

# Influence of Government Funding In Addressing Educational Wastage in Public Secondary Schools in Kandara Sub-County, Muranga County, Kenya

Karanja Joseph Ndung'u<sup>1</sup>, Dr. Githaka Mwangi<sup>2</sup>, Mr. Ferdinand Mbeche<sup>3</sup>

<sup>1</sup>PhD student, in the Department of Educational Administration and Planning University of Nairobi, Kenya

<sup>2</sup>Lecturer in Education Administration and Planning, University of Nairobi, Kenya

<sup>3</sup>Lecturer Department of Education Administration and planning University of Nairobi, kikuyu campus, Kenya

**Abstract:** This study assessed the extent to which the government policy on bursary allocation and bursary funds awarded influences the education wastage in public secondary schools in Kandara Sub-county. The target population was 360 students, 40 class teachers and 20 school principals. Data collection was done using descriptive statistics. From the findings, there was a response from 238 students. Findings showed that (50%) of the parents/Guardians are not in any form of employment, (33.6 %) are self employed, (7.6%) are employed in private sector and only 8.8% are employed by government where job security is guaranteed. From the findings majority of the students (55.0%) who applied for bursary funds received, while (45.0%) attested that they had never received bursary funds even after applying for it. Also there were some students who dropped out of for the past four years due to lack of school fees whereby in Form 1 (17.6%), form 2 (39.0%), Form 3(32.4%) and Form 4 (11.0%) a clear indicator that majority of students drop out of school in form two level, where parents/Guardians experience more burdens in terms of school fees payments contributing to the education wastage. Also (23.1%) of students repeated classes due to lack of school fees and because they are not consistent in school attendance, they end up not proceeding to the next class, hence contributing to the education wastage. Majority of students (45.0%) had been send home for school fees balances and they were absent for 1 to 2 weeks, (15.0%) were absent for 3 to 4 weeks, while (12.2%) were absent for more than a month. This depicts that majority of the students come from financially unstable families and spent a significant amount of their time at home due to school fees problems. To minimize the education wastage the Government should scale up the amount allocated to bursary funds in both the Constituency and County, to make sure that all the needy students from the poor households benefit from this funds and the policy laid down should be reviewed as per the challenges experienced in the past, devising new ways of supporting needy students with minimal political interference. In deed Government funding in form of bursary, if well embraced, it will reduce the education wastage that has been experienced in Kandara sub-County, since it will enhance equity in access, retention and transition of students in public secondary schools.

**Key words:** Education wastage (Repetition and Drop out), Transition, Access, equity, County bursary fund and Constituency Bursary Fund.

## I. INTRODUCTION

Financing secondary education is a great challenge to both governments and households, in Kenya whereas

households meet negligible cost to meet primary education and about 20% for university education costs, they shoulder 60% of secondary education costs. Thus, cost is a key barrier to transition to secondary school for the poor, who form the majority in Kenya (APHRC, 2007). The objectives of the Kenya education sector support programme (KESSP) (Republic of Kenya, 2005a) was to achieve a transition rate of 70 percent by 2008. According to the ministry of education (2009), this objective was surpassed with the current transition rate being slightly above 71%. However, 30 percent of the students who enroll in secondary education drop out before they complete the secondary cycle (Republic of Kenya, 2005). Also the Gross Enrolment Ratio (GER) is very low with a national average of only 29.8% in the year 2004. This rose to 36.7% in the year 2007. This is done to the fact that many parents cannot afford to pay for secondary education whose costs are relatively higher than those of primary education.

The lack of bursary fund for the poor to secondary education is increasingly seen to constrain countries abilities to pursue effective economic growth and development strategies, which is leading governments funding to the community to lay emphasis on the expansion and access by all the secondary education (World Bank, 2005). Governments in Sub-Saharan Africa and their financial partners are increasing from 9% in 1999 to 30% in 2004, (Atieno, A. 2006). However, the region faces many challenges in meeting the goal of access and retention of students attending secondary schools such as high cost of education, which is five times that of primary education, the high poverty levels in the country limits access and retention, also transition rates from primary to secondary schools nationally stood at 47% in 2005 (Republic of Kenya, 2005a).

