

**EFFECT OF GOVERNMENT FINANCIAL INTERVENTIONS ON  
EDUCATIONAL INDICES OF THE  
VULNERABLE SECONDARY SCHOOL STUDENTS IN NANDI NORTH SUB-  
COUNTY,  
NANDI COUNTY, KENYA**

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(Economics of Education), Faculty of Education & Human Resource  
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## **DEDICATION**

This thesis is dedicated to my family, relatives and my late parents.

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## ABSTRACT

The purpose of the study was to investigate on the effects of government financial interventions on educational indices of the vulnerable secondary school students in Nandi North Sub County. To address this problem the study formulated the following objectives: - to determine the effects of government financial interventions on enrolment, to establish the effects of government financial interventions on retention, to evaluate the effects of government financial interventions on students' completion rate and finally to determine the effects of government financial interventions on academic performance of vulnerable secondary school students. This study adopted a survey research design, and it targeted 59 principals from public secondary schools in Nandi North Sub-county, and 354 class teachers as well as 59 school bursars and 144 students who are eligible to government financial interventions. The respondent were selected using simple random, purposive and stratified random sampling techniques, 106 class teachers, 18 principals, 18 bursars and 43 students. The study employed questionnaire, and interview schedule to collect data. Data was analyzed using descriptive statistics (measures of central tendencies and frequency) and inferential statistics (chi-square). It was found out that government financial interventions did not facilitate any enrolments in schools. Significant relationships  $p \leq 0.05$ , ( $p = .000$ ). It was found out that all the government financial interventions increases student retention in secondary schools significant at 95% confidence level ( $p < 0.05$ ),  $p = .000$ . Findings on relationship between government financial interventions and students' completion rate of the vulnerable secondary school students showed significant relationships ( $p \leq 0.05$ ). According to class teachers and bursars, the overall number of vulnerable who had received government financial interventions was still small, yet the number of the vulnerable student was increasing. There is need for the government should review the criteria on allocation of government financial interventions to ensure that all the deserving students benefit from the funds; this will therefore enhance their enrollment, retention, completion rate and finally their academic performance.



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## LIST OF ABBREVIATIONS

<b>AMREF</b>	African medical and research foundation
<b>ASALS</b>	Arid and Semi-Arid Lands
<b>CBF</b>	Constituency Bursary Fund
<b>CBFC</b>	Constituency Bursary Fund Committee
<b>CEOs</b>	chief executive officer
<b>EFA</b>	Education for All
<b>FDSE</b>	Free Day Secondary Education
<b>FPE</b>	Free primary education
<b>IPAR</b>	Institute of Policy Analysis and Research
<b>KIPPRA</b>	Kenya Institute for Public Policy Research and Analysis
<b>MOE</b>	Ministry Of Education
<b>MOEST</b>	Ministry Of Education, Science and Technology
<b>MPs</b>	Members of Parliament
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>NCLB</b>	No Child Left Behind
<b>NOVOC</b>	Network for Orphans and Vulnerable Children Organizations
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>PSSBF</b>	Presidential Secondary School Bursary Fund

<b>SEBF</b>	Secondary School Education Bursary Fund
<b>SSA</b>	Sub-Saharan Africa
<b>UK</b>	United Kingdom
<b>UNESCO</b>	United Nation Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children’s Fund
<b>UPE</b>	Universal Primary Education
<b>USAID</b>	United States Agency for International Development
<b>USE</b>	Uganda Secondary Education
<b>ZQASO</b>	Zonal Quality and Standards Officer’s



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Education is regarded as a prerequisite factor for economic growth and development of a country. Education enables a country to develop and nurture the necessary human resource through research, training and schooling. It's for this reason that most governments invest huge sums of funds in education sector while at the same time trying to ensure increases access and equity to those disadvantaged group in the society.

In developed countries, education beyond the compulsory level was partly financed and sometimes wholly financed by the state. For instance in the United Kingdom (UK) fees for state secondary schools were abolished by the education Act 1944 and the government priority was to eliminate the gap in attainment between those from poorer and more affluent backgrounds, and to ensure every young person participates in and benefits from a place in 16 – 19 education and training through a bursary scheme. In 2001, American congress passed an act referred to as No Child Left Behind (NCLB). The essence of NCLB was to widen access especially for those who have been excluded by virtue of their socio-economic status or race. More importantly is that the act was a re-authorization of the elementary and secondary education act of 1965 and it has since become the focal point of education policy. Consequently the high rate of secondary education access, retention in the developed countries such as the UK and USA have been pegged to education subsidy that caters for the poor.

Nyaga (2005) observed that the Japan government fiscal policies provides for free education up to secondary school level. Those of school going age have no option other than attend school to acquire education that is fully funded by the government. Financing of education in Egypt depends largely on the government budget. The constitution stipulates that education in government schools is free on all different levels. Secondary education comprises both academic and technical education and fees are collected in return for additional services provided to the students. Parents provides for uniform, copybooks, external books and references.

In Singapore, the government through the ministry of education has a bursary scheme in place known as Edusave merit bursary that is meant for students whose household income is less than \$4000 a month. The government provides \$ 300 for secondary 1 to 5 and those that are awarded should be in secondary school and of good performance. The number who benefit from this scheme should constitute 25% per stream (MOE 2012).

Studies carried out in Zambia and Malawi, shows that close to 70% of secondary school students are entitled to bursary schemes which are supposed to cover 75% tuition fees for most beneficiaries and up to 100% vulnerable group such as double orphans. Interestingly, though bursary schemes were designed to improve retention of students in public secondary schools, some students drop out of school because of extreme poverty levels which the scheme does not address for instance provision of uniforms and other personal effects (Sutherland-Addy 2007, World Bank 2006).

In 1990 at the Jomtien, (Thailand) world conference of Education For All (EFA) most developing countries reaffirmed their commitment to providing quality basic education

for all children, youths and adults. Following this declaration enrolment expansion at the primary school level throughout the developing world increased. Unfortunately the conference paid little attention to the consequences of enrolment expansion at the primary school level in relation to the resources needed for secondary schools and this made many governments bodies around the world to review how secondary education was going to benefit the poor and thus a lot of bursaries and scholarships were availed (Mwaluko 2007).

Oyugi (2010) on a study of public expenditure tracking of bursary schemes in Uganda remarks that the major objective of the bursary scheme was to enable children from poor families access education. However, there was no consistency in supporting children from poor families. This is because students seeking for bursary funding from the secondary education bursary are not guaranteed continuous funding to completion of high school education. It's because those seeking for funding are required to reapply. Each time they reapply, they are also re-evaluated along with other applicants. Though 14% of the government subsidies indicated that continuing students qualified for subsequent funding, they also indicated that this was based on their reapplication (Otieno 2009). The government subsidy justifies this on the basis of the fact that no one is permanently poor because social and economic situation of individuals and families are bound to change over time.

In Kenya, the government was committed to improve access to secondary education through the introduction of secondary school education bursary fund (SEBF) during 1993/1994 financial year. The bursary schemes targets the vulnerable groups namely

orphans, girls, children from slums and the poor in high potential areas and in arid and semi-arid lands (ASALS) districts (Republic of Kenya 1992).

The core objectives of SEBF in Kenya were to increase access for poor households to secondary schools, to ensure retention of those who enter secondary schools, completion by those who enter secondary schools and to reduce disparities and inequalities in the provision of secondary education. Odalo (2000) argues that this method of bursary allocation was severally faulted for inordinate bureaucracy and for perpetuating unfairness by giving bursaries to the undeserving students and to those that were well connected. Various complaints were raised against the foregoing style of bursary allocation and this prompted the government of Kenya to introduce the constituency bursary fund (CBF) in 2003.

The constituency bursary fund committee (CBF) was mandated to identify beneficiaries through impressive guidelines issued by MOE on allocation and disbursement of bursary funds. In addition in an effort of enhancing transition from primary to secondary the government of Kenya officially launched the free day secondary education program in 2008. This was to accommodate the enrolment gains made at primary level through free primary education. (Republic of Kenya 2008). The underlying assumption of the new policy was that all children who were academically qualified for secondary education sought be able to gain access to it. At its inception the government pays ksh 10,265 per student in all public secondary schools in the country (MOEST, 2009). In 2015/2016 financial year the amount was adjusted to ksh 12,265 per student in all public secondary school. The fund is horizontally equitably distributed to all students enrolled in public secondary schools irrespective of socio-economic backgrounds (MOEST, 2015). In

2014/2015 financial year the, president of the Republic of Kenya came up with a presidential secondary school bursary fund and 400 million was set aside for bright students who are orphans or from poor economic background (Makabila, Sunday standard 27<sup>th</sup> July 2014, pg 35).

Under the new constitution (2010) there was also establishment of county governments. Various counties are in support of education sector for instance in Uasin Gishu County, ksh. 90 million has been set aside to aid students in secondary level in 2014/2015 financial year.( Uasin Gishu County education and skill development support fund disbursement Act, 2014 (UGCBSDSF). In Nandi county ksh. 60 million was set aside for county education fund .Proportion of it is to assist in financing secondary education through provision of bursary to needy and vulnerable students (Nandi county education fund (NCEF) Act ,2014).

However, as the budgeting allocation to the MOEST continued to increase, there was a general observation that access and participation levels in secondary schools by the needy and vulnerable had not kept pace. Onyango and Njue (2004) observed that the CBF is not serving its purpose. There has been a concern that the government financial interventions funds are not equitably distributed to the recipients, concerns have also been raised on how vulnerable students are still unable to access secondary education despite the availability of these funds. Although this implies that funding to schools is not equitably distributed, empirical studies have not been documented to the actual status of the government financial interventions to the residents of Nandi North Sub County. Hence the study seeks to evaluate the effects of government financial interventions in relation to

educational indices of the vulnerable secondary students in Nandi North Sub County, Nandi County.

## **1.2 Statement of the Problem**

Efforts by the Kenyan government to make education affordable at secondary levels is evident by introduction of the constituency bursary fund in 2003, FDSE in 2008, PSSBF in 2014 and county education funds. These funds were to enhance students' access to, retention and completion rate in secondary schools, by supporting the needy, vulnerable and bright cases.

Mintz and Liz (2003) noted that lack of school fees is a perennial problem to students from low social economic households and success in access, retention and transition of students from low social economic groups requires a strong policy commitment backed by practical actions. It is for this reason that the Kenyan government is putting more effort to make secondary education affordable. However various studies have been conducted on the impact of bursary schemes on secondary education in Kenya for instance. Njeru and Orothdo (2003) revealed that the information about bursary was unequally disseminated and skewed in terms of access in favor of children already encountered in secondary school and this had led to many students who eligible being looked out. Odebero (2007) raised concern that students from family with poor economic backgrounds were unable to access secondary school even after showing good performance in KCPE

Despite the rationale for the introduction of such safety nets as (CBF, FDSE, County education bursary and PSSBF) by the government, no empirical studies have been

documented to the actual status of government financial interventions to the residents of Nandi North Sub County's. It's for this reason that the researcher aims to examine the effects of government financial interventions on educational indices; enrolment, retention, completion and academic performance of the vulnerable secondary students in Nandi North Sub County, Nandi County.

### **1.3 Purpose of the Study**

The purpose of the study was to evaluate the effects of government financial interventions on educational indices of the vulnerable secondary school students in Nandi North Sub County.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:-

1. To determine the effects of government financial interventions on enrolment of the vulnerable secondary school students in Nandi North Sub-County.
2. To establish the effects of government financial interventions on retention of the vulnerable secondary school students in Nandi North Sub-County.
3. To evaluate the effects of government financial interventions on students' completion rate of the vulnerable secondary school students in Nandi North Sub-county.
4. To determine the effects of government financial interventions on academic performance of vulnerable secondary school students in Nandi North Sub-county.

## **1.5 Research Hypotheses**

Ho<sub>1</sub> – There is no statistically significant relationship between government financial interventions and enrolment of the vulnerable secondary school students.

Ho<sub>2</sub> – There is no statistically significant relationship between government financial interventions and retention of the vulnerable secondary school students.

Ho<sub>3</sub> – There is no statistically significant relationship between government financial interventions and students' completion rate of the vulnerable secondary school students.

## **1.6 Significance of the Study**

The findings of the study would enable the policy makers in coming up with policy options for further relief on education cost. This is because even with introduction of subsidized secondary education other school levies continue to influence enrolment and retention in secondary schools negatively.

The study findings are also significant to educational institutions in coming up with ways of mobilizing more funds to meet the high costs of secondary education. The findings are also important for the educational managers in exploring cost saving measures instead of always reverting to charging other school levies. These measures would help in improving the internal efficiency in secondary school management.

The findings will serve as a useful reference for researchers keen on studying dynamics of secondary school financing in Kenya. Parents and students as central stakeholders will find this study useful in raising their capacity to make informed suggestions and decisions regarding effects of government financial interventions on students' academic



performance in secondary. Lastly the findings may lead to the review of the criteria for government financial interventions allocation in the county and country, so as to enhance fairness in allocation of funds and increase access, transition and retention to secondary school students.

### **1.7 Scope of the Study**

The study focused on effects of government financial interventions on educational indices of the vulnerable secondary school students in Nandi North Sub-County. The study was only limited in terms of geographical location of the place of the study to Nandi North sub-County. The data concentrated on the subject of the study and it comprised of the public secondary schools in Nandi North Sub-County. The study covered period between Januarys to September 2016.

### **1.8 Assumption of the Study**

In the study, the following assumptions were made:

- (i) The entire respondent for the selected schools gave honest information required in the study.
- (ii) Government financial interventions were utilized to assist the vulnerable secondary students.
- (iii) There was proper record keeping of beneficiaries of the funds.

### **1.9 Limitations of the Study**

The study was carried in Nandi North Sub-County. The study only concentrated on public secondary schools in the Sub-County. This study could yield different results if

carried out in the whole country. However, this was not possible due to the vastness of the country and hence the findings of the study are limited to Nandi North Sub-County and can be generalized with caution. Moreover, there were assumptions that there were proper record keeping and of which in some cases was not.

### **1.10 Theoretical Framework**

This study was guided by Classical Liberal Theory of equal opportunity of education. The theory asserts that each person is born with given amount of capacity, which to a large extent is inherited and cannot be substantially changed. Our educational systems should be designed so to remove barriers of any nature whether economic, gender or geographic that prevents bright students from lower economic backgrounds from taking advantages of in born capacity, which accelerate them to social promotion.

