were; progression rates, regularity in school attendance, dropout rates and completion rates. However, an audit of number of disserving applicants, bursary recipients, genuine cases who missed bursary, amount of bursary disbursed and deficit was carried out to provide baseline information.

4.4.1 Number of Bursary Applications

This item sought to establish the number of genuine bursary applicants between 2006 and 2009 in Trans-Nzoia West County. Table 13 displays the results of this item.

Table 13

Number of Bursary Applications in Trans-Nzoia West sub County between 2006 and 2009

Year	Estimated enrolment in the 17 schools	No. of disserving cases who applied	No. of those who received bursary	No. of deserving cases who missed	Total applied Kshs. in million	Total disbursed Kshs. in million	Variance Kshs. in million
2006							
2007	10, 782	6, 883 (63.8%)	1, 772 (25.7%)	5, 111 (74.3)	68.9	3.998 (5.8%)	64.902 (94.2%)
2008	12, 094	7, 268 (60.1%)	1, 801 (25%)	5, 467 (75%)	97.2	4.79 (4.9%)	92.41 (95.1%)
2009	14, 785	8, 954 (60.6%)	1, 871 (21%)	7, 083 (79%)	107.12	5.67 (5.3%)	101.45 (94.7%)

Source: Field Data (2012)

Results in Table13, show that enrolment in the 17 surveyed schools has been increasing over the years (2006 – 2009) and so has been the number of needy students. Notable is the percentage of needy students with respect to the overall student population being 63.8%, 60.1% and 60.6% in 2007, 2008 and 2009 respectively. In other words, more than half of the students in the 17 schools surveyed are in need of bursary. Out of those needy students who applied for bursary only 25.7%, 25% and 21% in 2007, 2008 and 2009 respectively managed to get bursary.

Notably, the amount applied for was far much higher than the amount disbursed by the CBC. According to information in table 13, 6,883 applied for 68.9M, 7, 268 applied for 97.2M and 8, 954 applied for 107.12M in 2007, 2008 and 2009 respectively which translates to an application of 10,000/=, 12, 700/= and 11, 900/= each respectively over

the years under consideration. In other words, these bursary applicants were only interested of being supported as day scholars other expenses aside.

However, those who were lucky to get the bursary only received 2, 200/=, 2, 600/= and 3000/= each in 2007, 2008 and 2009 respectively translating to 5.8%, 4.9% and 5.3% funding respectively. This percentage funding is too low and is likely not to curb the continued increase in dropout rates besides the decreasing rates of progression, completion and overall participation rates of the bright and needy students. These revelations should drive the policy makers, educationists and the concerned stakeholders to burn the mid-night oil in pursuit of finding viable solutions of curbing the reducing rates of participation in education if vision 2030 is to be realized.

4.4.2 Dropout and Completion Rates between 2006 and 2009

This item sought to establish the dropout and completion rates in 17 schools between 2006 and 2009. The findings are shown in table 14.

Table 14

Dropout and Completion Rates between 2006 and 2009

Year	Approximate enrolment	No. of dropouts		No. of completed	
		Freq (f)	Percentage %	Freq (f)	Percentage %
2006	10, 082	3, 236	32%	6, 846	68%
2007	10, 782	3, 246	30%	7, 536	70%
2008	12, 094	4, 107	34%	7, 987	66%
2009	14, 785	4, 897	33%	9, 888	67%

Source: Field Data (2012)

Findings from Table 14 indicate that dropout rates are high. In as much as completion rates look a bit high, they only refer to completion of a particular form, not necessarily completion of the secondary education cycle. Indeed from the table at least 3 out of 10 students who join a particular form dropped out between 2006 and 2009 in the 17

schools surveyed. It was reported that most of those who dropped out could not finance the cost of secondary education and sadly most were in day schools where fees is not as high as boarding schools especially with the government subsidy under the free tuition waiver.

4.4.3 Participation Rate With Respect To Frequency in School Attendance

This item sought to establish the participation of needy and bright students with respect to their frequency in school attendance. Table 15 shows the results of this item.

Table 15

Participation rate with Respect to Frequency in School Attendance

Rate of frequency in school attendance	Frequency (f)	Percentage (%)
Up to 20%	1	5.9
40%	11	64.7
60%	5	29.4
80%	-	-
100%	-	-
Total	**17**	**100%**

Source: Field Data (2012)

Results from table 15 indicate that 70% (12 out of 17) of the schools surveyed reported that deserving students only attend school up to 40% of the available time. This is quite shocking as such students are constantly out of school, and this generally impacts negatively on their performance besides reducing their participation rates in education (Nge'tich P, 2010). It is unfortunate that no school reported any of the deserving students attending school 80% and above of the available time.

4.5 Hypothesis Testing

This section presents the result of testing hypothesis at 0.05 significance level. The hypothesis testing was done using the one way ANOVA. The outcome of the testing is under the corresponding hypothesis as outlined hereunder.

