

# Effects Of Constituency Bursary Amount Allocated On Internal Efficiency Of Public Secondary Schools In Trans-Nzoia County, Kenya

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*Abstract: Despite the efforts by the government to improve access and retention of students in secondary schools, evidence shows that access to secondary education is still highly skewed in favour of the rich and debate still rages among the various interested parties on the bursary disbursement and its effectiveness. Thus, the purpose of the study was to establish the effects of constituency bursary amount allocated on internal efficiency of public secondary schools in Trans-Nzoia County, Kenya. The information provided in this study will benefit policymakers, community members and academicians. The study adopted a descriptive survey research design with a target population of 77,337 persons. 78 (30% of 261) schools were randomly selected 16 from each sub-county and only Endebess with 14 schools. A sample of 399 respondents was selected using Fischer formula. These included 306 form three students, 78 principles and 5 DEO, 5AEO and 5 CBF. 4 form three students were randomly selected from the sampled schools. 5 DEO, 5AEO and 5 CBF chair were purposely selected one from each sub-county. The researcher collected data using questionnaires, documentary analysis and interview guides. The instruments were validated by the supervisors. Reliability of the instruments was tested through a pilot study where the Pearson's correlation coefficient of 0.73 was obtained, hence the instruments were considered reliable. Quantitative data was analyzed using descriptive and inferential statistics, and presented in tables, while qualitative data from interviews was organized into themes and sub-themes. The study established that, there was a significant ( $p = .001$ ;  $\alpha = 0.05$ ) relationship between constituency bursary provisions and internal efficiency in public secondary in Kenya. It was therefore recommended that for enhanced internal efficiency in public secondary schools, there should be greater stakeholders' involvement during the bursary provision time. There is also need for a study on the mediating effects of monitoring and evaluation on the relationship between constituency bursary provision and public secondary school internal efficiency.*

*Keywords: Constituency, Bursary, amount, allocated, internal, efficiency, Public, Secondary*

## I. INTRODUCTION

Studies conducted by some scholars indicate the availability of bursary subsidies in developing countries. The bursaries take different forms. A survey by the government in Argentina in 1975 revealed that government subsidy range from 45 to 92 percent of total costly per pupil in primary schools and between 31 to 96 percent in private secondary

schools (Guerrero, Andersen and Afifi 2007). In Ecuador government subsidies are in form of fees and takes only 3 percent. Other sources of subsidies are donations or endowment in Bolivia for instance (Latin America) this source provides for 11 percent of the income of private schools (Psacharopoulos and Wood hall, (1985). In South Africa, user charges are identified as a barrier to education (Veriara, 2002). The South Africa Schools Act provides that majority of

parents at a public school may determine whether or not school fees are charged and amount to be paid. However, exemption exists for those who cannot afford to pay; exemption is extended to parents whose incomes are less than 30 times but not more than 10 times the amount of fees.

A study by Jallade (1974) analyzed the pattern of financing for a private and public education and the incidence of taxation and distribution of public subsidies for education in Colombia. The study found out that equity implications of public subsidies depend on whether the taxes that are used to finance public subsidies are progressive, proportional or regressive. A tax is progressive if it takes a larger proportion of the income of the rich than that of the poor taxpayers; it is regressive if the reverse is the case and proportional if it takes the same percentage of income from all income groups. The general conclusion is that taxation as a whole is roughly proportional of most taxpayers in Colombia. In Kenya the situation is worse since some high income earners especially the legislators are accepted from income tax on their allowances (KIPRA, 2008). Jallade, (1974) went ahead to analyze educational subsidies between the income groups and to compute subsidies received as a proportion of taxes paid. It was found that in total, education subsidies in Colombia redistribute income from the rich to the poor since the poorest families receive more education subsidies than they pay in taxes whereas the richest receive only 2 percent of their taxes in form of education subsidies as shown in Table 1.