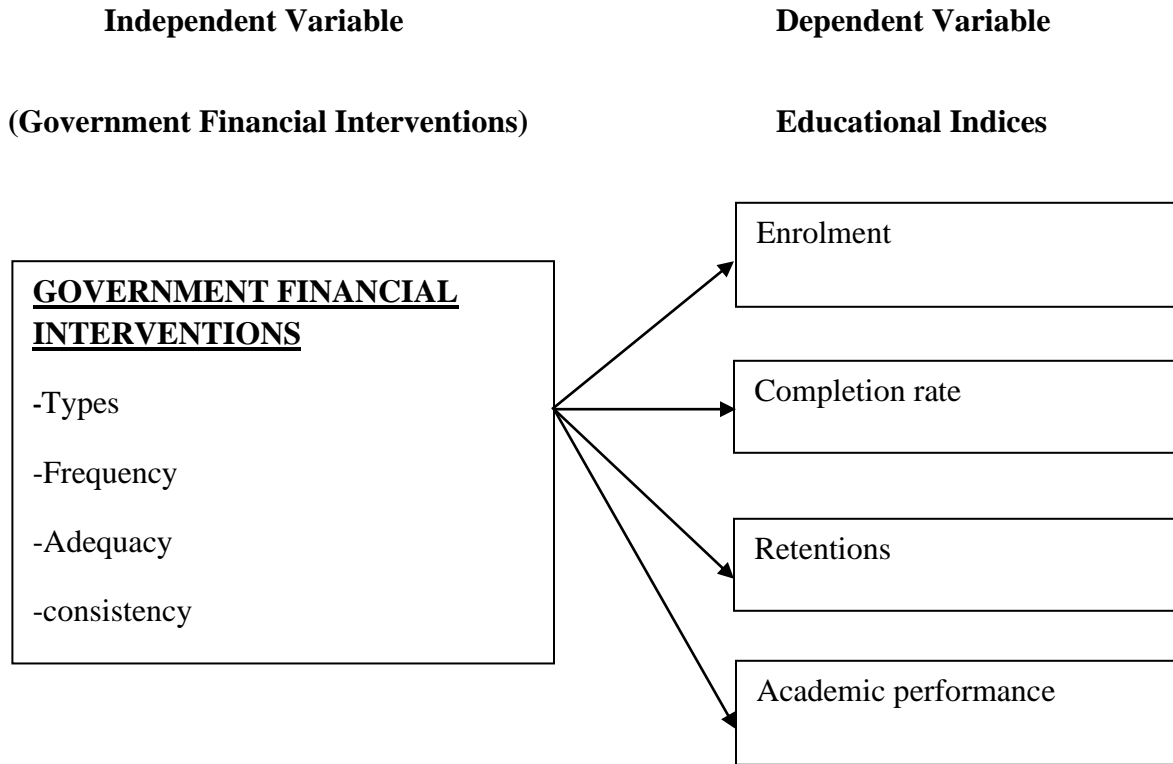
Rousseau, (1712-1778) termed education as “Great Equalizer” which would enhance life chances of those born with humble circumstances .The theory demands for further going through all educative levels to which access would be determined on the basis of individual merit and not on social background. The criteria of the scholastic promotion should be ‘ability and will’ (Petrat, 1969). A system of financial aid should be put in place to enhance intensive social mobility by facilitating an open competition where the able would get access to career that they deserve.

In relation to this theory the provision of secondary school education is aimed at ensuring that every child has an equal opportunity to access, enrolment to secondary education regardless of his /her social, economic and geographical status. Without financial intervention by the government to secondary education in Kenya, then possibly

many parents will not be able to pay for their children school fees and this will actually led to low completion rate, retentions, enrolment rate and eventually poor academic performance.

### 1.11 Conceptual Framework

The figure below shows the relationship between the independent variable and dependent variable. The figure below illustrates this:-



Source: Researcher (2016)

**Figure 1.1 Conceptual Framework Showing Relationships between Variables**

The government financial interventions comprised of types of government interventions, adequacy, frequency and consistency of allocation, whereas the dependent variable was measures of educational indices such as academic performance, enrolment, retentions and completion rate.

## **1.12 Operationalization of Key Terms**

**Academic performance** is the outcome of education, in the study it will refer the extent to which a student, teacher or institution has achieved their educational goals.

**Access** – the right of every child to free and compulsory basic education.

**Completion rate** in the study it referred to the proportion of students who complete the last grade of a school divided by the number of students who enrolled in the grade at the beginning.

**Educational Indices** – referred to the parameters used to measure the effectiveness of government financial interventions and includes enrolment, retention academic performance and completion rate.

**Enrolment** refers to the status of one being officially a member of an educational or a learning institution/number of students registered in a school.

**Government Financial Interventions-** This referred to monetary assistance granted by a government to a person or group in support of an enterprise regarded as being in the public interest. In this study it refers to any amount awarded to students in public secondary by the government apart from free day secondary funds.

**Public secondary schools** these are schools that are run by public funds under the supervision of the government.

**Retention** in the study referred to the ability of students to remain in school until they complete their school life cycle.

**Vulnerable student** in the study refers to students/learners lacking in the basic resources or conditions as standard housing, medical and educational facilities, and believed to be necessary for an equal position in society.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The chapter dealt with the review of related literature on government financial interventions in relation to education indices of the vulnerable secondary students' school. The literature relevant to the study was derived from books; periodicals journals approved internet materials, research reports and verbal presentations. It was done under the following sub topics: - types of government financial interventions, government financial interventions and enrolment , government financial interventions and retentions , government financial interventions and students' completion rate and government financial interventions and academic performance.

#### **2.1.1 General Literature on Financial Intervention in Secondary School**

Education has been viewed as a critical factor in development especially with reference to the development of human resources for social economic development. In this regard, governments all over the world have devoted a large share of public finances to the education sector. According to Briseid and Caillods (2004), Organization for Economic Co-operation and Development (OECD) countries spends a great deal of resources on their secondary education such that at secondary schools, students cost an amount roughly equivalent to 24% of GDP per capita. To facilitate access to secondary education, no tuition fees are charged in state schools until the end of compulsory education and not often until the end of secondary education.

OECD (2009) noted that OECD countries as a whole spend US \$ 8,857 per student each year for primary, secondary and tertiary education. However, spending varies widely among individual countries from US\$ 4,000 per student or less in Mexico, Poland, the Slovak Republic and Turkey to more than US\$ 10,000 in Austria, Denmark, Norway, Switzerland and the USA. Public funding of education in OECD countries is a social priority to poor and vulnerable in the community which account for 13.3% of total public expenditure. Countries like Czech Republic have made financing of secondary education more affordable by paying fees to the to poor and vulnerable , thus increasing the teacher load, increasing teacher intensity in terms of the pupil-teacher relationship, merging schools with low enrolment and use of computers in teaching (OECD, 1999). These are cost saving measures meant to reduce recurrent expenditures which can reach alarming rates.

Briseid and Francoise (2004) noted that in most OECD countries, families must pay for meals, school supplies, extra-curricular activities and uniforms. Families which can not afford generally receive a scholarship .However, in few countries like Finland, France and some states in USA school meals are free or subsidized depending on the resources of the families.

Fast growing economies such as Korea, Brazil, India and Indonesia spend 39-50% of their education budget on secondary education while developing economies spend relatively low percentages (KIPPRA, 2008).

Fiske and Ladd (2003) found that, in South Africa a governing body of public schools must take all reasonable measures within its means to supplement the resources supplied



by the state. The setting of fees is optional in the sense that a school can impose such fees only when authorized to do so by a majority of parents attending a budget meeting at the school. Children cannot be denied admission for failure to pay the fees, but schools can sue parents for non-payment. However, some parents with extreme low income are exempted from paying such fees.

Rwanda abolished lower secondary education fees in 2006 followed by Uganda in 2007. The two governments were concerned about low transition rates from primary schools to secondary schools due to limited places and high fees resulting in many qualified pupils dropping out after completing primary education (Ohba, 2009). The Uganda government introduced free secondary education with an aim of doubling the number of children continuing in schools (Reuters, 19<sup>th</sup> Feb, 2007). The program was expected to cost 30 billion Ugandan shillings (US \$ 17.15 million). According to Asankha, and Yamano, (2011), free secondary policy has increased the student enrollments of public secondary schools in Uganda and girls seem to have benefited more from this new Uganda Secondary Education (USE) policy.

Despite the above initiatives by governments in Sub-Saharan countries, education systems are facing increasing problems of financial nature. Due to severe budget constraints, where the governments extend free education, they often allow the public schools to levy fees for building, sports, school meals, uniforms among others (Ohba, 2009).

Njeru and Orodho (2003) observe that the objective of the bursary scheme in secondary school was that of enhancing access to, and ensure high quality secondary education for

all Kenyans particularly the poor and vulnerable groups as well as the girl child. MoE was responsible for allocating bursaries through schools according to financial needs assessment. However, in the allocation, national schools were allocated 5% of the total bursary fund available in any given fiscal year, while the remaining was allocated to school proportionately depending on the schools size in terms of student enrolment regardless of the status of the school whether boarding, day or mixed status.

Onkoba(2011) noted that the World Vision International spent Kshs 807,600 to meet school expenses of 500 Maasai girls in Narossora location, Narok District from Nursery to secondary. Dishonesty ramped bursary scheme whereby lack of transparency and lack of honesty are to blame for needy students' failure to benefit from government bursary .He further noted that some heads struggle to keep bright children in school irrespective of their poor family background. Good headteachers use government bursary on all deserving cases and supplement effort by soliciting more funds.

From 2003, the government has been channeling bursaries through Constituency Development Fund. The Constituency Bursary Committee is then required to consider the application from needy and vulnerable groups and distribute the bursary fund to the beneficiaries as per school applicants. The share allocation to beneficiaries does not take into consideration the level of school and the outstanding fee balance of the needy and vulnerable students. In the current allocation, MoE places special emphasis on gender and no guideline on how much should be allocated to individual students and on how to identify needy students for bursary award.

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

## **2.2 Types of government financial Interventions available to the Vulnerable Students**

### **2.2.1 Presidential Secondary School Bursary Fund (PSSBF)**

According to (Makabila, 2014) President Uhuru Kenyatta established a Presidential Secondary School Bursary Fund in the year 2014. It adds to other existing schemes for the needy, among them the Constituency Bursary Fund where elected Members of Parliament (MPs) provide an oversight role. In the financial year 2014/2015 budget, Treasury set aside Sh400 million for bright students who are orphans or poor. It is believed the scheme would reach needy students before the Government's plan to roll out free secondary education by 2017 is actualized.

### **2.2.2 Constituency Development Funds (CDF) Bursary**

The government, through the MoE established the secondary school Education Bursary Fund (SEBF) to cushion households from impacts of poverty and the effects of

HIV/AIDS by increasing access, retention and completion rates in secondary schools. SEBF was introduced in the financial year 1993/1994 with an initial allocation of Kshs.25 million. The funds were increased in subsequent financial years as follows 2000/01: Ksh 536m, 2003/3:Ksh548m, 2005/05:ksh770m and 2007/08 Ksh 800m. Currently the funds are administered at constituency level under the management of the constituency bursary funds committee. Allocations for the bursary funds are sent to all constituencies in Kenya and vary depending on the ministry of education annual provisions, the number of students enrolled in secondary schools in a particular constituency, total national secondary school enrolments and poverty indices.

The CBF is aimed at enhancing access equity and participation at secondary level. For these reasons, the bursary targets the vulnerable groups who include orphans, girls and children from poor families. It is a decentralized fund administered at the constituency level by a Constituency Bursary Fund committee under the guidelines of ministry of education which specify the application procedures, evaluation criteria and allocation ceilings. An estimated 57% of the demand for bursaries is not met; the application procedure was cumbersome and information regarding bursary funding was not well kept.

Njeru and Orodho (2003) in their study on education financing in Kenya investigated the effects of bursary in four districts; Kiambu, Kisumu, Bungoma and Garissa. The study showed that the needy students in the study districts had varying amounts of outstanding fees indicative of the bursary fund being insufficient in meeting the objective of enhancing access to Secondary education.

### **2.2.3 County Education Bursary Funds (CEBF)**

The new Kenya constitution (2010) led to the establishment of 47 counties across the country. Various county governments has also made tremendous effort in boosting the education sectors for instance during the budget of 2014/2015, The Uasin Gishu county government set aside ksh.90m for County Education Bursary Fund for the needy and vulnerable children i.e Uasin Gishu County and skill development support fund. In the same financial year Nandi county government budgeted ksh 60m for Nandi county education bursary fund to aid mainly orphans and vulnerable children( NCEF,Act,2014).

### **2.2.4 Jomo Kenyatta Foundation (JKF Sponsorship)**

JKF was founded in 1966 with a mandate of supporting education and alleviating poverty . It is parastatals in the MOE .Its core activities are publishing of educational material and offering scholarship. The JKF scholarship a scheme is an educational funds set up in 1968 by the foundation to assist bright but needy secondary students in the public secondary school in Kenya. The program has to date assisted more than 10,000 Kenya students pursue secondary school education .This translates to an expenditure of secondary school education. This translates to an expenditure of over ksh.400m in the last 40 years. Currently the program is supporting a total of 1,280 beneficial in various public secondary across the county (Oyugi, 2010).

The scholarship was initially to benefit the successful applicant for a period of one academic year effective from the date of award. The Foundation's Board was determine continued sponsorship for remaining academic period on the basis of the student's academic performance, financial circumstances and discipline record. Oyugi (2010) ,in

aggregate, the sponsorship will last for a period of four years from the year of award or until the beneficiary ceases to be a student in a Public Secondary School whichever comes first and the scholarship is give to students who are identified as orphan or from a family suffering extreme poverty, well disciplined and who has been admitted in a public secondary school.

#### **2.2.4 Disbursement of MoE Bursary Fund among the Vulnerable Students**

In recent study on Ministry of Education Bursary award, Njeru and Orodho, (2003) found no guidelines to individual schools on how to identify needy students for bursary awards. Guidelines simply instructed the schools to allocate bursary to the poor on bases of excellent academic record and discipline. The guidelines failed to give specific guidelines regarding the amount of bursary to be allocated per student for it to have any tangible impact. Therefore, due to absence of clear guidelines, various criteria and methods to allocate the bursary fund were used by schools:-. Class teacher to identify the needy. Headteachers unilaterally decide on who should be awarded bursary and amount to be allocated. Headteachers abused the bursary by allocating their kins and less deserving students. School bursary committee lacked accountability and transparency. Biased spread of MoE bursary to many students has led to many poor students dropping out of schools.

To deal with the inability of poor and vulnerable households to pay secondary school fees, the Government of Kenya created a bursary scheme in 1994. The underlying rationale is that no child who qualifies academically for secondary education should be denied access to secondary education because of the inability to pay school fees. The

objective therefore is to provide financial assistance to economically and socially needy students in all public secondary schools .In order to achieve a fair and equitable allocation of the bursary, the government set up the following formula when the scheme was established: 25% of all bursaries were to be allocated to arid and semiarid land (ASAL) districts; 70% of all bursaries were to be allocated to schools in all districts (including ASAL); 5% of the bursaries were to be allocated to the national schools to cater for students who come from disadvantaged areas. However, the Ministry of Education gradually deviated from the original formula in terms of the proportion of allocations, and gave two percent of the bursary allocation to needy students whose parents are among the staff of the Ministry of Education (Republic of Kenya, 2002c).

Moreover, a government report by the controller and auditor found that as much as 14 percent of the bursary allocation was given to needy students of Ministry staff in 2001/02, the report underscores that “the above share out of bursary funds clearly contradicted the original cabinet policy decision on the issuances of Bursaries” (Republic of Kenya, 2002c: 157). Furthermore, the report concludes that “the Ministry has not established a proper and reliable system for monitoring the disbursement of bursaries to ensure that the money reaches the intended beneficiaries” (Thus, it was not known whether the bursary reached the targeted students. This demonstrates concern for the effective and equitable distribution of the bursary scheme that supports enrolment, retention, completion rate and academic performance.

Another study by Njeru and Orodho (2003) on the bursary scheme found that although there were students who benefited from bursaries, this had no significant impact on enrolment and retention by the poor. They concluded that because the scheme targeted

students already enrolled in secondary school, it missed students who had failed to raise the initial school fees, so the scheme ignored students who had not already been able to gain access, despite their academic eligibility.

These reports raise critical questions about whether government bursaries reach intended beneficiaries and in so doing expand access for those who are excluded, or whether the government reinforces the exclusion of the poor by awarding bursaries to financially able groups whose children are already in secondary school. Since children from the bottom wealth quintiles have fewer chances to enroll in secondary school than children from the top wealth quintiles, it is important that government bursaries reach the poor. However, a number of complaints were leveled against the manner in which the fund was being administered prior to 2003. These included undeserving students benefiting from the fund, very few beneficiaries being reached, ghost students being awarded bursaries and beneficiaries being awarded insignificant amount.