Hypothesis 1

The first hypothesis stated; there is no statistically significant difference in the amount of constituency bursary awards to the recipient between 2006 and 2009. The ANOVA output from the SPSS with respect to this hypothesis is as shown in table 16

Table 16

ANOVA Results showing Bursary awards to beneficiaries

	Sum of squares	Df	Mean square	F	Sq
Pretest Between groups	2406.66	2	2003.33	1.66	.229
Within groups	10531.08	14	752.22		
Total	**12938.46**	**16**			

Source: Field Data (2012)

Pretests findings from Table 16 indicate that constituency bursary awarded to the beneficiaries in the three years (2007, 2008 and 2009) were compared using one way ANOVA. No significant difference was found (F(2, 14) =1.60, p>0.5). The awards for the three years did not differ significantly showing that not much was done to improve the amount awarded to each beneficiary despite rising cost of living caused by inflation within this period. Therefore, the hypothesis is accepted that there is no statistically significant difference in the amount of constituency bursary awards between 2006 and 2009 in Trans-Nzoia West Sub County.

Hypothesis 2

The second hypothesis stated: there is no statistically significant difference between the completion rate of deserving recipients and deserving non-recipients in Trans-Nzoia

West County. The ANOVA output from the SPSS with respect to this hypothesis is as shown in table 17.

Table 17

ANOVA Results showing completion rates of deserving and non deserving beneficiaries

	Sum of squares	df	Mean square	F	Sq
Pretest between groups	106.0	1	106.0	1.57	.118
Within groups	901.0	15	60.067		
Total	**1007.0**	**16**			

Pretest results from table 17 show that completion rates of deserving beneficiaries and deserving non-beneficiaries which were compared using one way ANOVA. No significant difference was found (F $(21, 15)$ =1.57, p > .05). This means that the completion rates of those who deserved bursary and benefited and those who deserved but did not benefit is the same. The implication is that the amount given is not significant enough to retain them in school but rather end up dropping out just like their deserving colleagues who did not benefit. Therefore, the hypothesis is accepted that there is no statistically significant difference between the completion rate of deserving beneficiaries and deserving non-beneficiaries of the constituency bursary in Trans-Nzoia West Sub-County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary

This study investigated effectiveness of constituency bursary awards in enhancing deserving students' access to the public secondary school education in Trans-Nzoia West Sub-County of Trans-Nzoia County in Kenya.

With regard to objective one it was found out that every public secondary school in Trans-Nzoia West Sub-County did benefit from the constituency bursary allocations between 2006 and 2009 though the amount given was not sufficient to foot the fee balances of all the bright and needy students. There was some increase in the amount of bursary awarded.

However, the increase in bursary disbursement to schools did not match the ever increasing demand of bursary scheme that can sustain itself. The increase of bursary allocation over the period considered in this study was also in response to the inflation rates in the country which saw increase in prices of essential commodities used in schools. Subsequently, the amount allocated to each student or beneficiary of the bursary averagely increased from Kshs. 2,000 to Kshs. 5,000.

In essence, the extent of neediness in Trans-Nzoia West Sub-County is high, with 29.4% (5 out of 17) of the schools surveyed reporting percentage need in their schools as high as over 60% of the student population. It is, therefore, imperative that the concerned stakeholders need to refocus their strategies in addressing this dilemma amidst the stringent economic times.

The findings that there were many needy students in the schools involved in the study surely confirms what is evident in most African schools in general and Kenya in particular. The current study concurs with Odalo (2009) that the bursary provided by the government is insufficient to meet all the students' needs in public secondary schools.

The study found out that an average of 80% who were needy missed out on bursary which risked them dropping out of school or reducing their participation and progression rates. This once again poses a challenge to policy planners and educational managers to grapple with.

In relation to the second objective, the study found out that the criteria of awarding bursary to the bright and needy is compromised; which poses a challenge to education access by the bright and needy. It is quite unfortunate that the beneficiaries of bursary awards in the studied schools and all other public secondary schools beneficiaries by extension are not necessarily bright and needy.

The study found out that 64.8% (11out of 17) of the respondents reported that not all orphans are bursary beneficiaries, 70.6% (12 out of 17) reported that bursary beneficiaries are not necessarily orphans, 64.7% (11 out of 17) assert that those students whose parents are either affected or infected with HIV AIDS do not automatically benefit from bursary awards while 64.7% (11 out of 17) claimed that bursary beneficiaries are not necessarily perennial fee defaulters.

The third objective was on completion rate of bursary recipients. The study found out that the completion rate of those who deserve bursary and benefited and those who deserved but did not benefit is the same. The implication is that the amount given is not significant enough to retain them in school but rather they end up dropping out just like their deserving colleagues who did not benefit. Therefore, the hypothesis is accepted; there is no statistically significant difference between the completion rate of deserving beneficiaries and deserving non-beneficiaries of the constituency bursary in Trans-Nzoia West Sub County.

5.2 Conclusions

Based on the above findings the following are the study conclusions;

i. There was Increase of CBF bursary allocation from Kshs. 3.998 million to Kshs. 5.67 million in the year 2006 and 2009 respectively which did not match the number of deserving cases.

ii.   For the period between 2006-2009, the schools involved in the study were awarded bursary of Kshs. 25.528 million in total from CBFs, LATF and CDF.

iii.   CBF gave the highest amount (Kshs. 14.458 million) of the money as bursary to students in the schools involved in the study. This was attributed to the fact that CBF is allocated more funds from the treasury than the other two.

iv.   There was no adherence to the established criteria by CBFs, LATF and CDF in awarding bursaries to deserving students between 2006 and 2009. There are a number of deserving students who miss out bursary due to limited funds allocated to bursary kitty by CBF, LATF and CDF.

v.   Bursary awarding system to students in Trans-Nzoia West Sub-County was ineffective.

vi.   The completion rate of those awarded bursary and those who missed though deserving was not statistically significantly different.