Income) as Brackets proportion of Pesos taxes (percent)	Number of household (pesos a year)	Allocation of public – subsidies for subsidies Taxes (millions of (percent) education) of pesos)		
0-6,000	19.0	223	262	117
6000 – 12000	20.2	510	424	83
12000 - 24000	24.9	1,468	1054	72
24000 - 60000	22.9	3180	1717	55
60000 – 120000	8.8	2878	672	23
120000 – 240,000	3.4	2484	252	10
Over 240000	0.8	2932	72	2
<b>Total 100.0</b>	<b>13,603</b>	<b>4,453</b>	<b>33</b>	

Source: Jallade (1974)

Table 1: Allocation of Taxes and Public Subsidies for Education among Income Groups, Colombia in 1970

From Table 1, it revealed that public subsidies in Colombia depended on the income bracket and the taxes paid. Those whose income was low were allocated more public subsidies for education in relation to the taxes they paid. Studies done in Malaysia (Meerman, 1974) and Indonesia (Meesook, 1984) on the redistribution effects of public expenditure found out that the levels of subsidy at post-secondary and higher levels of education benefit the wealthy and suggested that governments should have a policy of shifting more of the financial burden to private rather than public funds on grounds of social equity and economic efficiency. They reasoned that the existence of a private relatively unsubsidized education sector might contribute towards a more equitable distribution of subsidized in Colombia, since the rich will be more likely to enrol their children in private schools and therefore public subsidies can be concentrated on the poorer households whose children will attend public schools. This argument may not be entirely convincing since it is not automatic that the rich will enrol

their children in private school rather than public schools. In many developing countries, the rich have tended to enrol their children in public schools because of the quality of education provide there. Studies by Meerman (1974) and Meesook (1984) should have informed us about the difference in the quality of education provided in private and public schools in the countries studied.

According to the World Bank (1995), educational subsidies in Vietnam are such that provision is made for fees to be waived or even halved for certain groups that are considered to be in need of such fee waiver. These include handicapped students, children from minority ethnic groups, orphans, children of killed or seriously wounded soldiers, and children in mountainous or remote areas. Those can obtain exemptions from fee payment.

However, the discretion still lies with the government to either waive the fees completely or just half the fees in some cases; therefore, children of slightly wounded or seriously wounded soldiers, children of government employees disabled by work injuries, ethnic minorities and children of families who are poor pay half the fees. In 1993 for example, 14 percent of lower secondary students and 10 percent of upper secondary were fully exempted.

Nhundu (1992), focusing on Zimbabwe, concluded that the Zimbabwean government introduced equal government subsidy for all secondary education in order to equalize education opportunities and reduce disparities between former white and black education systems. This resulted in massive expenditure on education accounting for at least 10 percent of total national outlay on education. Subsidies varied from 8.90 dollars per pupil in grade one and 19.15 dollars for grade seven (Ministry of Education, 1980). The subsidies differed from high cost schools getting 337 dollars in 1982 for each pupil compared to 83 dollars for their counterparts in low cost schools. In many developing countries, higher education is highly subsidized and absorbs more spending. Thus, in Cape Verde, introduction of basic education and training projects provide for a minimum of six years of compulsory basic education so as to benefit the poor since the correct structural problems in education tend to disadvantage them. (World Bank 2003).

Some developing countries have used student loans as a way of equalizing education opportunities for those who cannot afford to finance for it. After graduating from high school or universities, students are made to repay the loan with or without interest. In Latin America and the Caribbean, for example, it has been proved that student loans work. Students are willing to borrow and that the existence of loans has helped to increase private demand for university education and has enabled many poor students to finance their own education (Psacharopoulos and Wood hall, 1985). In South Africa, user charges are identified as a barrier to education (Veriara, 2002). The South Africa Schools Act provides that majority of parents at a public school may determine whether or not school fees are charged and amount to be paid. However, exemption exists for those who cannot afford to pay; exemption is extended to parents whose incomes are less than 30 times but not more than 10 times the amount of fees.

## II. THEORETICAL REVIEW

This investigation was guided by the hypothesis of communist financial aspects of training while at the same time seeing family foundation as a criteria for a warding bursary reserves. This hypothesis was propounded by a French essayist and student of history called Louis Blanc in 1848. The hypothesis underscores the need to make an economy that redistributes salary from the rich to poor people in order to make balance of prosperity (Selowsky, 1979). The communist financial matters hypothesis shapes the premise of the Lorenz bend, which is the geometric portrayal of the circulation of pay among families in a given nation, at a given time (Baumol and Blinder, 1979). The Lorenz bend estimates the total level of families from the least fortunate to the most extravagant on the flat pivot, while the total level of pay is put on the vertical hub. In the present examination, the combined rates are portrayed as far as quintiles. At the point when quintiles are utilized, the populace is isolated into five equivalent segments. The measures are then used to contrast the relative offer running with explicit gatherings, for example, the best quintile or the base quintile.