According to a study conducted in Busia District by Odalo (2000), the recipients from high socio-economic backgrounds received more bursary support than their counterparts. This method of bursary allocation was severally faulted for inordinate bureaucracy and for perpetuating unfairness by giving bursaries to the undeserving students and to those that were well connected. Another study carried out by Odebero (2002) on bursary allocation in Busia district revealed that, the bursary allocation in Busia district was not equitable. According to this study, recipients from high socio-economic backgrounds received more bursary support than their counterparts from the humble backgrounds. This anomaly was attributed to the flawed criteria of selecting the bursary recipients.



Complaints raised against the foregoing style of bursary allocation, prompted the government of Kenya to introduce the Constituency Bursary Fund (CBF) in 2003.

### **2.3 Government financial interventions and Enrolment of the Vulnerable Secondary students**

Economic survey GOK (2015) indicates that there was a substantial increase in enrolment from 1,653,384 in 2010 to 3,309,874 in 2014. The increase was mainly recorded in day schools that required minimal levies to cater for development and lunch only. The g (GER) increased from 54.3% in 2013 to 58.2% in 2014.

**Table 2.1: Enrolment in Secondary Schools by Form and Sex in the Years 2010-**

**2014 in Kenya**

Class	2010		2011		2012		2013		2014	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Form 1	266,707	232,266	276,965	244,636	282,555	249,573	327,775	289,753	339,134	328,017
Form 2	232,145	211,799	240,552	219,469	274,195	239,743	288,238	253,739	324,143	304,455
Form 3	216,786	181,823	224,637	188,408	239,149	218,278	267,221	267,221	291,440	261,088
Form 4	169,89.9	141,999	206,552	166,501	223,132	188,198	244,463	204,204	247,537	214,060
Total	885,537	767,847	948,706	819,014	1,019,031	895,792	1,127,69	976,565	1,202,254	1,107,620
							7			
<b>Grand total</b>	1,653,384		1,767,720		1,914,823		2,104,262		2,309,874	

*Source: Ministry of Education, Science and Technology (2015).*

Table 2.1 shows an increase in enrolment by 39.7% from 2010 to 2014. According to Lewin (2004), increase in enrolment in the secondary sector also depends on the increase in pupils completing the last grade of primary education. The Kenya Economic report (2009) indicates that primary completion rates increased from 56.9% in 2002 to 75.0% in 2007. Therefore, the increase in enrolment in secondary education can be attributed to introduction of FPE in 2003 and subsidized secondary education in 2008. Despite increase in enrolment, more than a half of the school age population is not accessing secondary education due to the boarding expenses and other secondary school levies as noted earlier.

Transition rates from primary to secondary schools increased from 76.8% in 2013 to 80.4% in 2014 and secondary completion rates decreased from 89.9% to 88.5% in the same period. The improvement of primary to secondary transition rate can partly be attributed to implementation of FDSE and expansion of education facilities.

Republic of Kenya (ibid) attributed a limiting factor to enrolment at secondary level as availability of facilities. For instance in 2014 there were 8,747 secondary schools to cater for about 2.31 million school age children. The vision 2030 proposed construction of additional 560 secondary schools by 2012.

Enrolment is a measure of access to education, the major determinants of enrolment include; income, schooling costs, presence of schools, community involvement, transportation, education quality and relevance (Raja & Burnett, 2004). Secondary school enrolment rates in Sub-Saharan Africa (SSA) continue to be the lowest in the world. UNESCO (2008) notes that only 25% of school age population was enrolled in secondary

schools in 2006 in SSA, and that there were 83 girls only for every 100 boys compared to net enrolled (NER) of 40% in secondary schools in Caribbean with 107 girls for every 100 boys. The statistics show that children, particularly girls, in SSA have the lowest opportunity to enroll in secondary schools at their official age. UNESCO (2010) adds that majority of adolescents in school are still enrolled in the primary level in SSA.

In 2003, the Ministry and other stakeholders decided to modify the CDF scheme in line with government policy on decentralization and to respond to complaints of mismanagement and lack of impact. Instead of sending funds from headquarters directly to schools, the funds were channeled through constituencies. Some of the scheme enhancements included use of constituency poverty indices to ensure that a more comprehensive consideration of poverty in targeting the needy, beneficiaries to be identified by Constituency Bursary Fund Committees (CBFC) that include a broader participation by various education stakeholders in a constituency and comprehensive guidelines issued by the Ministry of Education on allocation and disbursements of bursary funds.

Some student applicants whose proper background information lacked were not allocated any funds. Indeed some students may have benefited from the funds without necessarily having been qualified. There is glaring lack of institutional checks and balances on the funds management at constituency level. Moreover the government had no proper machinery on the ground to monitor how the funds were being disbursed. With the change in the disbursement policy in the 2003/2004 financial Year, bursary funds are now being channeled through the constituencies. This is an example of decentralization of service by the national government with an aim of improving efficiency. With proper

management, the administration of this new mode of funds disbursement should go a long way in assisting the poor. To further alleviate the cost burden borne by parents while enhancing access to secondary schooling, the government could provide teaching and learning materials and consider measures such as increasing bursary allocations (IPAR, 2008).

Consequently, a study done by KIPPRA (2008 ) found that given the relatively high fee levels in secondary schools, it is evident that the set minimum bursary award is far below the fees charged, leading to some beneficiaries dropping out. The parents and school managers have publicly stated that schools countrywide were owed about Ksh 10 billion in fees arrears by 2006. This has two immediate implications that are of policy concern to parents, education managers and the government. One, a student who completes secondary school education while in fees arrears (a defaulter) is most likely to be denied access to the school certificate by the affected school and two, the school cannot fully implement its development plan, which is normally financed from revenue mainly collected from fees.

#### **2.4 Government financial interventions and students' completion rate of the vulnerable in secondary students**

Completion rate through the education system can be described as a series of branching permits at which students may continue schooling, change direction or leave. World Bank (2005) observed that completion rate from one level to the next depend on the one hand of the availability of school places within realistic reach geographically and economically and on the other hand an individual decisions of students and their families. The

individual decisions depend on a series of structural factors; students must be adequately prepared from previous schooling and going to school must be considered beneficial both by the individual student, his/her family and the community.

In Sub-Saharan Africa, a study by Lewin (2008) on the relationship between public subsidization of secondary education and transition and retention noted that the relationship is quite complex. Countries have heavily subsidized secondary education but still school participation remains low for some countries and high for others. Lewin therefore concluded that since the effect is irregular and discontinuous, there are other economic and political factors that interfere with the relationship. Low enrolment in secondary education in the region is related to broader problems in school attainment and quality of schooling, and these countries are scoring lower on most education indicators than other developing countries in general (UNESCO, 2008). To improve transition from primary to secondary in sub-Saharan countries, Kenya included, requires a policy-shift from primary to secondary (World Bank, 2008). Priority should be given to the expansion of secondary education.

Lewin and Stuart (2003) observed that expansion of secondary education should be given a priority in the national budget. The ever-widening gap between the developed and developing countries has become a central issue in developing countries (World Bank, 2008). The effort to reduce it has over the past four decades produced among other things, a transfer of financial resources on an unprecedented scale from the “richest” to “poorer” countries to develop their educational infrastructure especially at secondary school level (OSEI, 2004).

KIPPRA, (2008) noted that the challenges facing education in Kenya, especially secondary education may easily be addressed if policy makers formulate a strategy to target the vast majority of Kenyans who are poor. To raise enrolment, retention, transition and equity among other indicators of educational achievement requires policy makers to give priority the development of the secondary sub-sector. GoK (2006) reiterated the need to invest in the secondary education by the government to improve student retention and enrolment and raise the employability of the graduates. The budgetary allocations to education must therefore be enhanced. World Bank (2005) added that there is a close relationship between poverty and secondary schooling. Two thirds of the world's countries with the lowest gross enrolment ratio at secondary level are in Africa. The average GNP per capita among the countries with the lowest gross enrolment is less than US \$600 against more than US \$17000 among countries with high secondary enrolment (Lewin and Calloid, 2001).

Rudolf (2000) cautioned that funding of the secondary education is not an automatic correlation with GNP, but also depends on political priorities. Countries with low secondary school participation and retention allocated a smaller proportion of the GNP for education, but a higher proportion of public expenditure. Where allocations to secondary as a proportion to GNP is relatively high, gross enrolment is also high (Lewin and Calloids, 2001). Simulations made by Lewin and Calloids (2009), illustrate how the economic situation of poor countries set financial constraints on the expansion of secondary education. For many African countries to reach a secondary education gross enrolment of 80% or more is considered not to be sustainable under current cost structures. One of the reasons is that before obtaining this level, these countries first must

increase their primary education enrolment. Limited financial resources not only affect the number of school places in secondary education that can be afforded but also the quality of both primary and secondary schooling. Low quality leads to reduced enrolment as well as increased repetition and drop-out (UNESCO, 2006).

UNESCO (2008) on the need to publicly finance secondary education as an intervention measure to address the challenge of low retention and transition through expansion of secondary education noted that students with secondary schooling increase their chances of formal sector employment and informal sector livelihood and acquire useful skills.

Export-led growth is also more closely associated with investment at secondary level than investment at the primary level (Knight and Sabot, 1990; Wood and Ridao- Cano 1996; Wood and Mayer, 1999; World Bank, 1999; Appleton, 2001). Countries that have experienced the most rapid and sustainable increase in educational attainment, as well as outstanding economic performance have pursued balanced upgrading of the primary, secondary and tertiary levels of education (World Bank, 2008).

Dissemination of information on bursary fund scheme (Information on eligibility of beneficiaries, procedure of application and deadlines of application) is available from different sources. According to the CBFC secretaries, information is disseminated on public notice boards especially at the educational and chiefs “offices, at the places of worship, in Barazas, especially those held by the provincial administration and in school functions by school heads. Students who wish to apply for bursary consideration could get forms either from their schools, educational office or from the provincial administration offices (IPAR, 2008). Similarly, the finding from a study carried out by



Price water house coopers states that cheques for beneficiaries are delivered directly to schools timely with clear instructions that the funds should not be diverted to any other use other than for the beneficiary. The funds which are not claimed are returned to the CBFC or other providers for reallocation (Pricewaterhouse coopers, 2008). Additionally, a research carried by (IPAR, 2008) using data from the school principals states that the CBFC remits funds to beneficiaries through their schools. That is, 96 percent of allocations are done by sending cheques to schools, accompanied by a list of beneficiaries and the amount that each student has been allocated. This is meant to avoid diversion of funds to other uses other than school fees.

A study carried out by Kippra (2005) on the accountability and performance of the constituency bursary fund revealed that, only 15.7% of the respondents rated its accountability as good. Majority of the respondents expressed high levels of distrust in the CBF managers.

**Table 2.2 Completion Rate**

<b>Class</b>	<b>No of students</b>	<b>Completion rate</b>
Form 1 (2010)	498,933	89.9%
Form 4 (2013)	448,667	
Form 1(2011)	521,601	88.8%
Form 4(2014)	461,597	

**Source: MOEST (2015)**

## **2.5 Government Financial Interventions and Retentions of the Vulnerable**

### **Secondary Students**

The policy for the secondary school level is to expand the opportunities available in order to improve access, enrolments and retentions. The major policy concern for secondary education is, therefore, to address the issue of low participation, with the GER being as low as 45.7 % in 2010. This poor performance by the sub-sector is part attributable to the high cost of secondary education and increased household poverty. Strategies for realizing this policy desire include, providing targeted bursary schemes to benefit particularly those in the poorest quintile and it will also involve providing learning materials to schools (MOEST, 2003). If the needy are aware of what the government policy states that they will reach out for the bursaries.

In SSA, one of the greatest challenges of gaining access to secondary education is affordability. Household income is found to be an important factor in determining access and retention in education as schooling incurs a range of costs such as school fees, uniforms, travel and opportunity costs of sending a child to school. Hunt (2008) links household income to a range of factors; when children start schooling, how often they attend, whether they have to temporarily withdraw and also when and if they drop-out. Hunter and May (2003) terms poverty as ‘a plausible explanation of school disruption’. Dachi and Gallet (2003) asked a series of questions to parents/guardians about the financial circumstances surrounding children’s school enrolment in Tanzania and virtually all households that responded said that their main barriers to sending children to school was financial and their inability to pay.

Research indicates that direct and indirect schooling costs are important factors in whether children enroll in and attend school (Hunt, 2008). Inability to pay direct costs of schooling was found to be one of significant causes of non-attendance in Ethiopia and Guinea (Colclough *et al*, 2000 as cited in Hunt, 2008). The ability to buy exercise books, pens and the necessary clothing for schools also influence whether children enroll in schools or not (Rose & Al Samarai, 2001).

In the recent years there has been a growing recognition that primary education is an insufficient condition for national economic growth and poverty reduction. In Singapore Edusave bursary scheme is relayed over the internet then completed forms are submitted to the constituency. This applies to various schemes that can be downloaded over the internet from different countries with this improved technology and the fact that the world becoming a global village Edusave (MOE, 2012). In Malawi, the administration of the bursary scheme is decentralized. At the beginning of each financial year, Head Teachers of various secondary schools are supposed to provide the Education Division with number of needy children to benefit based on completed and verified bursary application forms collected. The Education Division Managers, who manage secondary schools directly, then forward their requests and budgets to the MOEST Headquarters. MOEST then makes all arrangements to make sure that the bursaries are remitted to the schools within the academic term (NOVOC, 2009).

It can be noted that governments assume that abolition of fees would enable the poor to gain access to education. However, as noted earlier, due to financial constraints, governments in SSA are not able to fully fund the secondary education hence allowing schools to charge levies as may be deemed relevant and approved by Ministry of

education. Studies on FPE show that there has been massive increase in enrolments in response to removal of school fees. For instance, following implementation of FPE in Kenya in 2003, the NER grew by 22.3% (Oketch & Rolleston, 2008). However, Sawamura and Sifuna (2008) found that schools still collect fees and/or levies skillfully from parents for their survival and hence many children are unable to gain access to primary education despite the governments' intervention of abolishing fees. Rose (2002) as cited by Ohba (2009) in a study of UPE in Malawi shows that despite the abolition of school levies and failure to insist on school uniforms, parents were still required to incur expenses for exercise books, pens and clothes. Subsequently abolition of school fees in Ghana, some schools introduced indirect fees to compensate the lost revenue. In Indonesia, free Basic education policy introduced in 2005 provides incentives for schools to eliminate fees while in Sierra-Leone uniforms double the cost associated with fees (UNESCO, 2010).

The review shows that the abolition of fees has not been enough to ensure access for the poor as many schools continue to levy fees. Raja and Burnett (2004) concur by noting that fees abolition can bring large numbers of children into school, but cannot keep them and that indirect cost can be an even greater obstacle than fees. The Kenya Economic Review (2009) shows that between the years 2002 and 2007, access to education increased at all levels but still many children were at home.

In 2007, the national secondary schools NER was 24.2%, implying that about 75.8% of the secondary school age population were not enrolled in secondary schools. North Eastern province had the lowest NER at 4.3% while Central province recorded the highest at 33.3 % ( Ibid, 2009). This is a clear indication of regional disparity in

education access. The Kenya vision 2030 proposed the following measures to reduce inequity in access in the secondary sector; increasing the number of boarding schools in ASAL areas, establishing mobile schools in ASAL areas, financial support programs to vulnerable groups, education campaign against retrogressive cultures and strengthening special education by integrating it into the regular system.