5.3 Recommendations

The study makes the following recommendations based on its findings;

i.   The government should increase bursary allocation given to secondary school students to cater for all deserving cases. This can be done by engaging and supporting more bursary and scholarship awarding bodies and create revolving funding of the same.

ii.   The set criteria for awarding bursary should be adhered to by awarding bodies and committees that is CBF, CDF and LATF

iii.   The amount of bursary allocated to each beneficiary should be increased by the awarding bodies to sustain them in school throughout the whole circle.

iv.   The government should ensure that there is promptness and consistency in bursary allocation so that beneficiaries are considered always to complete their secondary school education.

5.4 Suggestions for Further Research

The study made the following suggestions for further studies

i. Effect of bursary on student participation in free day secondary school education.

ii. Effect of bursary on student academic performance in secondary school education.

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APPENDIX A

QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS

This study intends to determine the effectiveness of constituency bursary awards in enhancing deserving students' access to public secondary school education in Trans-Nzoia West Sub-County. You have been identified as a respondent in the study. You are kindly requested to provide the information that relates to your school as honestly and objectively as possible. Your responses will be used for the purpose of this study only and shall remain confidential.

Part A: This part seeks background information regarding your school

Please insert a tick ☑ to indicate the appropriate response in the boxes given.

1. What is your position in the school administration

   Principal ☐   D/principal ☐

2. How would you describe your school set up?

   Urban ☐   Rural ☐

3. Which of the following best describe your school category

   Public day ☐   Public boarding ☐   National ☐

   Boys ☐   Girls ☐ed   ☐

4. Does your school receive bursary either from Constituency Bursary Fund, Constituency Development Fund or LATF

   Yes ☐   No ☐

4. Indicate the amount of bursary to deserving students your school has received from the following bodies in the given years.

Year	Awarding body	Amount receive (Kshs)
2006	CBF	
	CDF	
	LATF	

2007	CBF	
	CDF	
	LATF	
2008	CBF	
	CDF	
	LATF	
2009	CBF	
	CDF	
	LATF	

5. Were these awards sufficient to cater for the bursary needs to deserving students in your school for each annually? Yes ☐ No ☐

Part: B This part seeks your response regarding the current Bursary allocation mechanisms and trends in the Sub County. Please respond to all the questions. Use a tick ☑ **in the appropriate box given**

6. About what percentage of your students' population do you think deserve Bursary funds?

   Below 10% ☐   11-20% ☐   21-40% ☐

   41-60% ☐   Above 60% ☐

7. About what percentage of this receive bursary assistance yearly?

   Below 10 ☐   1 ☐   21- ☐   4 ☐   ab 50 ☐

8. Fill in the amount in Kshs. Disbursed per class per year, the number of genuine applicants. Total number of recipients per class per year and amount disbursed per class per year. Show in the indicated column the number of cases who equally were deserving but missed bursary per class per year and the variance. (Total requested amount – Total allocated amount per class per year) (Insert your answers in the table below).

Year	Form	No. of genuine/ deserving	Total No. of	Deserving who	Amount disbursed	Variance (Total request – Total

		applicants	Recipients	missed		allocated)
2006	1 2 3 4					
2007	1 2 3 4					
2008	1 2 3 4					
2009	1 2 3 4					

9. Are there instances where the bursary recipients drop out of schools because they can't raise the remaining fees? 1. Yes ☐   2. No ☐

10. Indicate in the table below those who applied, received bursaries and later dropped out due to fee balances and those who completed schooling.

Year	Form	Number of deserving Applicants	number of recipients	Number of dropouts	Number who completed form
2006	1 2 3 4				

2007	1 2 3 4				
2008	1 2 3 4				
2009	1 2 3 4				

Part C: Extent of adherence of established bursary criteria by CBF, LATF and CDF (Tick as appropriate) (√)

Key: Strongly Agree- SA; Agree – A; Undecided – U; D;Disagree Strongly Disagree SD.

Extent of adherence of established criteria when awarding bursaries	Awarding bodies	S A	A	U	D	SD
11. The bursary beneficiaries are genuinely Bright and consistently perform well	CBF					
	CDF					
	LATF					
12. Beneficiaries are from poor background	CBF					
	CDF					
	LATF					
13. Beneficiaries are children whose parents are affected by the HIV Aids	CBF					
	CDF					
	LATF					
14. Boys and girls benefit fairly from bursary	CBF					