As per the communist financial aspects of training hypothesis, bursary portion can help upgrade value in access to auxiliary schools. Something else, if instruction were offered without bursaries just the individuals who can stand to pay school charges and other related expenses would join up with school. Under such conditions, disparities would be propagated. In this specific investigation, if the beneficiaries are distinguished fairly dependent on their parentage, scholastic execution and financial status, the Lorenz bend won't demonstrate a great deal of drooping, a ramifications of value in bursary portions. Notwithstanding, in case of favoritism in the choice criteria, the hanging will be unmistakable, inferring the nearness of disparities in the allotments.

Fair distribution of the voting demographic bursary reserve can help improve access to instruction. The upgraded access to training then again redistributes salary and to raise the livelihoods of poor people. As a result of these, an evenhanded society is made.

This hypothesis was relevant in this examination since optional school training is basic in any instruction framework in view of the urgent job; it plays in catalyzing national advancement. Subsequently, keeping up a high understudy enrolment at this dimension ought to be a need for all nations. With the mutual inclusion in basic leadership, it was foreseen that there would be decency and effectiveness in the bursary distribution process. Be that as it may, as opposed to the elevated standards; instances of protests about the open consciousness of bursary support just as the dispensing methods.

### A. AMOUNT OF BURSARY ALLOCATED AND INTERNAL EFFICIENCY

Many low enrolment countries in SSA cannot increase participation at secondary level with current cost structures. Where secondary schooling has costs per student five or more times those of primary, and 30-60% of GDP per capita,

secondary schooling cannot be universalized without requiring that most if not all of the education budget is met by the government (Lewin 1994). Even if school places were provided, the high direct costs of participation (predominantly fees) would exclude most households. Reforms are needed that address the problems of high public costs per student, and high direct costs.

According to Brissed and Cailloids (2004), in the OECD countries, the basic principles that guide the policy of financing secondary education are related to;

- ✓ The need to facilitate access to basic and compulsory education
- ✓ Equality of opportunity
- ✓ Freedom of education choice

OECD countries spend a large proportion of their national budget and GDP on education. The justification for this is that education contributes to development and must therefore be provided to all. In the 1980's and 1990's most of these countries started rationalizing their public spending on education following a slowdown in economic growth occasioned by the oil crisis. More efficient ways of distributing resources between as well as within sectors were applied. A number of reforms such as decentralization of financing and management of public services including education, new ways of allocating resources and a certain amount of deregulation and privatization.

To ensure efficient bursary disbursement, the government supported by development partners has to availed huge amounts of money. The Free secondary tuition programme was indeed a welcome relief to the parents and no wonder that is why the idea also went down very well with the donors. It was encouraging that the World Bank had to avail a grant of Kshs. 3.9 billion towards FPE and bursaries, British government gave Kshs 1.6 billion for the project with the treasury on its part pumping Kshs. 2.8 billion to kick start it (Republic of Kenya, 2005).

Studies on CDF have indicated that although it comprises of an annual budgetary allocation equivalent to at least 2.5% of the Government ordinary revenue, which is a small share of the total budget in Kenya, this fund has been able to bring longer lasting impact on citizens

(Samuel Auya, 2013). A maximum of 5% is allocated to CDF Board for Administrative services, a minimum of 95% is allocated to constituencies based on the following formula; (a) 5% of the 95% is allocated to Emergency Reserve; (b) 75% of the balance is allocated equally amongst all the constituencies; (c) balance of 25% is allocated based on the Constituency Poverty Index modelled by the Ministry of Devolution and Planning. Sectors funded by CDF include Education (around 55% of CDF allocations), Health (6%) and Water (11%). These are the sectors that have felt a great impact since the initiation of the project (Constituency Development Fund, 2012).

The bursary allocation to each constituency is calculated based on the number of students from the constituency enrolled in Secondary Schools in Kenya, the natural Secondary School enrolment, the district poverty index and the national poverty index. The formula used to allocate bursaries to the constituencies is:-

Constituency bursary = Amount allocated X constituency enrolment X district poverty index / National enrolment X national poverty index.