**Table 2.3 Retention Rate**

Year	F1	F2	F3	F4
2010	498,933			
2011	521,601	460,021		
2012	532,128	513,938	457,427	
2013	617,528	541,977	496,090	448,667
2014	667,151	628,598	552,528	461,597

**Source: Moest (2014)**

## **2.6 Government financial interventions and Academic Performance of Vulnerable Secondary School Students**

The economic survey (2015) showed that the number of KCSE candidates grew by 8.2 per cent from 445,520 in 2013 to 482,133 in 2014. The number of candidates who scored a minimum university entry score of C+ and above increased by 21.4 per cent from 123,374 in 2013 to 149,717 in 2014. The number of candidates who scored A minus and above increased by 18.8 per cent from 12,490 in 2013 to 14,841 in 2014 .

**Table 2.4 national trends in K.C.S.E candidates mean grade by sex 2010-2014.**

K.C.S.E Grade	2010		2011		2012		2013		2014	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
A	934	6 32	1,315	615	1,277	698	1,855	867	2,133	940
A-	4,425	2,140	6,322	2,741	5,947	3,288	6,276	3,492	7,644	4,124
B+	8,620	4,117	11,150	5,240	11,753	5,977	10,776	6,237	12,606	7,208
B	11,616	6,557	14,793	8,151	15,962	9,221	15,315	9,341	17,941	11,378
B-	15,103	9 ,624	18,344	11,771	18,936	12,174	18,216	12,648	21,997	16,318
C+	19,502	13,864	22,474	16,742	22,180	16,291	21,836	16,515	25,978	21,450
C	24,329	19,440	27,631	22,334	27,134	21,771	26,492	22,079	30,699	27,989
C-	28,178	24,232	31,955	26,890	31,582	27,166	32,385	28,378	36,015	34,662
D+	30,497	26,265	34,093	29,760	35,655	31,548	37,703	34,100	38,749	37,449
D	29,532	27,329	32,995	31,397	37,694	35,872	39,672	38,505	37,365	36,136
D-	20,245	20,962	23,741	23,532	26,436	25,997	28,542	27,251	24,542	23,174
E	3,227	2,971	3,684	2,916	4,263	3,621	3,913	3,126	3,227	2,409
Total	196,208	158,133	228,497	182,089	238,819	193,624	242,981	202,539	258,896	223,237
Grand Total	354,341		410,586		432,443		445,520		482,133	

**Source: Kenya National Examinations Council (2014).**

Parents and government finance education especially secondary school education, which has a narrow revenue base occasioned partly by drastic change in government spending. The recurrent expenditure per school has declined tremendously because the cost-sharing strategy has not achieved the intended objectives. Summer, (1992), to the contrary, it has had the impact of increasing the cost of secondary education beyond the reach of poor households. Bursary has been introduced to ensure that the needy and the poor access education in order to improve participation and develop the expected human capital of the poor owing to overwhelming evidence that it is key to reducing poverty as investing in the poor ensures that they participate fully in the growth of the economy and that they can be productive members of society thus improving their performance (Kamunge, 1988).

Articles 28 and 29 of the United Nations Convention on 14 the Rights of The Child (1989) states that, it is the right of every child to have access to education. All secondary schools have become very expensive although in the report of commission chaired by Rono (1990) recommended for cost- sharing to supplement efforts by the government through grants and funds to institutions. However this has not assisted either in ensuring expanded access and equity that contributes to improved internal efficiency. Increasing levies by schools has negative social impact of locking many bright students from poor and vulnerable households out of school.

Schools strive to invest in areas of performance that can help them attract the best students, attract donations and ultimately boost their ranking in performance league tables, hence drawing in yet more need and vulnerable students . To pay for these investments, schools have been enrolling more students and raising up their fees. According to (Munda 2008; Shikanda 2013), a comparative analysis of school charges had established that the average per student cost in Kenya had risen by more than twice the rate of inflation between



2003 and 2007. Fees charged have gone up from an average of Ksh. 21,310 and Ksh. 12,350 to 43,706 and 24,975 in County and District schools respectively between the year 2007 and 2012, a rise of more than 105%. Further, the indirect cost of tuition alone had soared from 13% of the median annual earnings to 32% in 2010; these increases are not sustainable. Indeed reports indicate that students are accumulating huge debts at a time when government funding is at historically highest levels.

A study carried out by Kippra (2005) on the performance of the bursary fund revealed that, only 15.7% of the respondents rated its to been performing well on their academics. As an alternative, to complement the allocations from the secondary education bursary, students have resorted to applying for bursaries from other providers. They are applying for the secondary education bursary in more than one constituency. This other bursary providers though specific to regions, a number of them are national. They include: The Jomo Kenyatta Foundation; World Vision; Local Authority Transfer Fund; Faith Based organizations; Constituency Development Fund; Chandaria Foundation; Youth Sponsorship Programme (YSP); Forum for African Women Educationists (FAWE); KENWA; Kenya Professional Association of Women in Agriculture and Environment (KEPAWAE); Aga Khan Foundation; World Vision; Plan International; Cooperative Bank ; Care International; AMREF ; USAID; UNICEF; among others. Of these providers, the beneficiaries of the Jomo Kenya Foundation are the majority and those benefiting from the Foundation are guaranteed full bursary for their secondary schooling once evaluated as poor, needy and the student are urged to work hard (IPAR,2008).

Thus the research concluded that although bursary is a vital component to ensure equity and access which is meant to increase internal efficiency, narrowing the gap of inequality between the needy and less needy participation in education, committee is overridden by a number of

negative influences such as nepotism and political inclination that makes them to be considered as fair. Kamunge, (1988), lamented that the existing bursary committee members should have reasonable level of education, be of high integrity, shun political overrides and nepotism. The Kenya national union of teachers and Kenya secondary schools association as key stakeholders should fully participate in vetting and selection of the vulnerable and poor to seal any loopholes. The MoE guidelines used by the committee were found to be widespread to take care of all those deemed needy and vulnerable with funds for support from the kitty. However, guidelines need to be revised and to ensure equity and access in education owing to fact that vulnerable and needy groups are increasing in society, the selection is more intricate and intertwined amount given being varied, meaning certain needy students may not benefit from the bursary investment in education (Rono 1990).

## **2.7 Knowledge Gap**

Njeru and Orodho (2003) in their study on education financing in Kenya investigated the effects of bursary in four districts; Kiambu, Kisumu, Bungoma and Garissa. The study showed that the needy students in the study districts had varying amounts of outstanding fees indicative of the bursary fund being insufficient in meeting the objective of enhancing access to Secondary education. The current study is on the effects of government financial interventions and enrolment of the vulnerable secondary students filling the gap left by Njeru and Orodho.

Lewin (2008) carried a study in Sub-Saharan Africa on the relationship between public subsidization of secondary education and transition and retention noted that the relationship is quite complex. Lewin therefore concluded that since the effect is irregular and discontinuous, there are other economic and political factors that interfere with the relationship. The current

study looked on the effects of government financial interventions and completion rate of the vulnerable secondary students.

Sawamura and Sifuna (2008) found that schools still collect fees and/or levies skillfully from parents for their survival and hence many children are unable to gain access to primary education despite the governments' intervention of abolishing fees. Rose (2002) as cited by Ohba (2009) in a study of UPE in Malawi shows that despite the abolition of school levies and failure to insist on school uniforms, parents were still required to incur expenses for exercise books, pens and clothes. The current study aim at filling the gap left by Sawamura and Sifuna , Rose and Ohba.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter discusses the methods used in data collection and analysis. It describes the design, location and population of the study, sample and sampling procedures, data collection; reliability and validity and data analysis.

#### **3.1 Research Design**

This study adopted a survey research design. This design entails the collection of data of more than one case and at a single point in time in order to collect a body of qualitative and quantifiable data in connection with several variables which are then examined to detect the patterns of association (Bryman, 2002). Creswell (2012) noted survey design involves the survey procedure of collecting data about trends with the same population, changes in a cohort group or subpopulation, or changes in a panel group of the same individuals over time. In light of this, contention, the researcher selected this design so as to provide information relevant to policy makers. Survey design was appropriate for the study because it enabled in the collection and analysis of both qualitative and quantitative data.

#### **3.2 Location of the Study**

The study was conducted in Public secondary school in Nandi North Sub-County in Nandi County. Nandi North Sub-County is divided into three division:- Kosirai, Kabiyeet and Kipkaren and 23 locations The region borders the following sub-counties Nandi central, Lugari, Turbo, Eldoret South and Nandi East. The main economic activity of the residents is agriculture and

business. According to 2009 census the county has a population of 752,965. Its area is 2, 885. 5 km<sup>2</sup> and has a poverty level of 33.7% (Saram, 2013).

### 3.3 Target Population of the Study

The target population was from all the 59 public secondary schools principals in Nandi North Sub-county, 354 class teachers, 59 school bursars and 144 students who are eligible to government financial interventions ( at least 2 -3 students in public school are beneficiary of public subsidies). The principals were targeted because they are chief executive officer (CEOs) of secondary schools and secretaries to the school board of management and manage school finances, students and other personnel among other administrative tasks and hence provided useful information in this study. The class teachers targeted were because they possess useful information about individual students such as attendance, family background, academic performance, repetition and drop-out. The school bursar is the custodian of books of accounts of the schools, and he/she is aware of the government financial interventions to the vulnerable students. Students are selected to give additional information in term of adequacy, consistency and frequency of the government financial interventions. This is shown in table 3.1

**Table 3.1 Target Population**

<b>Target group</b>	<b>Target population</b>
Class teachers	354
Principals	59
Bursars	59
Students	144
<b>Totals</b>	<b>616</b>

### 3.4 Sample Size and Sampling Procedure

#### 3.4.1 Sampling Technique

The study applied simple random, purposive and stratified random sampling techniques. According to Oso and Onen (2005), stratified sampling technique is a technique that identifies subgroups in the population and their proportions and select from each subgroup to form a sample. The researcher employed stratified random sampling in selecting 18 schools targeted for the study based on the assumption that what the study was evaluating would be equally experienced in all public schools in Nandi north Sub-County.

Purposive sampling is a technique whereby the researcher consciously decided who to include in the sample (Oso and Onen, 2005). Purposive sampling was used to select students. Then simple random technique was applied to select class teachers, Principals and Bursars. Sampling sizes of 106 class teachers, 18 principals, 18 bursars.

**Table 3.2 Sample Frame**

<b>Target group</b>	<b>Target population</b>	<b>Procedure</b>	<b>Sample size</b>
Class teachers	354	.3X354	106
Principals	59	.3X59	18
Bursars	59	.3X59	18
Students	144	.3x 144	43
<b>Totals</b>	472		185

### **3.5 Data Collection Instruments**

Two types of research instrument were used which included questionnaire and interviews.

#### **3.5.1 Questionnaire**

Orodho (2009) define a questionnaire as an instrument used to gather data, which allows measurement for or against a particular view point. Mugenda (2003) recommends the use of questionnaires as the most commonly used instruments in social science research. Well organized questionnaires are advantageous because the respondents can find their way around with ease and that they are easy to code.

The class teachers and bursars were also selected because they possess the actual records for individual students in their schools. The class teachers give more important information on academic performance , absenteeism, drop-out and repetition frequencies. The school bursar also give records of government financial interventions that school receives. The questionnaires were used since they were answered by a large number of respondents simultaneously and provide the investigator with an ease accumulation of data (Kiss and Bloomquest, 1985).

#### **3.5.2 Interview schedule**

Interview schedules were used in the study and were administered to 18 principals. Interview schedules enable the researcher establish a rapport with respondents; explain in person the nature and purpose of the investigation and to clarify any aspect of the interview (Gay, 2010).

## **3.6 Reliability and Validity of the Instruments**

### **3.6.1 Validity**

Dane (1990), defines validity as the extent to which a measure actually measures what it ought to measure. To ascertain the validity of the research instruments, the researcher consulted research experts, lecturers and experienced supervisors in the faculty of Education and Human resource development at Kisii University. Corrections, advices and recommendations from supervisors assisted in developing appropriate test items. According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. These items enabled the researcher to obtain sufficient information on the effects of government financial interventions in the Sub-County from the respondents.

### **3.6.2 Reliability**

According to Orodho (2003), reliability of the instrument concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials. This refers to the consistency of the scores obtained for each individual. To increase reliability of the data collected the researcher employed test retest technique in which the instruments was done administered twice to the same subjects. The research instruments administered questionnaires to the same respondents twice after a period of two weeks. The Cronbach's coefficient alpha was applied on the results obtained to determine how items correlate among them in the same instrument. Cronbach's co-efficient Alpha of 0.710 was obtained and was acceptable which enhances the identification of the dispensable variables and deleted variables (Orodho, 2005). There was an indication that there was an association between the effects of government financial interventions and educational indices of the vulnerable secondary school students.



### Reliability Statistics

Cronbach's Alpha <sup>a</sup>	No of Items
0.710	160

Source: Researcher, 2016

### 3.7 Data Collection Procedure

In order to collect data from the respondents, the researcher got an introductory letter from the school of Education and Human Resource development at Kisii University which enable him to get a research permit from National Commission for Science, Technology and Innovation (NACOSTI). Permit was presented to the County Education Officer who granted permission for the research to be conducted in Nandi North Sub-County Schools .Before proceeding to the field the researcher agreed with the respondents when the research instruments were administered and specific dates of collecting the research instruments (two weeks). Adequate time was given to the respondents to respond to the research instruments. Before the administration of the research instruments the respondents looked through them for clarification. The research instruments were administered personally by the researcher.

### 3.8 Data Analysis

The study generated both qualitatively and quantitatively data .Data collected from the fields were coded and entered into the computer for processing using Statistical package for social sciences (SPSS) .Qualitative data was analyzed using thematic text while quantitative data was analyzed using both descriptive and inferential statistics. Descriptive statistics indicates the

general tendencies in the data i.e measure of central tendency (mean, mode, median) and variability (variance, standard deviation and range). Inferential statistics were used to examine hypothesis of the study. The specific tool that was employed was chi-square and the significance level (Alfa level) was 0.05.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

#### 4.1 Introduction

This chapter is divided into five major sections, bio data information, the effects of government financial interventions on enrolment of the vulnerable secondary students, effects of government financial interventions on retention of the vulnerable secondary school students, the effects of government financial interventions on students' completion rate and finally the effects of government financial interventions on academic performance of vulnerable secondary school students in Nandi North Sub-county, Nandi county.

#### 4.2 Background Information

This information was collected from two main instruments: - Questionnaires for:- class teachers, school bursars, students and interview schedules for principal. Out of the 167 questionnaires administered, the researcher managed to get back 158, and hence the return rate was 94.61% which was acceptable by any standard.

**Table 4.1 Response Rate**

<b>Target group</b>	<b>Questionnaire issued</b>	<b>Questionnaire returned</b>	<b>Percentage</b>
Class teachers	106	106	100
Bursars	18	18	100
Students	43	34	79.07
<b>Totals</b>	<b>158</b>	<b>160</b>	<b>94.61</b>

#### 4.2.2 Gender, Status of the school and Length of service

The study sought to assess the demographics nature of the respondents in terms of gender, status of the school and length of service. The responses were as shown in the table below:-

**Table 4.2 Gender, Status of the school and Length of service**

	<b>CLASS TEACHER</b>		<b>SCHOOL BURSARS</b>	
<b>Gender</b>	<b>Freq</b>	<b>Perc (%)</b>	<b>Freq</b>	<b>Perc (%)</b>
Male	66	62	11	61
Female	40	38	7	39
<b>Totals</b>	<b>106</b>	<b>100</b>	<b>18</b>	<b>100</b>
<b>Status of the school</b>				
Boys	57	54	6	33
Girls	29	28	5	28
Mixed	20	19	7	39
<b>Totals</b>	<b>106</b>	<b>100</b>	<b>18</b>	<b>100</b>
<b>Length of service</b>				
0-5 Yrs	79	75	10	55
6-10 yrs	15	14	5	28
above 10 yrs	12	11	3	17
<b>Totals</b>	<b>106</b>	<b>100</b>	<b>18</b>	<b>100</b>

The study sought to assess the demographic information of class teacher and school bursars; this is shown in the table 4.2 above.