	CDF					
	LATF					
15. Orphans are well catered for	CBF					
	CDF					
	LATF					
16. Disciplined students get bursary assistance	CBF					
	CDF					
	LATF					
17. Bursary awards to recipients correspond to school category : Boarding or Day	CBF					
	CDF					
	LATF					
18. Deserving students from diverse social back ground benefit equally.	CBF					
	CDF					
	LATF					
19. Beneficiaries are mostly perennial fee defaulters	CBF					
	CDF					
	LATF					
20. Committee has good expenditure tracking mechanisms to ensure recipients receive sufficient and not token amount of bursary	CBF					
	CDF					
	LATF					
21. Has good targeting mechanisms to better identify and increase the per capita allocation for deserving students right from class 8 .	CBF					
	CDF					
	LATF					
22. Application forms easily accessible, processing easy and straight forward, appeals allowed and feedback given in time.	CBF					
	CDF					
	LATF					

Part D: The access to public secondary school education by the deserving students in Trans-Nzoia West Sub-County (Tick as appropriate)   use (√)

Key: 1 – up to 20%;   **2**- 40%;   **3**- 60%;   **4**-80%;   **5**-100%

	YEAR	FORM	1	2	3	4	5
23. progression rate of recipients	2006	Form 1					
		Form2					
		Form 3					
		Form 4					
	2007	Form 1					
		Form2					
		Form 3					
		Form 4					
	2008	Form 1					
		Form2					
		Form 3					
		Form 4					
	2009	Form 1					
		Form2					
		Form 3					
		Form 4					
24. Regularity of recipients in attending school (participation rates)	2006	Form 1					
		Form2					
		Form 3					
		Form 4					
	2007	Form 1					
		Form2					
		Form 3					
		Form 4					

	2008	Form 1					
		Form2					
		Form 3					
		Form 4					
	2009	Form 1					
		Form2					
		Form 3					
		Form 4					
25. completion rate of bursary recipients	2006	Form 1					
		Form2					
		Form 3					
		Form 4					
	2007	Form 1					
		Form 2					
		Form 3					
		Form 4					
	2008	Form 1					
		Form2					
		Form 3					
		Form 4					
	2009	Form 1					
		Form2					
		Form 3					
		Form 4					
26. Other than bursary what other factors would cause drop out. (Environment, age, sex) of the students.	2006	Form 1					
		Form2					
		Form 3					
		Form 4					

	2007	Form 1					
		Form2					
		Form 3					
		Form 4					
	2008	Form 1					
		Form2					
		Form 3					
		Form 4					
	2009	Form 1					
		Form2					
		Form 3					
		Form 4					

27.   Apart from the CBF, what other organization(s) sponsors students in your school?

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………………………………………………………………

28.   Is there any other issue you wish to highlight on the Secondary Education Constituency
Bursary Fund?

……………………………………………………………………………………..………
………………………………………………………………………………………...........
……………………………………………………………………………………………
……………………………………………………………………………………………

APPENDIX B

INTERVIEW SCHEDULE FOR CHAIRMEN, SECRETARIES AND TREASURERS OF CBF, CDF AND LATF.

1. Whether they can state the criteria best used for bursary allocation to the deserving students in the Sub County.

2. Whether they can state how much bursaries were allocated to recipients of all the 34 public secondary schools since 2006-2009.

3. Was the amount allocated to recipients enough or just tokens rendering to a lot of wastage?.

4. Are the awards able to take students through their whole four year education period and improve their participation rates?

5. Do we have students benefiting and later drop out due to problems in targeting and tracking mechanisms.

6. Are deserving students right from class 8 easily identified by the awarding committees?

7. What is the maximum and minimum amount given to recipients in line with category of schools i.e boarding and day public secondary schools?

8. Are there discontent received from recipients and non recipients after the allocation of bursaries and are appeals allowed.

9. Are bursary application forms easily accessible to all the deserving cases viz a viz of awareness on how to fill them.

10. Are application forms processed effectively and in good time, and in case of non-recipients, are explanations given and appeals allowed?

11. Their opinion on the efficacy of the criteria used in selecting / scoring of the most deserving students

12. What are their suggestions that would improve the bursary allocation in their respective awarding bodies?

LETTER OF INTRODUCTION

SIMON MANOKA MAHONGA

EGERTON UNIVERSITY

P.O.BOX 536

EGERTON

Dear Respondent,

I'm a post graduate student in the Graduate School of Education, Department of Curriculum Instruction and Educational Management. Egerton University as part of the requirement for my course, I'm conducting an academic research on **Effectiveness of Constituency Bursary Awards in Enhancing Deserving Students' Access to public Secondary School Education in Trans- Nzoia West Sub County, Kenya.**

Be assured that your response will be treated with utmost confidentiality and that the findings will be used strictly for academic purposes.

Yours sincerely,

Simon Manoka Mahonga

EM15/1192/04

Graduate School

Egerton University

APPENDIX D

SIMON MANOKA MAHONGA

EGERTON UNIVERSITY

P.O.BOX 536

EGERTON

PRINCIPAL / HEAD TEACHER

…………………………………… SECONDARY SCHOOL

Dear Sir, / madam.

RE: EDUCATIONAL RESEARCH: PILOT STUDY

I am a student of Egerton University pursuing a degree of master of education in educational management. I am conducting a research in partial fulfillment of the above course. The research topic will be on **Effectiveness of Constituency bursary awards in enhancing deserving students' access to public secondary school education in Trans- Nzoia West Sub County, Kenya**. To test the reliability and validity of such instrument I am conducting a pilot study in public secondary schools in Trans- Nzoia East Sub County.