This formula promotes equity by allocating more funds to constituencies with higher poverty level, hence aims at facilitating access and retention of children from marginalized areas including ASAL and urban slums.

The Government through the Ministry of Education has given strict instructions to be followed by DEO's on the management of government bursaries through MOE circular Ref.No.G9/1 (61) dated 22/9/2003. Girls are to benefit by getting a special reservation of 5 percent of the bursary allocated to the CBC. This is for the purpose of sustaining more girls in schools to help bridge education gender disparities. The functions of the Constituency bursary Committee are to issue and receive bursary applications using the established criteria; to verify and ensure all bursary cheques and dispatched to the schools in a timely manner, to prepare and submit reports on the constituency bursary scheme to the Permanent Secretary, Ministry of Education.

The CBC is supposed to first award marks to the applicants where various variables are considered. These include family status, affirmative action/special circumstances, discipline and academic performance. Based on these criteria, students who are total orphans score higher marks while the girl child scores more than boys. Similarly, bright and disciplined students earn high marks than those who may be undisciplined and academically challenged. After this exercise the applicants are ranked and the most-needy are awarded bursaries based on the type of school they attend. Students in National schools are awarded a minimum of KShs 15,000; those in other boarding schools are awarded KShs 10,000 while students in day schools are awarded a minimum of KShs 5000. However, in the latest guidelines issued by the PS Ministry of Education, a minimum of Kshs 8,000.00 is to be awarded to a needy secondary school student in a boarding school. The focus has therefore been shifted to needy students in boarding secondary schools (MoE Circular, 2008).

Bursary Committees post cheque directly to the respective Secondary Schools. Beneficiary (Parents and guardians) should not handle the cheques. The committees are authorized to utilize up to Kes.25, 000 in each tranche for administrative postage, travelling expense but not for sitting allowance.

To ensure efficient management of the funds, the government gave guidelines for the Constituency bursary committee. The Committee shall have maximum of sixteen members, at least a third of whom must be women. The Committee comprises the area of Member of Parliament (Patron), the area Education Officer (Secretary), three representatives of religions organizations, two Chair persons of Parents Teachers Association (PTA's) of two Secondary Schools, one Chairperson of board of governors, one Councillor, one district officer, one representative of an educational base Non-Government organization (NGO) or Community based organization (CBO), one local KNUT representative, three co-opted members to include two head teachers, one whom must be from a girl's Secondary School.

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

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

One study in Kenya by Wood hall (1983) noted that the loan is highly subsidized and the graduates pay interest below market rates. However, most studies have tended to concentrate on students loans at the university level leaving a gap at secondary school level, which needs to be filled. The most recent commission on education in Kenya (Republic of Kenya, 1999) described the inequalities prevalent in the education system, characterized by gender, geographical region and social-economic status. The commission stressed that over 50% of Kenyans live below the poverty line and in view of this, fees and other levies charged by the educational institutions have had a negative impact on access and participation. It urged the government to emphasize the need for equitable distribution of resources to ensure that the disadvantaged communities and social classes are not discriminated against the provision of education. In its recommendation, the commission advised the government to eliminate the existing biases in budgetary allocation, the distribution of equipment, textbooks, bursaries and other incentives.

Mellen (2004), in a study on the role of government bursary funds in enhancing girl participation in Nyamira District found that the Ministry of Education bursary had not sustained any girl for four years. She too noted that it had failed to meet the gender equity objective and that more boys received slightly higher bursaries than girls. In another related study, Mwawughanga (2008) set out to assess the impact of Constituency Bursary Fund on girl-child secondary education in Wundanyi Division of Taita District. The study established that the Constituency Bursary Fund did not have a significant impact on girl-child's access and retention in secondary school in Wundanyi Division of Taita District. The main reasons for this were that the bursary fund allocated to individual girls is not adequate to sustain girls in school, and as such most girls were still sent home for fees; poor academic performance of girls disqualifies most of them from accessing the fund; there is lack of information about the bursary fund as evidenced by students who reported that they did not know how to apply for the fund; and the attitude of the community towards education for the girl-child education was negative, as reported by 76.7% of the teachers, and thus girls were not encouraged to take advantage of existing opportunities. Kirigo, (2008) further established that bursary fund had no significant impact on the retention in Mombasa District, based on the fact that 53.3% of those who received bursaries were sent home over three times due to inadequacy of funds set aside for bursary and unpredictability of the funds.