On Gender the respondents were asked to state their gender and their response were as follows:- class teachers who were male were the majority with 62% while the females were 38%. On the other hand the gender respondents of the school bursars, majority of the respondent were male with 61% and 39% were female.

Status of the Schools, the respondents were asked to categorically mention the school they had come from i.e whether it was boys, girls or mixed. The responses were as follows: - 54% of the class teacher had taught in boys' school, 27% had taught in girls schools whereas 19% from mixed school.

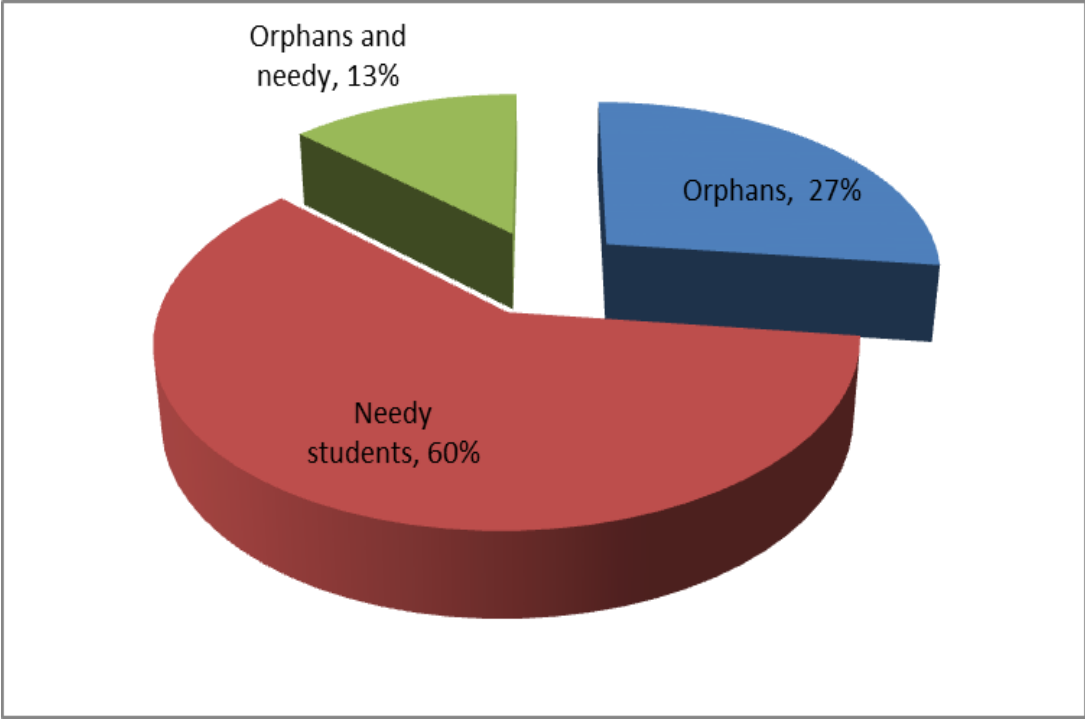
On the side of school bursars who had worked in boy's school were 33%, girl's school were 28% and 39% in mixed school.

On the Length of service, Class teachers who had served for 0-5 Years were 75%, 6-10 years were 14% and above 10 years were 11%. Respondent from the school bursars were as follows 0-5 Years were 55%, 6-10 years were 28% and above 10 years were 17%.

### **4.3 Types of Government Financial Interventions on Vulnerable Students**

#### **4.3.1 Class teachers Response on Vulnerable group in class**

The respondents were asked on whether they had vulnerable students in their class and the responses were as follows:-

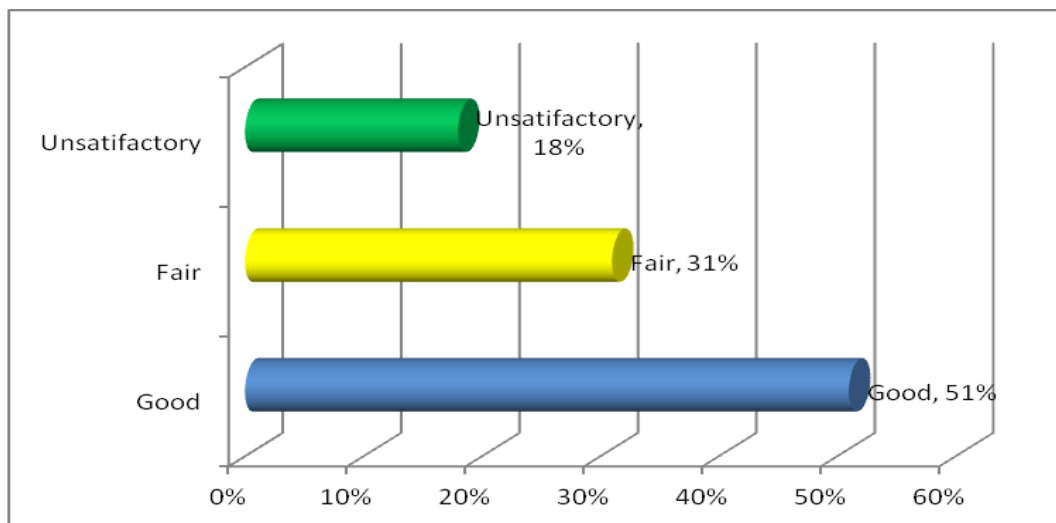


**Figure 4.1 Vulnerable Group in Class**

From the table 4.1, it was found out that most student were needy with 60%, orphans were 27% and Orphans and needy were 13%.

**4.3.2 Government financial interventions benefits**

From the class teacher questionnaire the study sought to assess Government financial interventions benefits.



**Figure 4.2 Government financial interventions benefits**

When teachers were asked to respond on government financial interventions benefit to members of the class, the response were as follows:- 51% of the respondent said it was good, 31% said it was fair and 18% said it was unsatisfactory.

#### **4.3.3 Effects of non –payment of fees to Vulnerable group**

**Table 4.3 Effects of non –payment of school fees to vulnerable group**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Drop out	71	67
Repeat class	21	20
Transfer	14	13
Totals	106	100

On the effects of vulnerable students affected by non-payment of fees or / support, 67% of the respondent said it had led to drop out, 20% said it had led to repeat of class and 13% said it had led to students transfer.

#### **4.3.4 Bursar Response on Received government financial interventions/assistance.**

The study sought to asses on bursar's response on received government financial intervention/assistance.

**Table 4.4 Bursars Response on Received Government Financial Interventions/Assistance.**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	16	89
No	2	11
Totals	18	100

When bursars were asked on whether the school they were working for had received any government financial intervention/assistance in their school, the responses were as follows:- 89% said yes whereas 11% said no.



#### 4.3.5 Types of Government Financial Interventions/Assistance

**Table 4.5 Bursars ResponseTypes of Government Financial Intervention**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Presidential secondary school bursary fund	1	6
Constituency development bursary fund	13	72
County education funds	2	11
Jomo Kenyatta foundation sponsorship	2	11
<b>Totals</b>	<b>18</b>	<b>100</b>

The study sought to asses on the types of government financial interventions that the school had received, 72% had received Constituency bursary fund, 11% of the respondents had received County education funds, 11% of the respondents had received Jomo Kenyatta foundation sponsorship and only 6% of the respondents had received presidential secondary school bursary fund.

#### 4.3.6 Government Financial Interventions Benefits

**Table 4.6 Government Financial Interventions Benefits**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Very Good	5	28
Good	6	33
Fair	7	39
<b>Totals</b>	<b>18</b>	<b>100</b>

The respondents were asked to mention the benefits of the government financial interventions benefits. The responses were as follows: - 39% said it was fair, 33% said it was good and 28% said it was very good.

#### 4.4 Effects of Government Financial Interventions on Enrolment

The researcher evaluated the effects of government financial interventions on enrolment according to the views of the class teachers and bursars.

**Table 4.7 Government Financial Interventions on Enrolment**

<b>No. of enrollment Students</b>	<b>Response</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Mean</b>	<b>Std dev.</b>
<b>Form I</b>	<b>Class teacher</b>	13%	20%	34%	13%	20%	4.05	1.301
	<b>Bursar</b>	14%	23%	25%	18%	20%	4.04	1.480
<b>Form 2</b>	<b>Class teacher</b>	8%	25%	33%	8%	25%	4.24	1.313
	<b>Bursar</b>	14%	14%	22%	24%	26%	3.87	.506
<b>Form 3</b>	<b>Class teacher</b>	10%	20%	20%	30%	20%	4.55	1.315
	<b>Bursar</b>	13%	10%	32%	19%	25%	4.12	1.359
<b>Form 4</b>	<b>Class teacher</b>	30%	20%	10%	20%	20%	4.32	1.442
	<b>Bursar</b>	24%	10%	20%	20%	27%	4.43	1.491

Table 4.4 indicated the response from class teachers and bursars on the effect of government financial interventions on enrolment. The responses were based on the government financial

interventions that a class had received and the impact it had on enrolment. According to class teachers Form I in 2011 who had received government financial interventions were 13%, Form 2 (8%) ,Form 3 (10%) and in Form 4 (30%).

On the same year of 2011 the school bursar response was that Form I who had received government financial interventions were were14%, form 2 (14%), Form 3 (13%) and Form 4 (24%) from this findings there was an increment in enrolled.

Response from the teacher in the 2012 Form I who had received government financial interventions were Form I (20%), Form 2(25%) ,Form 3(20%) and Form 4 (20%). From the bursar the response were as follows Form I (23%), Form 2 (14%), Form 3 (10%) and Form 4 (10%)

In the year 2013 class teacher response were that 34% in form 1 who had received government financial intervention, Form 2 (33%), Form 3, (20%) and Form 4 (10%.) On the same year bursar the response were as follows Form I (25%), Form 2 (22%), Form 3 (32%) and Form 4 (20%).

In 2014 from Class teacher response was Form I who had received government financial intervention, were (13%), Form 2 (8%), Form 3 (30%) and Form 4 (20%) and from the Bursars response were that Form I (18%) , Form 2 (24%) ,Form 3 (19%) and Form 4 (20%).

In 2015 the Class teacher response on Form I who had who had received government financial intervention were, (20%) ,Form 2 (25%), Form 3 (20%) and Form 4 (20%) .In the same year Bursars responses were that, Form I were (20%), Form 2 (26%), Form 3 (25%) and Form 4 (27%).

#### 4.4.1 Cases of repetition in schools

**Table 4. 8 Cases of repetition in schools**

Cases of repetition in schools	Class teacher	
	Frequency	Percentage %
Yes	8	8
No	98	92
Totals	106	100

The class teachers were asked on whether government financial interventions on enrolment had led to cases of repetition in the school they had worked , the response from the class teachers was 92% said no and 8% said yes. This implies that students who had received government financial interventions had worked hard to avoid repeating and thus improvement in academic performance.

#### 4.4.2 Rating the Government financial intervention on enrolments

**Table 4.9 Government financial interventions on enrolments**

Government financial intervention on enrolments	Class teacher		Bursar	
	Freq	Perc	Freq	Perc
Government financial interventions increased class enrolments in school	96	91	16	88
Government financial interventions did not facilitate any enrolments in school	10	9	2	12
<b>Totals</b>	106	100	18	100

The respondent were further asked to rate the Government financial interventions that affects enrolments. The response were as follows ,majority of the respondent both from the Class teacher and Bursar had led to increased class enrolments with 91% and 88% respectively whereas 9% and 12% of the respondent said that government financial interventions did not facilitate any enrolments in their school.

**Table 4.10: Chi-Square analysis on government financial interventions on enrolment of the vulnerable secondary school students**

	Government financial interventions did not facilitate any enrolments in school	Government financial interventions increased class enrolments in school
Chi-Square	18.000 <sup>b</sup>	4.900 <sup>a</sup>
Df	3	2
Asymp. Sig.	.000	.086

**Source: Researcher, 2016**

From the Table 4.10, it was found out that government financial interventions did not facilitate any enrolments in school. This implies that despite the support of the government offering financial support to most vulnerable, enrolment remained constants, since most of the students got these financial interventions when already enrolled. This showed significant relationships  $p \leq 0.05$ , ( $p= .000$ ). Whereas for whether there government financial interventions increased class enrolments in school, showed no significant relationships  $p \geq 0.05$ , ( $p=.086$ ).

#### 4.5 Government Financial Interventions on Retention

Cases of students dropping out/transfer despite government financial interventions from your school

**Table 4.11 Government Financial Interventions on Retention**

<b>Cases of students dropping out</b>	<b>Class teacher</b>		<b>Bursar</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	94	89	17	90
No	12	11	1	10
Totals	106	100	18	100

From the respondent the class teacher and bursar were asked on whether cases of students dropping out despite government financial interventions, the response was that majority of the students had dropped with 88% from class teacher and 90% from bursar response. Majority of the respondent mention that non-payment of fees was a major cause of dropping out, other causes mention included pregnancies, early marriages, Boda Boda business and sickness.

#### 4.5.1 Rating the Government financial intervention on student retention

**Table 4.12 Government financial intervention on student retention**

	Class teacher		Bursar	
	Freq	Perc	Freq	Perc
Government financial interventions increases student retention in secondary schools	102	96	17	94
Government financial intervention doesn't affect in any way student retention in secondary schools	4	4	1	6
Totals	106	100	18	100

The respondent were further asked to rate the government financial intervention that affects student retention. The response were as follows ,majority of the respondent both from the class teacher and Bursar had led to increased students retention with 96% and 94% respectively whereas 4% and 6% of the respondent said that government financial interventions did not facilitate any student retention in the school.

**Table 4.13 Chi-Square analysis Government financial intervention on student retention**

	Government financial intervention doesn't affect in any way student retention in secondary schools	Government financial interventions increases student retention in secondary schools
Chi-Square	10.800	18.000 <sup>a</sup>
Df	2	3
Asymp. Sig.	.004	.000

**Source: Researcher, 2016**

From the Table 4.13 it was found out that all the government financial interventions increases student retention in secondary schools which was significant at 95% confidence level ( $p < 0.05$ ),  $p = .000$ . Findings from government financial interventions doesn't affect in any way student retention in secondary schools  $p = .004$ , ( $p < 0.05$ ). This implies that student retention was contributed the above mentioned factors.

#### **4.6 Government Financial Interventions on Students Completion Rate**

The study sought to assess Class teacher and bursar response on whether government financial interventions has facilitated on students completion rate.

**Table 4.14 Class teacher and bursar on government financial interventions on Students Completion Rate**

	Class teacher		Bursar	
	Frequency	Percentage	Frequency	Percentage
Yes	81	76	14	79
No	25	24	4	11
Totals	106	100	18	100



The study sought to assess whether the government financial interventions has facilitated on students completion rate. The responses were as follows:- 76% of class teacher said yes , school bursar were 79% , and only 24% of the class teacher said no and for the school bursar were 11%.

#### **4.6.1 Percentage Number of vulnerable students who sat for the K.C.S.E**

The study sought to assess the percentage number of vulnerable students who sat for the K.C.S.E in the following years.