To collect data I am using only one questionnaire for the principals of the respective schools. The information obtained will be solely for this research and should be anonymously given confidentiality will be kept.

 Thanking you in advance

 Yours sincerely

Simon Manoka Mahonga

EM 15/1192/04

Egerton University.

Figure 3:

Map of Kenya showing Trans-Nzoia West Sub-County
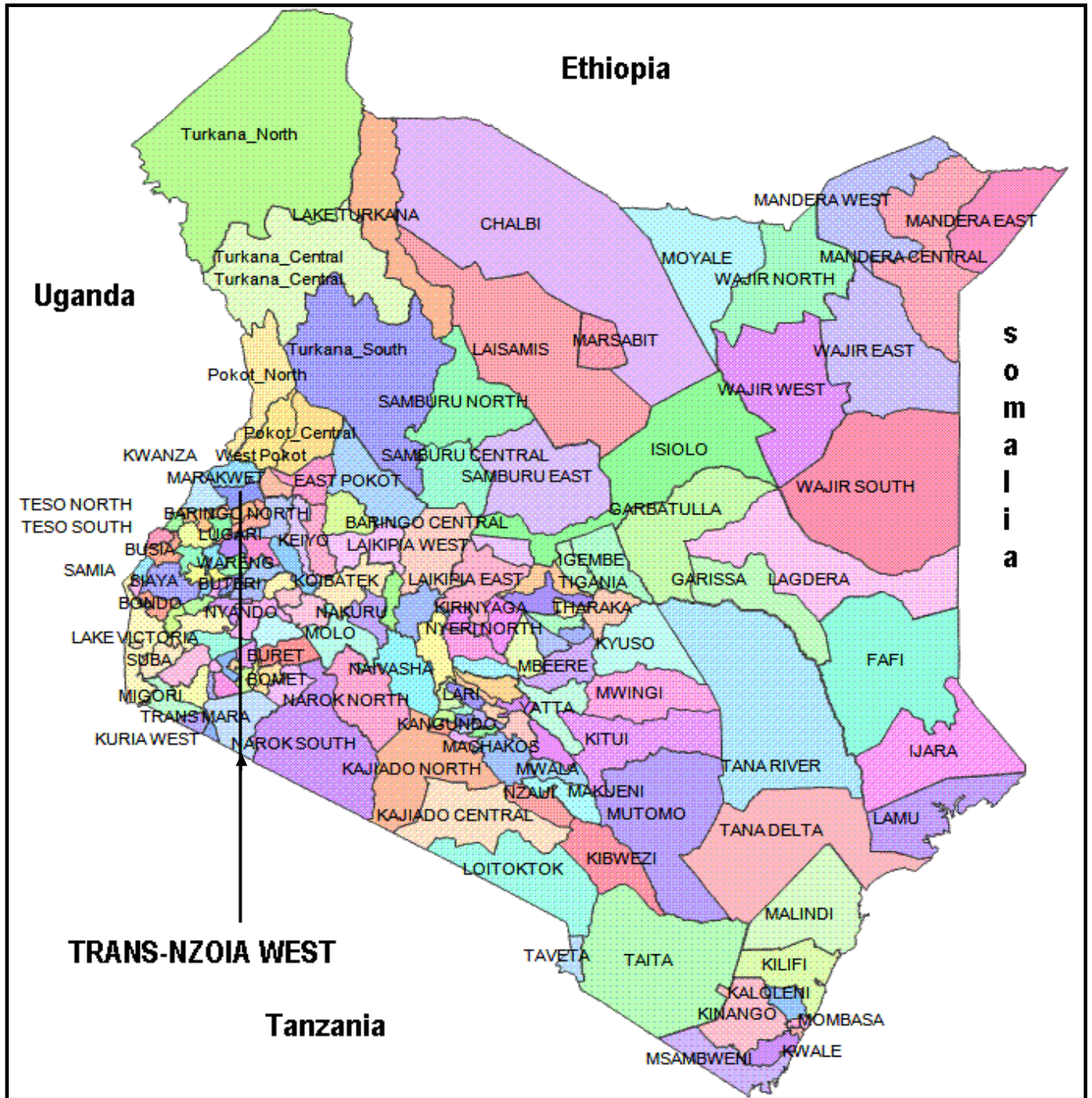
Trans-Nzoia West Sub-County (Administrative Boundaries)
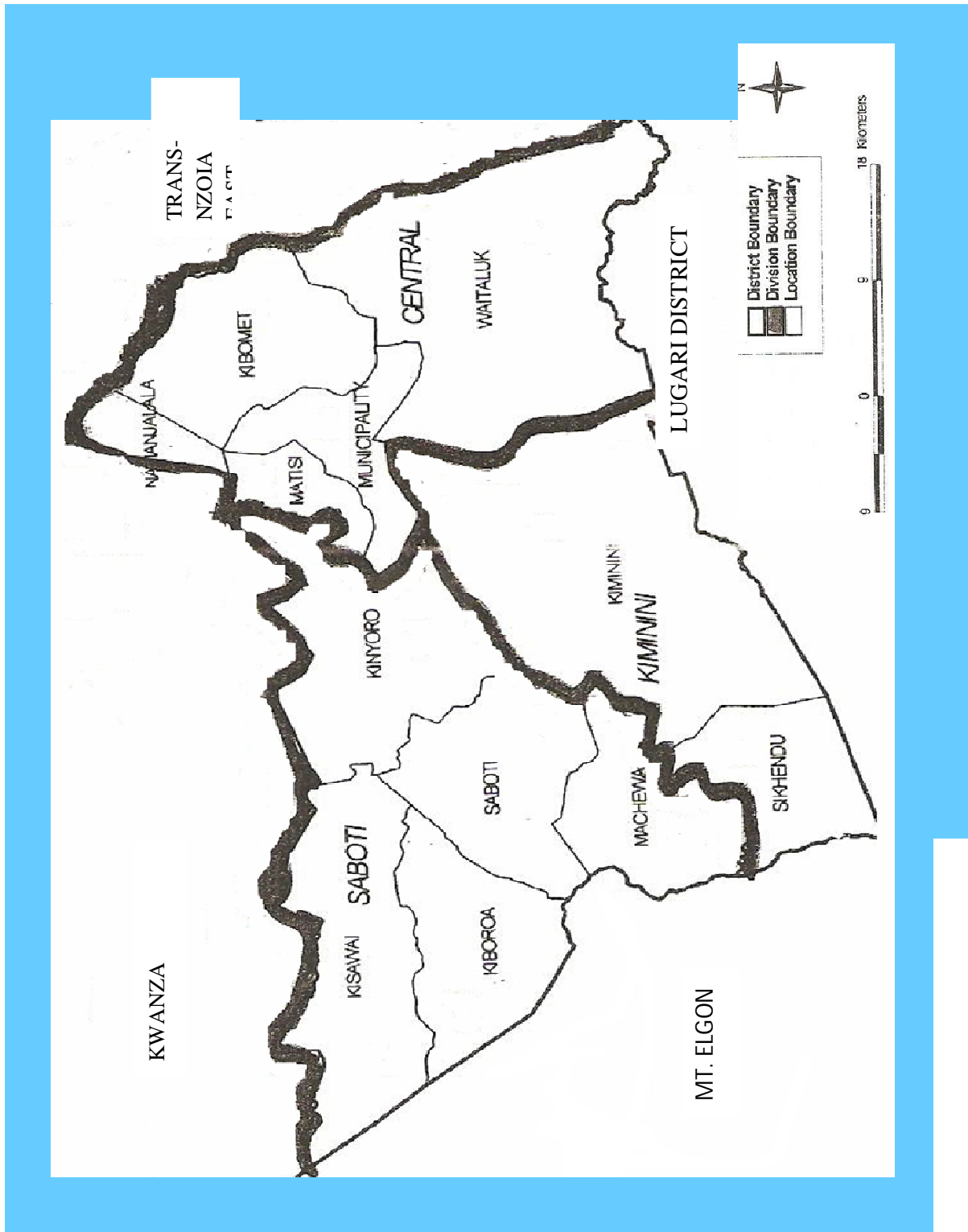
Source: Central Bureau of Statistics (2008)