Not many studies have been conducted to find out the impact of constituency bursary funds on retention. One of the studies identified was conducted by Kirigo (2008) to assess the effectiveness of bursaries in enhancing retention in

secondary schools in Mombasa District. The study established that schools and constituency bursary committee in Mombasa District followed the laid down criteria by the Ministry of Education and that 42% of the deserving students received bursaries, 60% of whom 47 were female. Kirigo (2008) further established that bursary fund had no significant impact on the retention in Mombasa District, based on the fact that 53.3% of those who received bursaries were sent home over three times due to inadequacy of funds set aside for bursary and unpredictability of the funds.

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Ngware, Onsomu, Muthaka, and Manda (2006) conducted a study to examine strategies for improving access to secondary education in Kenya. They concluded that persistently low participation rates from low income households indicates that the bursary fund has limited impact in ensuring that the beneficiaries are adequately supported for a full cycle. Consequently, they proposed that the government initiative in decentralizing and reviewing bursary funds management to constituency level should be closely monitored. Clear guidelines should be developed to ensure efficiency and effectiveness in order to increase access to secondary education. Further, they suggest that to address income inequalities in the society, a special assistance scheme and preferential policies should be developed to target vulnerable groups such as students from marginalized communities, those with special needs, and orphaned and vulnerable children. Mellen (2004), in a study on the role of government bursary funds in enhancing girl participation in Nyamira District found that the Ministry of Education bursary had not sustained any girl for four years. She too noted that it had failed to meet the gender equity objective and that more.

### III. METHODOLOGY

The study adopted a descriptive survey design to collect data from the respondents on the current status regarding constituency bursary provision and students access to public secondary schools in Trans-Nzoia County. The design was considered appropriate as it enabled the researcher to collect first-hand information in the shortest time possible from the respondents. The design also enabled the researchers to collect both qualitative and quantitative data which will be analyzed

using descriptive and inferential statistics. The study targeted 77,322 students and 261 school principals. Specifically the students targeted will be about 19, 330 from three students from sampled public secondary schools, DEO, 5 AEOs and 5 CBF chairman in schools within Trans-Nzoia County will be part of the target population in this study. The DEO, AEOs and CBF chairman were targeted as the key stakeholders of the public secondary schools who have the information regarding constituency bursary provision.

Sub-county	schools	principals	students	DEO	AEO	CBF chair
Trans_Nzoia west	49	49	14,806	1	1	1
Trans-Nzoia East	75	75	22,116	1	1	1
Kimisini	67	67	20,935	1	1	1
Kwanza	52	52	13,524	1	1	1
Endebes	18	18	5,941	1	1	1
<b>Total</b>	<b>- 261</b>	<b>261</b>	<b>77,322</b>	<b>5</b>	<b>5</b>	<b>5</b>

Source: S.C.D.E's office Cheparus May 2015

Table 1: Summary of the target population

### STATISTICAL ANALYSIS

A narrative investigation plan was intended for the examination to manage the analyst on all zones where report investigation was finished. Archive investigation was done on understudy's participation enrolls, understudy's expense installment registers, understudy confirmation register and voting public bursary arrangement records of structure three understudies. Class registers were dissected to set up the confirmation numbers, the all out number, nature and pattern of participation of young men and young ladies in the inspected schools. Expenses registers was likewise examined to build up the nature and pattern of charge installment and charge adjusts of young men and young ladies in the tested schools. Body electorate bursary arrangement records were likewise be investigated.

The investigation utilized both quantitative and subjective examination according to the examination destinations. Quantitative investigation includes coding reactions into all out factors (Mbwesa, 2006). For quantitative investigation, both elucidating and inferential insights was received. Expressive factual systems, for example, Cross organization, frequencies, mean, and rates were connected and inferential measurements broke down utilizing chi-square. The information broke down were displayed in tables. In addition, as per Burns and Grove (1999) and Maalim (1999) subjective research is a methodical, abstract methodology used to portray beneficial encounters and give them meaning. In this manner, the regular topics were distinguished, subjective information extricated, sorted out and after that talked about under the fundamental target territories of the examination. This was later introduced by utilization of citations.