**Table 4.15 Percentage Numbers of vulnerable students who sat for the K.C.S.E**

	<b>Class teacher</b>	<b>Bursars</b>
2011	24	23
2012	21	22
2013	16	16
2014	17	21
2015	22	18
Totals	100	100

The study sought to assess the percentage number of vulnerable students who sat for the K.C.S.E in the following years. The response were as follows in 2011 there were represented by 24% as the class teachers records whereas 23% as per the bursars records. In the year 2012, 21% sat for the KCSE and 22% as bursar's respondent, in 2013 16% sat for K.C.S.E. In 2014, 17% and 21 sat for the K.C.S.E and in 2015 22% and 18% also sat for the K.C.S.E.

#### 4.6.2 Government Financial Interventions on Completion Rate

The class teacher and bursar's response on government financial interventions on completion rate

**Table 4.16 Government Financial Interventions on Completion Rate**

	Class teacher			Bursars		
	Freq	%	Mean	Freq	%	Mean
Students in school transfer due to inability to raise school fees	36	34	4.58	7	43.6	4.7
Most students absence themselves due to lack of fees	67	63	3.91	9	15.5	4.18
Was the government financial intervention sufficient cater for student school fees?	3	3	4.24	2	11	4.18
Totals	106	100		18	100	

From the above table class teachers were asked on whether the government financial interventions has facilitated completion rate. The responses were as follows:-class teacher's response had M= 4.58, whereas the bursars had an M= 4.7 on whether students in school transfer due to inability to raise school fees. Response were

, class teachers had M= 3.91 whereas the bursars had M= 4.18. On whether the government financial interventions was sufficient for the smooth running of your school, class teacher had a mean of 4.24 and Bursars had a M= 4.18.

**Table 4.17. Chi-Square Analysis on Government Financial Interventions on Students**

**Completion Rate**

	Students in school transfer due to inability to raise fees	Most students absence of fees	Government financial intervention is sufficient to cater for student school fees
Chi-Square	12.800 <sup>b</sup>	9.800 <sup>b</sup>	12.800 <sup>b</sup>
Df	1	1	1
Asymp. Sig.	.000	.002	.000

**Source: Researcher, (2016)**

From the Table 4.15, at 95% confidence interval, it was found out that student in school transfer due to inability to raise school fees, most students absence themselves due to lack of fees and the government financial interventions was sufficient for the smooth running of the school showed a significant relationships ( $p \leq 0.05$ ). This indicates that the three variables contributed to school completion rate.

#### 4.7 Government Financial Interventions on Academic Performance of Vulnerable Students

The study sought to assess on the government financial interventions / support in school in relation to academic performance.

**Table 4.18 Government Financial Interventions on Academic Performance**

	Adequate		Inadequate		Not sure		Mean	Std dev
	Freq	%	Freq	%	Freq	%		
Boarding, equipment and stores	14	79	4	21	-	-	3.77	0.2104
Repairs, maintenance and improvement	10	56	6	33	2	11-	3.67	0.5037
Tuition	14	75	4	25	-	-	3.78	0.9254
Medical	12	67	5	27	1	-6	3.71	0.3021

From the findings the bursars rated the following government financial interventions/ support of running the school. Boarding, equipment and stores (M=3.77), SD=0.2104), Repairs, maintenance and improvement (M=3.66), SD=0.5037), tuition (M=3.78), SD=0.9254) and Medical (M=3.71) and SD= 0.3021) respectively.

#### 4.7.1 Number of students' K.C.S.E performance

Number of students' K.C.S.E performance in the following years and had received government financial interventions.

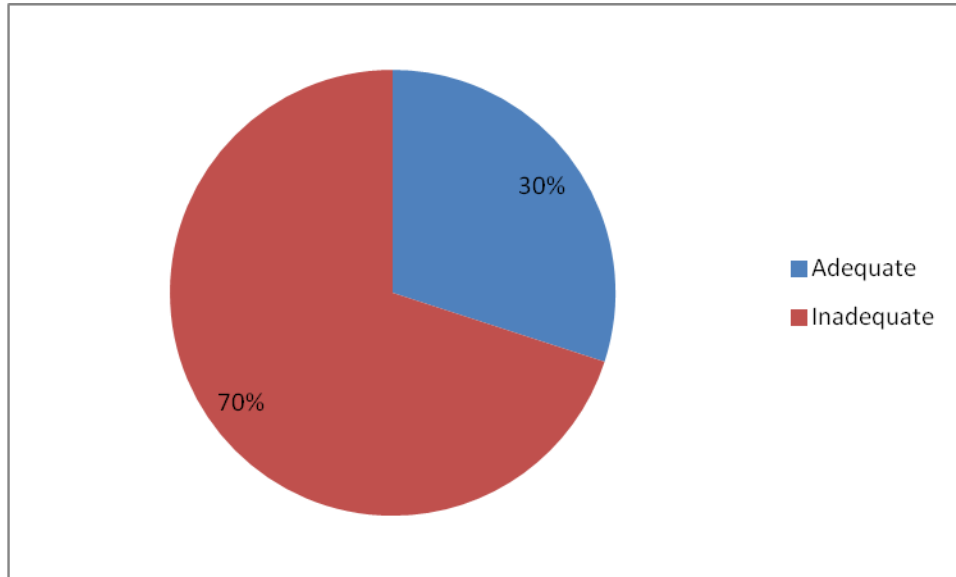
**Table 4.19 Number of vulnerable students' K.C.S.E performance**

YEARS	MEANS OF K.C.S.E					Mean	Std dev
	A &A-	Between B+& B-	Between C+, C-	Between & D+&D-	E		
<b>2011</b>	-	2	3	5	-	3.1541	0.6467
<b>2012</b>	1	1	2	3	-	4.007	0.7712
<b>2013</b>	3	2	1	-	-	4.093	0.5231
<b>2014</b>	1	3	2	2	-	4.029	0.8624
<b>2015</b>	1	4	4	4	-	3.531	0.2134

The study sought to assess the number of vulnerable students' K.C.S.E performance in the following years and had received government financial intervention. In 2011 (m=3.1541), SD=0.6467), in 2012(m=4.007), SD=0.7712), 2013 (M=4.093), SD= 0.5231), in 2014 (M=4.029, SD=0.8624) and 2015(m=3.531, (0.2134). From this finding 2013 had the highest mean and least in the year 2011.

#### 4.7.2 Adequacy of Government Financial Interventions

Bursars were further asked to; indicate whether the amount received was enough to cater for students educational needs.



**Figure 4.3 Government Financial Interventions on Amount Received each time.**

From the figure above, it was an indication that majority of the student had received a government intervention was inadequate at 30% and 70% of the respondents said it was inadequate. In most cases there is little assistance on students /classmates dropped out of school because they no longer received government financial intervention/assistance.

On the opinion on whether the government financial intervention/assistance will help you to complete your education. 70% of the student said yes whereas only 30% said no.

## 4.8 Student questionnaires response

### 4.8.1 Distribution by school category

The study sought to know the school category where the students were learning. Among the available options were boys boarding, girls boarding, mixed boarding and day secondary schools.

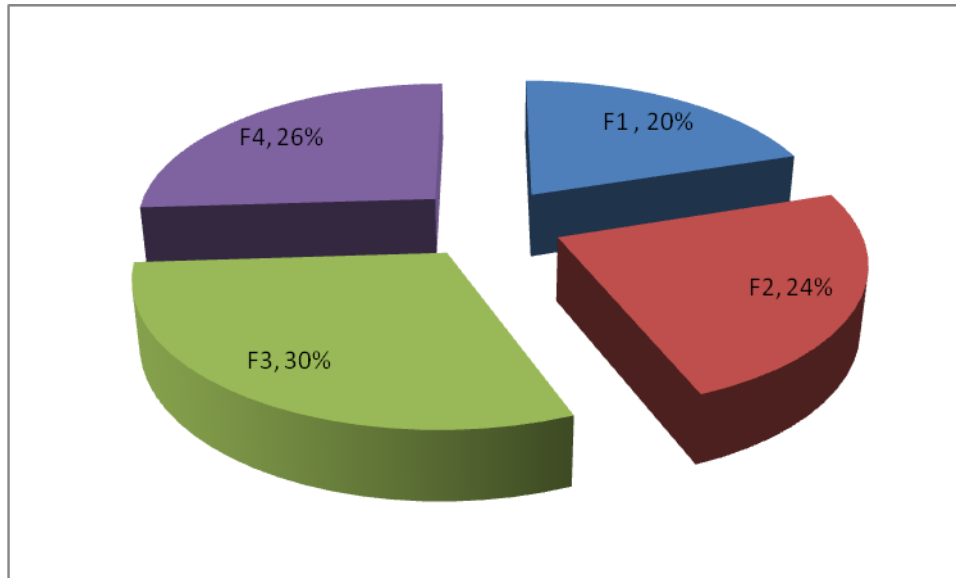
**Table 4.20 Distribution of student by school category**

School category	Frequency	Percentage
Boys boarding	5	27
Girls boarding	4	22
Mixed boarding	0	0
Day school	9	50
Totals	18	100

Findings showed that majority of students in Nandi County were in Day schools with 50%, this was followed by Boys boarding with 27% and Girls boarding with 22%.

#### 4.8.2 Distribution of students based on class

The study also required the students to indicate the classes that they were in and the findings were as shown in figure 4.2.



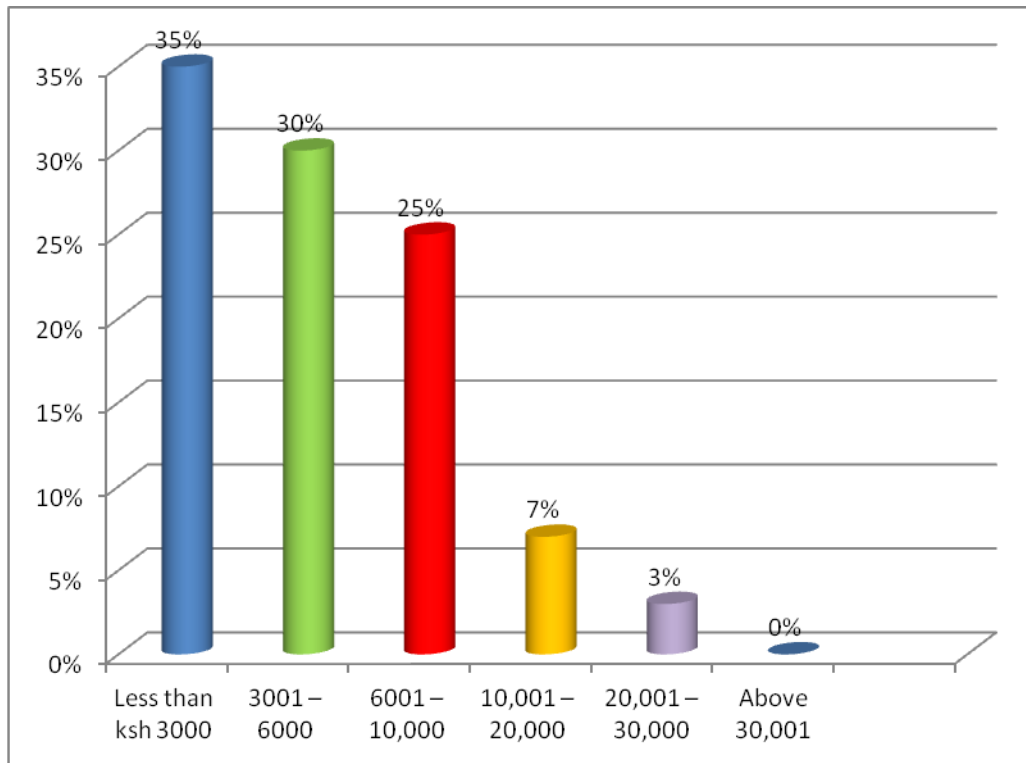
**Figure 4.4 Class of the students**

According to the findings, most of the students (30%) were in Form 3, 24% in Form 2, 26% were Form 1 or Form 4 and 20% were in form 1. This depicts that the quality of information was high as all the forms were well represented in the data collection.

#### 4.8.3 Students' response on monthly income of their parents/guardians

The study further examines the monthly income of the students' parents/guardians.





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

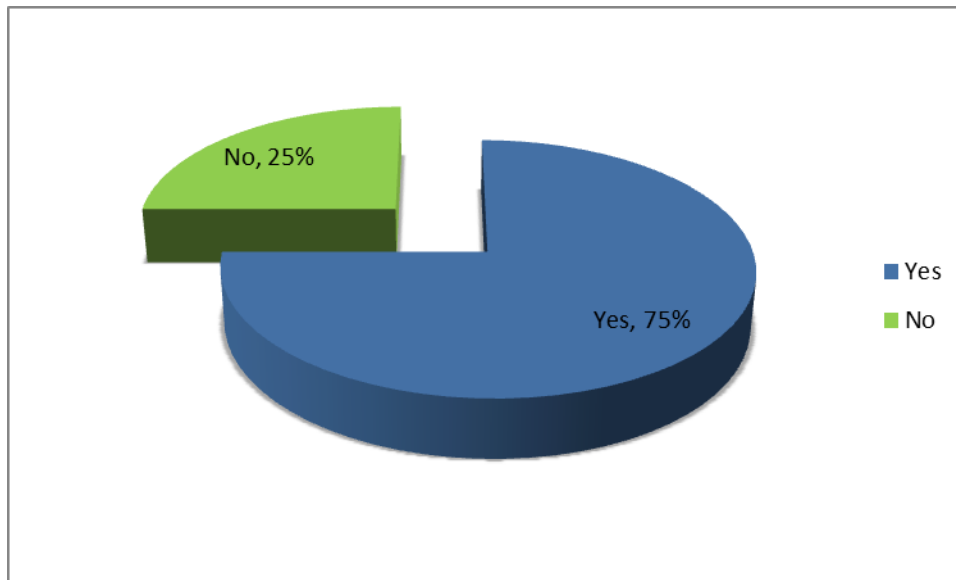
The findings indicate that, 35% of the students’ parents/guardians had a monthly income of Kshs less than kshs 3000, 30% had Kshs 3000-6001, 25% had Kshs 6,001-10,000, 3% had 20,001-30,000 while 0% of the students’ parents/guardians had a monthly income of Kshs above 30,001.

The findings illustrates that the majority of the parents did not have sufficient sources of income to sustain their students in school and relied on other sources like government financial interventions.

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

#### 4.8.4 Students' being sent home for lack of school fees

The students were also required by the study to indicate whether they had ever been sent home for lack of school fees.