FORM 'A'

SECONDARY SCHOOL CONSTITUENCY BURSARY FUND FORM (CBF)

RPUBLIC OF KENYA

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

Telegrams : EDUCATION – NAIROBI

Telephone : Nairobi 318581

Fax : 214287

Jogoo House "B"

Harambee Avenue

P.O.Box 30040

NAIROBI.

YEAR _____   CONSTITUENCY _____

SUB COUNTY _____   DIVISION   _____

LOCATION _____   SUB LOCATION _____

WARD _____   VILLAGE / ESTATE _____

PART A : STUDENTS PERSONAL DETAILS

1. FULL NAME

....

          Last   first   Middle

2. Sex   Male ( )   Female ( )

3. Date of birth [   ]   Adm: No.[   ]   Class[   ]

4. Name of the school .... Year [   ]

For those students joining form 1 (Please attach joining Instructions)

(a) School admitted   National [   ]   Provincial [   ]   Sub County [   ]

(b) Former primary school Head teacher

Student / pupil conduct : Excellent [   ]   Good [   ]   fair [   ]   poor [   ]

I declare that to the best of my knowledge the above information is true /or the applicant to attach a copy of certified school leaving certificate .

_____   _____   _____

      Name   Signature   Date & school stamp

For students either joining Form 1 or continuing in Form 2 , 2 or 4

Total fees   paid / able to raise   outstanding Balance

Kshs [   ]   Kshs [   ]   Kshs [   ]

5. PART B : FAMILY INFORMATION

  (I)   Tick Appropriately

Both parents dead   [   ]

One parent Dead   [   ]

Both parents alive [   ]

Single Parent   [   ]

Any Disability   [   ]

(Attach support documents e.g Death certificate , letter explaining disability or other

disadvantage / circumstances from chief, religious leader , prominent reference)

Father / Guadians Name   ....

Occupation /Profession   ....

Mother's / Guadian's Name . ...

Occupation / profession   ....