IV. RESULTS

EFFECT OF BURSARY AMOUNT ALLOCATED ON INTERNAL EFFICIENCY OF PUBLIC SECONDARY SCHOOLS IN KENYA

The study examined the effect of bursary amount allocated on internal efficiency in public secondary in Kenya. To achieve this, the researcher adopted, Crosstabulation, mean, percentages and frequencies as the most preferred statistical techniques. The analysis, thus, began with the descriptive statistics of the variable bursary allocation in the first and second batch.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Allocation in first batch	207	1000.00	30000.00	5383.0918	2310.49822
Allocation in second batch	188	1000.00	50000.00	5940.4255	4352.19090

Table 2: Bursary allocation in the first batch

As shown in Table 55, the minimum allocation in first batch and second batch were both Ksh.1000. The maximum allocation in first and second batch were Ksh.30000 and Ksh.50000 respectively. The mean allocation in the first and second batch were Ksh.5383.0918 and Ksh.5940.4255 respectively. This implies that the bursary allocation in the second batch is higher than the first batch.

Category	Frequency	Percent
<= 1000.00	1	0.5
1001.00 - 6800.00	181	87.4
6801.00 - 12600.00	24	11.6
24201.00+	1	0.5
Total	207	100.0

Table 3: Bursary amount awarded

As shown in Table 56, 181 (87.4%) of the respondent were awarded between Ksh. (1001.00 - 6800.00), 24(11.6) were awarded between Ksh. (6801.00 - 12600.00), 1(0.5%) were awarded Ksh. <= 1000.00 and another 1(0.5%) were awarded Ksh. 24201.00+. This implies that most of the beneficiaries were awarded below Ksh.6800. This is in line with KIPPRA (2009) that, only 42% of applicants for the secondary education bursary awards, get the minimum Ksh. 8000 out of the Ksh. 1.2 Billion government bursaries per year due to inefficiency.

Allocation in first batch (Binned) \* School internal efficiency Crosstabulation

		School internal efficiency		Total
		Yes	No	
<= 1000.00	Count	0	1	1
	% within Allocation in first batch (Binned)	0.0%	100.0%	100.0%
Allocation in first batch (Binned)	Count	46	135	181
	% within Allocation in first batch (Binned)	25.4%	74.6%	100.0%
1001.00 - 6800.00	Count	6	18	24
6801.00 - 12600.00	Count			

	% within Allocation in first batch (Binned)	25.0%	75.0%	100.0%
	Count	0	1	1
24201.00+	% within Allocation in first batch (Binned)	0.0%	100.0%	100.0%
	Count	52	155	207
Total	% within Allocation in first batch (Binned)	25.1%	74.9%	100.0%

Table 4: Bursary amount awarded in first batch and public secondary school internal efficiency

As shown in Table 57, most (25.4%) of the respondents who indicated that there was public secondary school internal efficiency were allocated 1001.00 - 6800.00 in the first batch, followed by those who were allocated 6801.00 - 12600.00 at 25.0%. On the other hand, those who received 24201.00+ and <= 1000.00 opined that there was no (0.0%) internal efficiency in public secondary schools. This implies that, the amount awarded in the first batch does not determine the internal efficiency in public secondary schools. This could be due to the fact that, the best bursary provision criteria was never followed in the second allocation. This supports the findings of Ngware, Onsomu, Muthaka, and Manda (2006) who concluded that persistently low participation rates from low income households indicates that the bursary fund has limited impact in ensuring that the beneficiaries are adequately supported for a full cycle.