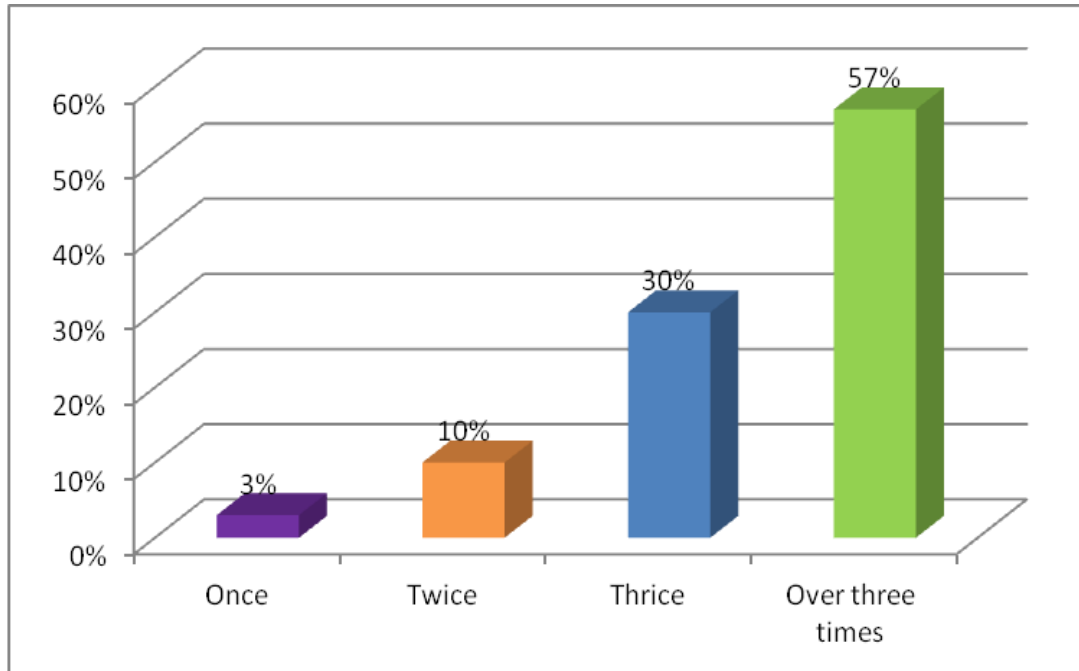


**Figure 4.6 Students' being sent home for lack of school fees**

The findings indicate that, 75% of the students had been sent home for lack of school fees while 25% of the students had never been sent home for lack of school fees. This depicts that the access, transition and retention of students in secondary schools was significantly affected by lack of finances as reflected by high rate of students being sent home. According to Lewin (2004) in many countries fees and private cost often make it impossible in the absence of affectively targeted financial support-for the few poor children that complete primary education to enroll and complete secondary school further skewing participation towards wealthy households. In most countries in Sub-Sahara Africa, secondary education benefits the better off urban groups of society but remains largely inaccessible for the poor households.

#### 4.8.5 Number of times students had been sent home for lack of school fees

The students were further required by the study to indicate the number of times they had been sent home for school fees within one academic year.



**Figure 4.7 Number of times students had been sent home for lack of school fees**

Figure 4.4 indicates that majority of the students (57%) had been sent home for school fees for over three times, 30% for three times while 10% had been sent home for school fees twice and 3% only once. The finding shows that the majority of the students come from poor economic background which made them to be at home due to school fees problems. It also shows that most of the students deserved to benefit from the government financial intervention to ensure high access, retention and completion rate of students. The findings are collaborated by IPAR (2008) that the high poverty rate in Kenya, currently estimated at 46 percent poses affordability problems towards the financing of secondary education. Therefore majority of the families require external financial support to afford the financing of secondary education of their children.

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

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

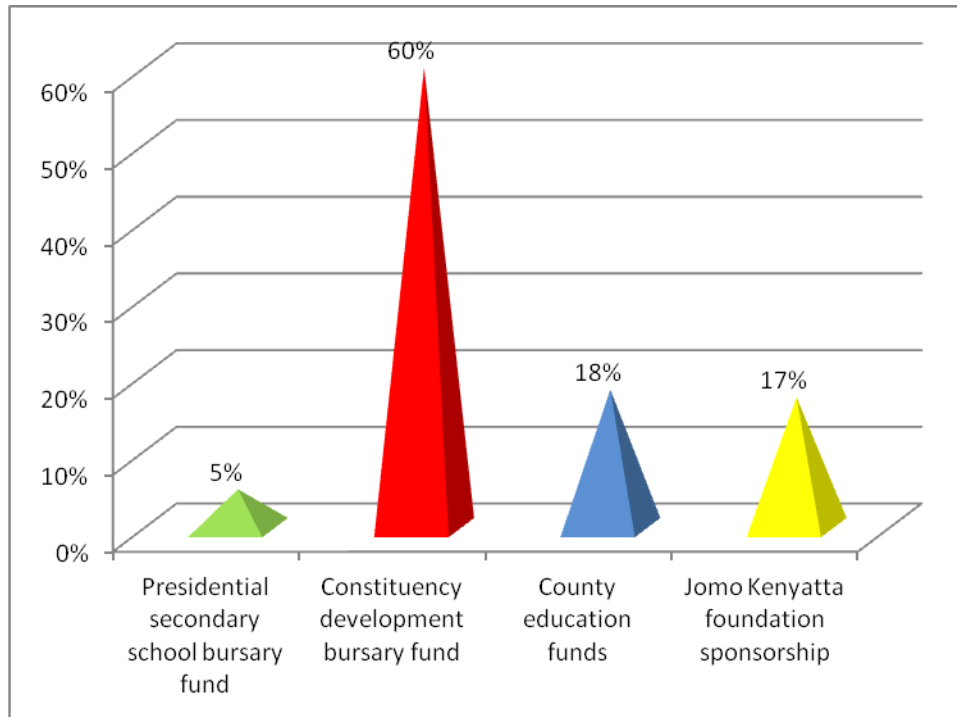
**Table 4.21 Students' response on length of time they took before going back to school**

<b>Length of time students took before going back to school</b>	<b>Percentage (%)</b>
1-3 days	18
3-5 days	27
1-2 weeks	46
3 weeks to 1 month	5
Over 1 month	4
<b>Total</b>	<b>100</b>

From the findings, the study established that most of the students (46%) took 1-2 weeks before going back to school when they were sent home for school fees, 27% took 3-5 days, 18% took 1-3 days while 5% took 3 weeks to 1 month before going back to school when they were sent home for school fees. This depicts that majority of the students come from financially unstable families and spent a significant amount of their time at home due to fees problems. The findings are in line with Kirigo (2008) who established that students from poor families spent a significant duration at home owing to fees problems and therefore bursaries were an effective way of enhancing retention in secondary schools. The high rate of absenteeism in public secondary schools as a result of affordability problems led to poor coverage of syllabus which consequently has led to the students performing dismally in the final exams.

#### 4.8.7 Students' response on type of government financial intervention/assistance

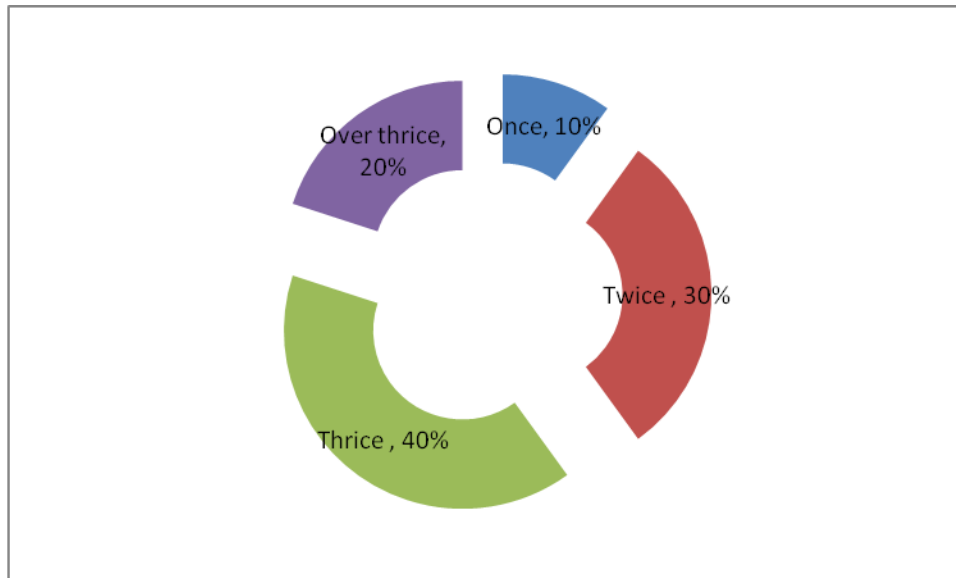
The study sought to assess the Students' response on type of government financial intervention/assistance.



**Figure 4.8 Students' response on Type of Government Financial Intervention**

The study sought to assess on the types of government interventions that the school had received, 60% of the respondents had received constituency bursary fund, 18% had received county education fund, 17% of the respondents had received Jomo Kenyatta foundation sponsorship and only 5 % of the respondents had received presidential secondary school bursary fund.

#### 4.8.8 Students' response times they had received the allocation



**Figure 4.9 Students' Response, Times they had received the Allocation**

From the figure above student mention that, 40% had received thrice ,30% had received twice ,20% over three times and 10% had just received once.

#### 4.8.9 Fee balance after getting the government financial intervention/assistance

**Table 4.22 Fee balance after getting the government financial intervention**

Adequacy of Government financial interventions	Frequency	Percentage
Yes	23	53
No	20	47
Totals	43	100

From the findings, the study established that 53% of the respondents had received government intervention whereas 47% of the student said the money received were enough to cater for all there educational needs for the whole year.

#### **4.8.10 Persons who paid for the school fee balance**

The students were further required by the study to identify the person who paid for the school fee balance.

**Table 4.23 Persons who paid for the school fee balance**

<b>Persons who paid for the school fee balance</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Never paid	23	54
Parent/guardian paid	18	41
Well-wisher paid	2	5
<b>Total</b>	<b>43</b>	<b>100</b>

From the findings, the majority (54%) of the students indicated that the school fee balance was never paid, 41% of the students indicated that the school fee balance was paid by the parent/guardian paid while 5% posited that it was paid by well-wisher. This illustrates that majority of the students were maintained in schools by the financial support of their parent/guardian as government financial interventions they received was inadequate to sustain them in school limiting their access, transition and retention in secondary schools. The findings are in line with a study by IPAR (2008) which revealed that the parents and guardians were the main sponsors of their children’s secondary education as the government financial intervention

offered by the government was inadequate and unreliable to ensure access and retention of students from poor background (IPAR, 2008).

**4.8.11 Mean grade attained at the end of year examination.**

The student were asked to state the main grade they had attained at the end of year examination

**Table 4.24 Mean grade attained at the end of year examination**

<b>Grade</b>	<b>Percentage (%)</b>
E	0
D-,D,D+	3
C-,C, C+	65
B-,B,B+	24
A- & A	8
Totals	100

Majority of the student indicated that 65% of the student had attained a mean grade between C-, C, C+, 24% of the student had scored a mean grade between B-, B, B+ and between mean grade A- & A were only 8 and only 3% scored a mean grade between D-, D, D+. This shows that majority of the student were average in their academic performance.



#### **4.9 Interview Schedule for the Principals**

Principal's response on the category of school, findings showed that 40% of the schools were day mixed school; this was followed by 60% being single sex schools which were also boarding schools.

Principal's response on parents' occupation, the research sought to establish the social and economic features of the catchment area of the school.

Most of the parent's occupations (34%) did mono cropping farmers, 27% were mixed farming, and 20% were employees while 10% were businessmen. On the other hand, most of the students' mother's occupation (27%) was farmers, 22% were employed, and 20% were retired while 18% were unemployed. This depicts that the governmental financial intervention was a critical source of funds for the students' education as majority of their parents (55%) did not have a stable source of income. The majority (54%) of the parents were farmers whose economic activities were prone to climatic changes hence being unreliable source of income. The farming was also on small scale basis which did not fetch a high income for the family.

The principals were further asked on data of number of vulnerable students in their school 86% of the principals said yes whereas 14% said no. If yes, what is the percentage of students who received government financial interventions in the years between 2011-2015.

**Table 4.25 Percentage Number of vulnerable students who received government financial interventions**

Year	No. of students				
	Form 1	Form 2	Form 3	Form 4	Means
	(%)	(%)	(%)	(%)	
2011	11	27	39	22	2.5
2012	22	35	26	17	3.75
2013	36	25	18	21	3.5
2014	22	37	15	11	3.75
2015	22	43	22	11	2.1

In the year 2011 form 3 had the highest number of vulnerable with 39% and the overall mean for the years was 2.5. In the year 2012, Form 2 had the higher percentage of 35, with a mean of 2.75, in the year 2013 and the Form 1 had the highest percentage of 36 with a mean of 3.5. In 2014, Form 2 were the majority with 37% of the vulnerable with a mean of 3.75. Finally in 2015, Form 2 formed 43% of vulnerable with a mean of 2.1.

From the above finding it can be seen that effects of impact of government financial interventions on enrolment in the secondary school were varying, this implies that the number of vulnerable children does not increase enrolment consistently.

The school principals were further asked on whether there were cases of dropout due to school fees problem. The responses were as follows 45% of them had experienced such cases whereas 65% said that their parents or guardian were able to pay for them.

The percentage of students who dropped out of school between 2011 and 2015 as a result of fees problem, were as shown on table below:-

**Table 4.26 Percentage of Students Who Dropped out of Your School between 2011 and 2015 due school fees Problem**

Year	No. of students			
	Form 1 (percent)	Form 2(percent)	Form 3(percent)	Form 4(percent)
2011	10	15	5	4
2012	10	13	3	7
2013	8	10	4	1
2014	13	11	3	1
2015	14	12	3	1

From these findings it can be seen that in the last five years the number of dropout was higher on form 1 and 2 unlike in form 3 and four where the level of dropout was slightly decreasing.

Adequacy of funds -The principals were further asked on whether the funds that vulnerable student had receive were adequate as per their needs, response were as follows 89% said the funds received was inadequate whereas 11% said the funds was adequate.

Consistency of government financial interventions in allocation of funds-The principals were asked if the government financial intervention were consistency on the allocation to the vulnerable group. 40% said yes whereas 60% said no.

Frequency of disbursement in relation to one academic year -principals were asked to comment on frequency of disbursement in relation to one academic year. In response 83%of principals noted that the disbursement was irregular and destabilize academic performance of the vulnerable students whereas 17% said that the disbursement was regular.

## CHAPTER FIVE

### DISCUSSION OF THE FINDINGS

#### 5.1 Introduction

This chapter presents summary of findings, while in chapter six conclusions and recommendations of the study in line with the objectives of the study. The conclusion is then drawn based on the findings and in order to answer the research hypothesis. The chapter finally captures the researchers' conclusions and recommendations.

##### 5.1.1 Effects of government financial interventions on enrolment of the vulnerable secondary school students

Ho<sub>1</sub> – There is no statistically significant relationship between government financial interventions and enrolment of the vulnerable secondary school students. It was found out that government financial interventions did not facilitate any enrolments in schools. This implies that despite the support of the government to the vulnerable enrolment remained constants , since most of the students got their financial intervention when already enrolled this is as showed significant relationships  $p \leq 0.05$  ,(p= .000).

Lewin (2004), increase in enrolment in the secondary sector also depends on the increase in pupils completing the last grade of primary education. This study concurred with Njeru and Orodho (2003) in their study on education financing in Kenya investigated the effects of bursary in four districts, Kiambu, Kisumu, Bungoma and Garissa. The study showed that the needy students in the study districts had varying amounts of outstanding fees indicative of the bursary fund being insufficient in meeting the objective of enhancing access to Secondary education.

### **5.1.2 Effects of government financial interventions on retention of the vulnerable**

#### **Secondary Students**

Ho<sub>2</sub> – There is no statistically significant relationship between government financial interventions and retention of the vulnerable secondary school students. It was found out that all the government financial interventions increases student retention in secondary schools which was significant at 95% confidence level ( $p < 0.05$ ),  $p = .000$ . Findings from government financial interventions doesn't affect in any way student retention in secondary schools  $p = .004$ , ( $p < 0.05$ ). This implies that student retention was contributed the above mentioned factors. Odebero (2002) on bursary allocation in Busia district revealed that, the bursary allocation in Busia district was not equitable.

### **5.1.3 Effects of Government Financial Interventions on Students' Completion Rate of the Vulnerable Secondary Students**

Ho<sub>3</sub> – There is no statistically significant relationship between government financial interventions and students' completion rate of the vulnerable secondary school students. It was found out that student in school transfer due to inability to raise school fees, most students absence themselves due to lack of fees and the government financial interventions was sufficient for the smooth running of the school showed a significant relationships ( $p \leq 0.05$ ). This indicates that the three variables contributed to school completion rate. Odalo (2000) argues that this method of bursary allocation was severally faulted for inordinate bureaucracy and for perpetuating unfairness by giving bursaries to the undeserving students and to those that were well connected.