  (2)   How many brothers and sisters do you have ?   [   ]

  (3)   How many childen does the guadian have ?   [   ]

  (4)   How many are working / in business / farming   [   ]

  (5)   How many are in secondary schools ?   [   ]

  (6)   How many are in post secondary Institution s?   [   ]

(7)   If both parents are not a live , who has been paying for your education ? (tick) (for continuing students)

Guardian [ ]   sponsor / well wishers [ ]   Any other (specify) [ ]

(8)   Have you ever benefited from the Constituency Bursary Fund

Yes [ ]   No [ ]

(9)   If yes state the amount

Kshs [ ]

EITHER CHIEF / SUB CHIEF

Comment on the states of the family parent ....

....

I certify that the information given above is correct

Name _____   signature _____ Date _____

(Official stamp)

Position / Designation   _____

OR RELIGIOUS LEADERS

Comment on the family / parents status

_____

_____

I certify that the information given above is correct

Name : _____ signature _____ date _____

(official stamp)

6. PART C : INFORMATION ABOUT FAMILY FINACIAL STATUS
    1. GROSS INCOME IN THE LAST 12 MONTHS – (KSHS)

	Father	Mother	Guardian / Sponsor	
GROSS INCOME				

2. APPLICANT'S SIBBLINGS IN EDUCATION INSTITUTIONS

SIBBLINGS NAME / GUADIANS CHILDREN	NAME OF INSTITUTION	YEAR OF STUDY CLASS	TOTAL FEES	FEES PAID	OUT STANDING BALANCE
GRAND TOTAL					

7. PART D: DECLARARTION
   1. I declare that to the best of my knowledge the information given herein is true
Student's Signature ....   Date ....

   2. PARENT'S / GUARDIAN'S DECLARARTION
I declare that I have read this form / this form has been read to me and i hereby confirm

that the information given herein is true to the best of my knowledge

Parent 's / Guardian's Name

Parent 's / Guardian's Signature _____   Date _____

   3. SCHOOL VERIFICATION
   (a) For continuing students

Year

Position in class Form   Term 1   Term II   Term III

Students Descipline (Tick one option only)

Excellent   V.good   Fair   Poor

Head teacher's brief comment on the students level of need descipline and academic

performance_____

_____

I declare that the above named is a student in this school

Head teacher's Name _____ Signature _____

Date and school Stamp _____

PART E : FOR OFFICIAL USE ONLY BY THE CONSTITUENCY BURSARY
COMMITTEE:

SCORE

Approved for Bursary   Not approved for bursary

Bursary awarded Kshs

Chairman's name _____ Signature _____ Date _____

Secretary's Name _____ Signature _____ Date _____

Official stamp _____

SABOTI CONSTITUENCY DEVELOPMENT FUND

BURSARY APPLICATION FORM (CDF)

SECONDARY SCHOOLS

SOURCE: CDF OFFICE

GUIDLINES ON DISBURSEMENT OF BURSARIES - CRITERIA

1. The allocation for EDUCATION BURSARY shall be 15% of the total SABOTI constituency development fund (CDF) in any financial year.
2. Applicants MUST be fonafide residents of SABOTI CONSTITUENCY
3. Applicants forms be obtained from the Chief's , D.O's and Saboti Constituency offices at KFA building.
4. Dully completed forms shall be taken to the Chief's / D.O's office for vetting by locational / Divisional panel comprising Chief's Counsellor (s) and Area CDFC member.
5. The locational / divisional panel shall foward all the vetted application forms in order of MERIT / PRIORITY (MOST NEEDY CASES to the SABOTI CONSTITUENCY DEVELOPMENT FUND COMMITTEE for final location and disbursement of funds.
6. The decision of the Saboti Constituency Develoment Fund Committee shall be final .
7. Application forms must be accompanied with photocopies of : -

(i)   National / Institutional identity card
(ii)   Academic certificates / Report card /KCPE /KCSE /current transcripts
(iii)   Admission Letter to the relevant institution.
(iv)   Authenticated document showing Admission / Registration number

8. Names of successful applicants shall be displayed for public viewing at the Chief's , D.O's and CDF offices.
9. Bursary cheques will be released directly to the respective institution BUT NOT to individuals .

PART A : STUDENTS PHYSICAL ADDRESS

Division .... location ....

Sub Location .... ward ....

PART B . STUDENTS PERSONAL DETAILS

1. FULL NAME .... Gender
   Male [ ]   Female [ ]

2. Postal address .... Tel ....
3. Date of birth   Adm No. [   ]   Class/ form   [   ]

4. Name of Institution ....

5. Campus .... Feculty .... Year ....
6. are you regular / privately sponsored /parallel stuent ?
7. To be filled signed and stamped by the Instiutional Authority

Total Fees required	CDF Assistance	Paid / Able to pay	Outstanding Balance
Kshs	Kshs	Kshs	Kshs

STUDENT DECLARATION

I declare that to the best of my knowledge the information given hereabove is true

Student's Sigantue ------------------------------ Date ----------------------------------

PART C: FAMILY INFORMATION

1. Name of father / Mother / Guardian ....
2. Occupation /Profession ....
3. Both parents Dead [   ]   Both parents alive [   ]   single parent [   ]
    any disability [   ]   (Attach death certificate , letter explaining disability)

4. If both parents are dead who pays for your education ? Guardian [   ]
    sponsor [   ]   any other [   ]

5. Have you ever benefited from Saboti CDF Bursary Allocation Amount [   ]

Yes [   ]

PARENTS / GUARDIAN 'S DECLARATION

I declare that I have read this form / it has been read to me and I hereby confirm that the information given herein is true to the best of my knowledge .