Category	Frequency	Percent
<= 1000.00	1	0.5
1001.00 - 10800.00	175	93.1
10801.00 - 20600.00	10	5.3
20601.00 - 30400.00	1	0.5
40201.00+	1	0.5
Total	188	100

Table 5: Amount awarded in the second batch

As shown in Table 58, 175 (93.1%) of the respondent were awarded between Ksh. (1001.00 - 10800.00), 10(5.3) were awarded between Ksh. (10801.00 - 20600.00), 1(0.5%) were each awarded Ksh. <= 1000.00 Ksh. (20601.00 - 30400.00) and Ksh. 40201.00+. This implies that most of the beneficiaries were awarded below Ksh. 10800.00 in the second batch. This allocation is below the governments guidelines. According to MoE Circular, (2008), students in National schools are awarded a minimum of Kshs 15,000; those in other boarding schools are awarded Kshs 10,000 while students in day schools are awarded a minimum of Kshs 5000. However, in the latest guidelines issued by the PS Ministry of Education, a minimum of Kshs 8,000.00 is to be awarded to a needy secondary school student in a boarding school. The focus has therefore been shifted to needy students in boarding secondary schools. According to the findings of this study, it is imperative that the bursary committee does not follow the guidelines.

Allocation in second batch (Binned) \* School internal efficiency Crosstabulation

		School internal efficiency		Total
		Yes	No	
	Count	0	1	1
<= 1000.00	% within Allocation in second batch (Binned)	0.0%	100.0%	100.0%
	Count	44	131	175
1001.00 - 10800.00	% within Allocation in second batch (Binned)	25.1%	74.9%	100.0%
	Count	4	6	10
Allocation in second batch (Binned) 10801.00 - 20600.00	% within Allocation in second batch (Binned)	40.0%	60.0%	100.0%
	Count	0	1	1
20601.00 - 30400.00	% within Allocation in second batch (Binned)	0.0%	100.0%	100.0%
	Count	1	0	1
40201.00+	% within Allocation in second batch (Binned)	100.0%	0.0%	100.0%
	Count	49	139	188
Total	% within Allocation in second batch (Binned)	26.1%	73.9%	100.0%

Table 6: Bursary amount awarded in second batch and public secondary school internal efficiency

As shown in Table 59, most (100.0%) of the respondents who indicated that there was public secondary school internal efficiency were allocated 40201.00+ in the second batch, followed by those who were allocated 10801.00 - 20600.00 at 40.0%. On the other hand, those who received <= 1000.00 and 20601.00 - 30400.00 opined that there was no (0.0%) internal efficiency in public secondary schools. This implies that, the amount awarded in the second batch does not determine the internal efficiency in public secondary schools. This could be due to the fact that, the best bursary provision criteria was never followed in the second allocation.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	733.904 <sup>a</sup>	4	.000
Likelihood Ratio	591.149	4	.000
Linear-by-Linear Association	361.974	1	.000
N of Valid Cases	388		

a. 1 cells (11.1%) have expected count less than 5. The minimum expected count is 4.11.

Table 7: chi-square analysis between criteria and internal efficiency

The chi-square results in the table 60 above show that the two variables are related at  $p \leq 0.001$  significance level. This

illustrates that there exist statistical significant relationship between amount allocated to student and internal efficiency in public secondary in Kenya.

We therefore reject the null hypothesis;

$H_{03}$ : Bursary amount allocated has no effect on internal efficiency of public secondary schools in Trans-Nzoia County, Kenya and accept the alternative.

		Amount allocated to students
enrolment	Pearson Correlation	.720**
	Sig. (2-tailed)	.000
	N	388
reduced dropouts and repetitions rate	Pearson Correlation	.745**
	Sig. (2-tailed)	.000
	N	388
access	Pearson Correlation	.723**
	Sig. (2-tailed)	.000
	N	388
increased retention	Pearson Correlation	.797**
	Sig. (2-tailed)	.000
	N	388
equity in accessing education by the girl child	Pearson Correlation	.738**
	Sig. (2-tailed)	.000
	N	388
completion and transmission rate to university of students	Pearson Correlation	.741**
	Sig. (2-tailed)	.000
	N	388
Amount allocated to students	Pearson Correlation	1
	Sig. (2-tailed)	
	N	388

Table 8: correlation between amount and internal efficiency variable

The results in table 61 above show that amount allocated, positively and significantly influence enrolment, reduces dropouts and repetitions rate, influence access to education by a student, increases retention, increases equity in accessing education by the girl child, and increases completion and transmission rate to university of students at ( $r=.720^{**}$ ,  $p<.001$ ), ( $r=.745^{**}$ ,  $p<.001$ ), ( $r=.723^{**}$ ,  $p<.001$ ), ( $r=.797^{**}$ ,  $p<.001$ ), ( $r=.738^{**}$ ,  $p<.001$ ) and ( $r=.741^{**}$ ,  $p<.001$ ) respectively when other factors are held constant.