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 CONCLUSIONS**

On the effects of government financial interventions on enrolment of the vulnerable students, the study concluded that the overall number of vulnerable students who had received government financial interventions was still small and yet the number of the vulnerable students was increasing. Students who had received government financial interventions had worked harder to avoid repeating and in most cases among secondary school cases of repetition is low, thus an indication of improvement in academic performance.

Effects of government financial interventions on retention of the vulnerable students, from the findings it can be concluded that the respondent mention that non-payment of fees was the cause of dropping out of school however other factors include, pregnancies , early marriages cases boda boda business and sickness.

On the effects of government financial interventions on students' completion rate of the vulnerable students .The study concluded that students had failed to complete schooling due to inability to raise school fees and students absent themselves due to lack of fees and government financial intervention was not sufficient for the smooth running of the school activities.

#### **6.2 RECOMMENDATIONS**

- i. The study recommends that the government financial intervention allocation should scale up the amount of finance allocated to the beneficiaries to meet the high cost of secondary education.

ii. The study recommends that the government should review the criteria on allocation of government intervention to ensure that all the deserving students benefit from the funds intervention, this will therefore enhance their enrollment, retention, completion rate and finally their academic performance . The review should also address the existing bottlenecks in the disbursement of the funds.

iii. The study also recommends that the government financial intervention management should conduct a country-wide campaign to create awareness on government financial interventions as a source of financial support for the orphans, poor and vulnerable groups.

### **6.3 SUGGESTIONS FOR FURTHER RESEARCH**

Since this study explored effects of government financial interventions on educational indices of the vulnerable secondary students in Nandi North Sub County, the study recommends that:- Similar study should be done in other counties in Kenya for comparison purposes on the effect of government intervention on access and retention of students in secondary schools.

A study can also be done to establish the role of NGOs Bursary schemes on educational indices of the vulnerable public secondary students

A study to be carried out on school initiative projects to ensure access, retention and transition of vulnerable students in public secondary schools.



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**APPENDIX I: CLASS TEACHER**

Dear Sir/Madam,

I am a graduate student in the school of Education in Kisii University. I am undertaking a study on the **“effects of government financial interventions on educational indices of the vulnerable secondary students in Nandi North Sub County ”**. You have been identified as one of the few people who can help to achieve goals of the study by honestly completing the questionnaire. All the information that you will give will be treated confidentially. Your school name is not required.

**JOSPHAT K. TANUI**

**Sign -----**

## QUESTIONNAIRE: CLASS TEACHER

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

i. State your gender

Male  Female

ii. State the status of your class

Boys  Girls  Mixed

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

0-5 Yrs  6-10 yrs  above 10

### **PART I: CLASS TEACHERS' VIEWS ON THE TYPES OF GOVERNMENT FINANCIAL INTERVENTIONS ON VULNERABLE STUDENTS**

i. Do you have the following vulnerable group in your class?

Orphans  Needy students  Orphans and needy

ii. What is your comment on government financial interventions benefit to members in your class?

Good  Fair  Unsatisfactory

(iii) How are some of the vulnerable students in your class affected by non-payment of fees or / support?

Drop out  Repeat class  Transfer

**PART II: EFFECTS OF GOVERNMENT FINANCIAL INTERVENTIONS ON ENROLMENT**

1. What was the enrollment of students in the school at the end of the year for the period indicated in the table below who received government financial interventions?

No. of enrollment	2011	2012	2013	2014	2015
Students					
<b>Form I</b>					
<b>Form 2</b>					
<b>Form 3</b>					
<b>Form 4</b>					

2. Do you have cases of repetition in your school?

Yes  No

(b) If yes, what have been the major causes of repetition?

i. \_\_\_\_\_

ii. \_\_\_\_\_



iii. \_\_\_\_\_

iv. \_\_\_\_\_

c) Rate the following statement on how the government financial interventions affects enrolments

a) Government financial interventions increased class enrolments in my school

Yes  No

b) Government financial interventions does not facilitate any enrolments in my school

Yes  No

**PART I11: GOVERNMENT FINANCIAL INTERVENTIONS ON RETENTION**

1. (a) Do you have cases of students dropping out from your school?

Yes  No

(b) If yes what have been the major causes of dropping out?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

c) Rate the following factors on how the government financial interventions has affected retention rate in your school

a. Government financial interventions increases student retention in my schools

b. Government financial interventions doesn't affect in any way student retention in my schools

**PART IV: GOVERNMENT FINANCIAL INTERVENTIONS ON STUDENTS COMPLETION RATE**

1. Do you think government financial interventions has facilitated students completion rate

i. Yes [ ]

ii. No [ ]

2. Please indicate the number of vulnerable students who sat for the K.C.S.E in the following years

2011\_\_\_\_\_

2012\_\_\_\_\_

2013\_\_\_\_\_

2014\_\_\_\_\_

2015\_\_\_\_\_

3. Rate the following statement on Government Financial Interventions on Completion Rate

	Yes	No
Students in my school transfer due to inability to raise school fees.		
Most students absents themselves due to lack of fees		
Is the Government Financial Interventions sufficient for smoth running of the school		

**PART V: GOVERNMENT FINANCIAL INTERVENTIONS ON ACADEMIC PERFORMANCE OF VULNERABLE STUDENTS**

(a) Please indicate the number of students' K.C.S.E performance in the following years (N/B those who received government financial intervention)

YEARS	MEANS OF K.C.S.E				
	A &A-	Between B+& B-	Between C+, & C-	Between D+&D-	E
2011					
2012					
2013					
2014					
2015					

**Thank for your corporation**

## **APPENDIX 1I: SCHOOL BURSARS QUESTIONNAIRE**

Dear Sir/Madam,

I am a graduate student in the school of Education in Kisii University. I am undertaking a study on the **“effects of government financial interventions on educational indices of the vulnerable secondary students in Nandi North Sub County ”**. You have been identified as one of the few people who can help to achieve goals of the study by honestly completing the questionnaire. All the information that you will give will be treated confidentially. Your school name is not required.

**JOSPHAT, K. TANUI**

## QUESTIONNAIRE: SCHOOL BURSARS

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

1. i. State your gender?

Male  Female

ii. State the status of your school?

Boys  Girls  Mixed

iii. How long have you served as a bursar?

1-5 Yrs  6-10 yrs  Above 10

### **PART I: VIEWS ON THE TYPES OF GOVERNMENT FINANCIAL INTERVENTIONS ON VULNERABLE STUDENTS**

2. (i) Does you receive any government financial intervention(s) /assistance? Yes ( ) No ( )

(ii) If yes, which type(s) of government financial intervention(s) /assistance?

(a) Presidential secondary school bursary fund ( )

(b) Constituency development bursary fund ( )

(c) County education funds ( )

(d) Jomo Kenyatta foundation sponsorship ( )

iii. What is your comment on government financial interventions benefits in your school?

Very Good  Good  Fair

**PART II: EFFECTS OF GOVERNMENT FINANCIAL INTERVENTIONS ON ENROLMENT**

1. What was the enrolment of students in the school at the end of the year for the period indicated in the table below who receive government financial interventions?

<b>No. of enrollment Students</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Form I</b>					
<b>Form 2</b>					
<b>Form 3</b>					
<b>Form 4</b>					

**PART II1: GOVERNMENT FINANCIAL INTERVENTIONS ON RETENTION**

1. (a) Do you have cases of students dropping out/transfer despite government financial interventions from your school?

Yes  No

c) Rate the following factors on how does the government financial intervention has affected retention rate in your school

a) Government financial interventions increases student retention in secondary schools

Yes  No

b) Government financial intervention doesn't affect in any way student retention in secondary schools

Yes  No

**PART IV: GOVERNMENT FINANCIAL INTERVENTIONS ON STUDENTS COMPLETION RATE**

1. Do you think government financial interventions has facilitated on students completion rate

i. Yes [ ]

ii. No [ ]

**2. Government Financial Interventions on Completion Rate**

i. Vulnerable students in my school transfer due to inability to raise clear school fees.

Yes  No

ii. Most Vulnerable students absence themselves due to lack of fees

Yes  No

iii. Is the government financial intervention sufficient cater for student school fees?

Yes  No

**PART V: GOVERNMENT FINANCIAL INTERVENTIONS ON ACADEMIC PERFORMANCE OF VULNERABLE STUDENTS**

Thinking of government financial intervention/ support in your school, how do you rate the amount for each vote head?

	<b>Adequate</b>	<b>Inadequate</b>	<b>Not sure</b>
<b>Tuition fees</b>			
Boarding, equipment and stores			
Repairs, maintenance and improvement			
Tuition			
Medical			

c) What is your comment on adequacy of government financial intervention in relations to student education needs per year

- i. Adequate
- ii. Inadequate

**Thank for your corporation**



### APPENDIX III: QUESTIONNAIRE FOR STUDENTS

#### 1. Category of school

Boarding boys ( ) (b) Boarding girls ( ) (c) Mixed boarding ( )

(d) Day school ( )

#### 2. Indicate your class?

(a) Form 1 ( ) (b) Form 2 ( ) (c) Form 3 ( ) (d) Form 4 ( )

#### 3 What is the monthly income of your parents/guardians?

Less than ksh 3000 ( ) ksh 3000 – 5000 ( )

Ksh 6000 – ksh 10,000 ( ) ksh 10,500 – 20,000 ( )

Ksh 20,500 – ksh 30,000 ( ) above ksh 30,000 ( )

#### 4. (a) Have you ever been sent home for lack of school fees?

Yes ( ) No ( )

(b) If yes, how many times have you been sent home for school fees?

(a) One ( ) (b) Twice ( ) (c) Thrice ( ) (d) Over three times ( )

5 When you are sent home for school fees approximately how long do you take before coming back to school?

(a) 1-3 days ( ) (b) 3-5 days ( ) (c) 1-2 weeks ( ) (d) 3-4 weeks ( )

(e) over 1 month ( )

6. Which type of government financial intervention(S) /assistance did you receive?

(e) Presidential secondary school bursary fund ( )

(f) Constituency development bursary fund ( )

(g) County education funds ( )

(h) Jomo Kenyatta foundation sponsorship ( )

7. How many times have you received the allocation throughout your stay in school?

(a) Once ( ) (b) Twice ( ) (c) Thrice ( ) (d) Over three times ( )

8. Was the money received enough to cater for all your educational needs for the whole year?

Yes ( ) No ( )

9. (a) Did you have a fee balance after getting the government financial intervention/assistance?

Yes ( ) No ( )

(b) If yes, how did you pay the balance?

Never paid ( ) (b) Parent/guardian paid ( ) (c) Well wishers paid ( )

10. In your opinion do you think the government financial intervention(s) /assistance will help you to complete your education? Yes ( ) No ( )

13. Indicate your mean grade you attain at the end of year examination

<b>2015</b>	
<b>Grade (s)</b>	<b>Percentage</b>
E	
D-,D,D+	
C-,C, C+	
B-,B,B+	
A- & A	

**Thank for your corporation**

## APPENDIX IV: INTERVIEW SCHEDULE FOR THE PRINCIPAL

### 1. Indicate category of your school

---

### 2. Briefly describe the social and economic features of the catchment area of your school

---

---

### 3. Do you have data on number of vulnerable students in your school?

Yes [   ]

No [   ]

b).If yes, what is the percentage of vulnerable students in your school that had received government financial interventions in the years between 2011-2015?

Year	No. of students			
	Form 1	Form 2	Form 3	Form 4
2011				
2012				
2013				
2014				
2015				

4. What are your comments about adequacy of the funds for student's school fees?

- i. Adequacy
- ii. Inadequate

5. (a) What is the impact of government financial interventions on enrolment in your school?

- i. Increase?
- ii. Decrease?
- iii. Remained constant?

6. a) Do you have cases of vulnerable student dropping out due to school fees problem?

Yes [    ]

No [    ]

b) If yes, what is the percentage of students who dropped out of your school between 2011 and 2015 as a result of fees problem?

Year	No. of students			
	Form 1	Form 2	Form 3	Form 4
2011				
2012				
2013				
2014				
2015				

7. Briefly comment on the consistency of government financial interventions to a student's educational needs

---

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---

8. Comment on the frequency of disbursement in relation to one academic year

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## APPENDIX V: LETTER OF AUTHORIZATION TO COLLECT DATA



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
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Website: www.nacosti.go.ke  
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9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/86605/12856**

Date:

**3<sup>rd</sup> August, 2016**

Josephat Kipkemboi Tanui  
Kisii University  
P.O. Box 402-40800  
**KISII.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Effects of government financial interventions on educational indices of the vulnerable secondary school students in Nandi North Sub-County, Nandi County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Nandi County** for the period ending **2<sup>nd</sup> August, 2017.**

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

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

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nandi County.

The County Director of Education  
Nandi County.

**THIS IS TO CERTIFY THAT:**  
**MR. JOSEPHAT KIPKEMBOI TANUI**  
**of KISII UNIVERSITY, 14-30307**  
**MOSORIOT, has been permitted to**  
**conduct research in Nandi County**

**Permit No : NACOSTI/P/16/86605/12856**  
**Date Of Issue : 3rd August, 2016**  
**Fee Received :ksh 1000**

**on the topic: EFFECTS OF GOVERNMENT**  
**FINANCIAL INTERVENTIONS ON**  
**EDUCATIONAL INDICES OF THE**  
**VULNERABLE SECONDARY SCHOOL**  
**STUDENTS IN NANDI NORTH**  
**SUB-COUNTY, NANDI COUNTY, KENYA**



**for the period ending:**  
**2nd August, 2017**

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

**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



**REPUBLIC OF KENYA**



**National Commission for Science,**  
**Technology and Innovation**

**RESEACH CLEARANCE**  
**PERMIT**

**Serial No.A 10516**

**CONDITIONS: see back page**



**APPENDIX VI: PLAGIARISM REPORT**



# Plagiarism Checker X Originality Report

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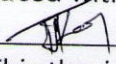
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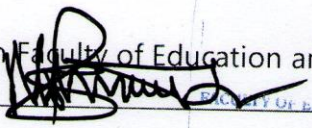
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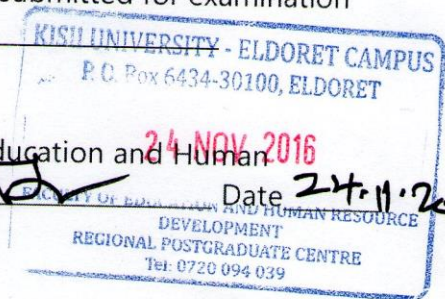
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Effect of Government Financial Interventions on Educational Indices of the Vulnerable Secondary School Students in Nandi North Sub-County, Nandi County, Kenya JOSPHAT K.TANUI A Thesis Submitted to the Graduate School in Partial Fulfillment for the Requirements of the Master Degree of Educational Management (Economics of Education) Kisii University AUGUST, 2016. DECLARATION Declaration by the Candidate This thesis is my original work and has not been submitted anywhere else for the purpose of examination.

No part of this thesis should be reproduced without prior permission of the author or Kisii University. JOSPHAT K.TANUI Sign  Date: 23/11/2016  
EM17/03686/14 RECOMMENDATION This thesis has been submitted for examination with our approval as university supervisors. Sign \_\_\_\_\_  
Date \_\_\_\_\_ Dr.

Moses Kapkiai (Phd) Department of Education, Faculty of Education and Human Resource Development Kisii University Sign  Date 24.11.2016



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