Parent's /Guardian's Name ------------------Signature ------------------ Date ---------

PART D: CHIEF

Comment on the status of the family / parent / Guardian and applicant

_____
_____
_____

I certify that the information given above is correct

Name _____ Signature _____

Date and stamp _____

PART E: VERIFICATION BY INSTITUTION

I declare that .... is a student at this institution to whom my comments are :

1. Level of need _____

2. Descipline _____

3. Academic Performance _____

Head of Institution

Name _____   Signature _____

Date and Stamp _____

PART F: FOR CDF USE ONLY

Bursary awarded Kshs [_____]   Bursary not awarded [_____]

Official Stamp :

Chairman _____ Signature _____ Date _____

Secretary _____ Signature _____ Date _____

Treasurer _____ Signature _____ Date _____

TRANS –NZOIA WEST SUB COUNTY LOCAL TRANSFER FUND (LATF)

SCORES / RATING –CRITERIA

SOURCE: NZOIA COUNTY COUNCIL

TO BE FILLED BY AWARDING COMMITTEE MEMBERS

After receiving names and recommendations of derserving cases from heads of schools through their respective councillors .

NAME OF DESERVING STUDENTS: _____

SECONDARY SCHOOL _____

B. <u>ACADEMIC QUALIFICATIONS (based on class 8 performance-**form ones)</u>** : Maximmum 20.

A	20
A-	18
B+	16
B plain	14
B-	12
C+	10
C plain	8
C-	6
D+	4
D plain	2

TOTAL ....

C. <u>FAMILY STATUS : maximmum 5</u>

No parent alive (total orphan)	5
One parent with no source of income	3
Both parents alive but no source of income	2

TOTAL ....

D. <u>AFFIRMATIVE ACTION : Maximum 10</u>

Female applicant	4
Male applicant	3
Physically handicapped	3
Marginalized (e.g parents are landless or squaters)	3

TOTAL ....

E. <u>DESCIPLINE (At Secondary and Home) Maximum 10</u>

Excellent	10
Very good	8
Good	6
Fair	3
Poor	1

TOTAL ....

F. <u>PERFORMANCE (based on Secondary School reports and CATs)
    Maximmum 10</u>

Excellent	10
Very Good	8
Good	6
Avarage	4
Below Avarage	2

TOTAL ....

GRAND TOTAL

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: ....

Telephone: Kitale 054-31653

When replying please quote

Ref. No ....
And Date

DISTRICT EDUCATION OFFICE
TRANS NZOIA
P.O. BOX 659,
KITALE

5th September 20 11

TO ALL PRINCIPALS
TRANS NZOIA WEST DISTRICT

<u>RE: ACADEMIC RESEARCH-</u>

MAHONGA M SIMON
T.S.C. NO. 359148

Mr Mahoga is a post graduate student in the Graduate school of education, Department of Curriculum Instruction and Education Management of Egerton University. As part of the requirement of his course; he is conducting an academic research on **Effectiveness of constituency Bursary Awards in Enhancing Deserving Students' Access to Public Secondary School Education in the whole former Transnzoia West District (Saboti Constituency).**

You were chosen as his **respondents**. Kindly assist him collect Data to be due within a fortnight from the date of this letter.

MRS D.J MAYWE
FOR DEO
T/NZOIA WEST

APPENDIX K

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams:"SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RRI/12/1/SS011/1179**

30ᵗʰ Date August, 2011

Simon Manoka Mahonga
Egerton University
P.O BOX 536
Egerton

Dear Sir,

RE:RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **Effectiveness of constituency bursary awards in enhancing deserving students' access to public secondary school education in Trans Nzoia West County, Kenya,** I am pleased to inform you that you have been authorized to undertake research in **Trans Nzoia District** for a period ending **30ᵗʰ September 2011**

You are advised to report to **The District Commissioner and the District Education Officer Trans Nzoia West District** before embarking on the research project.

On completion of your research project you are advised to submit **one hard** copies and **one soft** copy of your thesis/ project to this office.

P.N NYAKUNDI
FOR: SECRETARY/CEO
Copy to:

The District Commissioners
Trans Nzoia West District

The District Education Officer
Trans Nzoia West District

APPENDIX L

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THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs/Miss/Institution
Simon Manoka Mahonga
of (Address) *Egerton University*
P.O. Box 536, Egerton
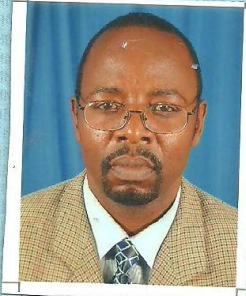has been permitted to conduct research in

	Location
Trans Nzoia West	District
Rift Valley	Province

on the topic: *Effectiveness of constituency bursary awards in enhancing deserving students' access to public secondary school education in Trans Nzoia West County, Kenya*

for a period ending   30th Septmber   2011

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Research Permit No. *NCST/RRI/12/1/SS011/1179*
Date of issue   10th August 2011
Fee received   *KES 1,000*

....
**Applicant's
Signature**

....
**Secretary
National Council for
Science and Technology**