The variables for efficiency were transformed to form one variable called efficiency and correlated to amount allocated to students as shown in the table 62 below.

Correlations			
		The internal efficiency of schools due to CDF provision	Amount allocated to students by CDF is not sufficient to cover all fee requirements
The internal efficiency of schools due to CDF provision	Pearson Correlation	1	.967**
	Sig. (2-tailed)		.000
	N	388	388
The amount allocated to students by CDF is not sufficient to cover all fee requirements	Pearson Correlation	.967**	1
	Sig. (2-tailed)	.000	
	N	388	388

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 9: Correlation between amount and internal efficiency

The results in the table 62 above reveal that amount allocated to needy students positively and significantly influence internal efficiency of secondary schools at  $r=.967^{**}$ ,  $p<.001$ . When calculating the coefficient of determinant R, amount allocated to need students contributes 93.50%

variability to the internal efficiency of secondary schools when other factors are held constant.

This finding are in agreement with the Government through the Ministry of Education which has given strict instructions to be followed by DEO's on the management of government bursaries through MOE circular Ref.No.G9/1 (61) dated 22/9/2003. Girls are to benefit by getting a special reservation of 5 percent of the bursary allocated to the CBC. This is for the purpose of sustaining more girls in schools to help bridge education gender disparities. The functions of the Constituency bursary Committee are to issue and receive bursary applications using the established criteria; to verify and ensure all bursary cheques and dispatched to the schools in a timely manner, to prepare and submit reports on the constituency bursary scheme to the Permanent Secretary, Ministry of Education.

The CBC is supposed to first award marks to the applicants where various variables are considered. These include family status, affirmative action/special circumstances, discipline and academic performance. Based on these criteria, students who are total orphans score higher marks while the girl child scores more than boys. Similarly, bright and disciplined students earn high marks than those who may be undisciplined and academically challenged. After this exercise the applicants are ranked and the most- needy are awarded bursaries based on the type of school they attend. Students in National schools are awarded a minimum of Kshs 15,000; those in other boarding schools are awarded Kshs 10,000 while students in day schools are awarded a minimum of Kshs 5000. However, in the latest guidelines issued by the PS Ministry of Education, a minimum of Kshs 8,000.00 is to be awarded to a needy secondary school student in a boarding school. The focus has therefore been shifted to needy students in boarding secondary schools (MoE Circular, 2008).

Bursary Committees post cheque directly to the respective Secondary Schools. Beneficiary (Parents and guardians) should not handle the cheques. The committees are authorized to utilize up to Kes.25, 000 in each tranche for administrative postage, travelling expense but not for sitting allowance.

## V. CONCLUSION

On regard to the findings and the discussions, constituency bursary provision has a statistically significant relationship with the school internal efficiency. Therefore, the bursary timing, provision criteria and the amount allocated affects the internal efficiency of public secondary schools.

Based on the findings of the study, it can be concluded that, the bursary provision criteria affects the school internal efficiency, as those who received the bursary based on the criteria followed experienced enhanced internal efficiency. However, the criteria given by the Ministry of Education, in some cases was not adhered to as those students whose parents work in the government and have higher education level have higher chances of receiving bursary as compared to their counterparts.

In spite of the positive effect of constituency bursary provision on the internal efficiency of public secondary schools, it is faced with various challenges such as lack of

information on when to apply, bursary amount being too little, the bursary amount always delayed, certainty of not being awarded and bursaries were awarded to beneficiaries in time.

## VI. RECOMMENDATION

The constituency bursary fund allocation process has been known to be slow and cumbersome, so the government should ensure close monitoring of the bursary disbursement to improve on efficiency. Moreover, instead of the government sending the funds to constituent heads that then proceed to distribute the funds to schools, the funds should be sent directly to the schools so that school heads distribute the funds to students to avoid delays.

To improve on the constituency bursary provision criteria, there should be greater involvement of school principals and students in the disbursement process by appointing their representatives in the constituency bursary disbursement committee. Moreover, the government should identify categories of poor students' right from primary schools as some do not enroll in secondary schools.

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