Education development in Kenya is anchored on legal framework that includes the constitution of Kenya (2010) in which the right to free and basic education for every child and education for every person including persons with disabilities, marginalized groups and from the poor background. This will be achieved through the provision of all-inclusive quality education that is accessible and relevant to all Kenyans, whereby the quality education and training contributes significantly to economic growth and expansion of

employment opportunities. This vision is in tandem with the Government as articulated in the Economic Recovery strategy (ERS) paper. “The Kenya vision 2030” envisions that Kenya will provide globally competitive quality education, training and research to her citizens for national development as well as individual development.

The overall goal in the Medium Term Plan (2012) was to reduce illiteracy by improving access to education and achieving an 80 percent adult literacy rate. The Kenya National Adult Literacy Survey (2007) revealed that only 61.5 percent of the adult and out-of-school youth above the age of 15 years have attained minimum literacy level, leaving 38.5 percent (7.8 million) adults illiterate. However in spite of the above efforts by 2015, as the report asserts, many countries will not have attained EFA goal and therefore post-2015 efforts must be fast-tracked in order to achieve the set goals. This calls for the increased financing of adult literacy programme and also addressing the needs of the marginalized groups that is needy children.

Constituency Development Fund (CDF) was established in 2003 through an Act of parliament (CDF Act, 2003) and later gazette on 9<sup>th</sup> January 2004 in Gazette supplement No 107 CDF in Kenya is a form subsidy in that the devolved projects which in turn have an effect on provision of education to Kenyan secondary schools. At its inception in 2003 the annual allocation is shared equally to all 210 constituencies and the balance 25% shared as per constituency poverty index level and ASAL consideration 10% of every constituency annual CDF allocation goes to education bursary and the rest is allocated to development projects in 2003/2004 the total budgetary allocation was Kenya shillings 1.26 billion, in 2004/2005 this rose to ksh 5.6 billion, and in 2005/2006 Ksh 7.25 billion.

The improved equity and quality in secondary education is partly attributable to provision of bursaries to needy students. This initiative started with an annual allocation of kshs.500 million in 2008. Once disbursed to each constituency on the basis of students’ population and poverty index, the constituency bursary committees in liaison with school managers use existing guidelines to identify deserving needy students. Kshs.1.17 billion was equitably disbursed to 290 constituencies during the financial year 2013/2014 and it was expected to benefit the needy and deserving students.

In January 2013, the CDF Act 2003 (as amended in 2007) was repealed and replaced with CDF act 2013 that is aligned to the constitution of Kenya 2010. The enactment of the CDF Act 2013 was mainly aimed to ensure that the law governing CDF is aligned to the constitution of Kenya 2010, specifically in compliance with the principles of; transparency, accountability, separation of powers, participation of people and also to align the operations of the fund to the new devolved government structure.

### *1.1 Statement of the problem*

Poverty in the society affects provision of quality education to students in the community. One of the key objectives of CBF is to ensure access, retention and transition of students in secondary schools. However, even with the bursary fund in place, Kandara sub-county still experiences problems such as high rate of repetition and drop out. This is an indication that despite the Government effort toward increasing bursary fund allocation, from 204.5 million in 2016/2017 financial year to kshs.800 million in 2018/2019 financial year (Republic of Kenya, 2019) a large number of needy students do not access to funds. The Gross Enrolment Rate for secondary education in Kenya is 76.8 % (Government of Kenya, 2019).

Murang’a County is among the counties that have carried the 100 percent transition burden by admitting more students. Data from the Ministry of Education’s National Education Information Management System (NEMIS) shows that Murang’a County took in more students from other counties, with accumulative admission rate of slightly above 93 percent by February 2020, whereby it admitted 33,972 students in form one and the County had 26,602 candidates who sat for the KCPE examination in 2019. This means that the County took in some 7,370 students translating to 128 percent transition rate, with Kandara Sub-county which has 46 public secondary schools taking the larger share of students.

Major concerns with CBF revolve around weak administrative systems and questionable allocation criteria where cases of political interference are rampant, inadequate awareness of funds existence and poor co-ordination which inhibit regular school attendance for the beneficiaries. As a result of this, most secondary school going children are unable to participate fully in this intermediate education as reflected by increasing (7.1 %) dropout rates (Government of Kenya, 2015; Onyango & Njue, 2004). However no research has been undertaken to establish the influence of government funding in addressing educational wastage of students in public secondary schools in Kandara sub-county.

### *1.2 The purpose of the study*

The purpose of the study was to investigate the influence of government funding in addressing educational wastage in public secondary schools in Kandara Sub-county, Murang’a County Kenya.

### *1.3 Objectives of the study*

- i. To establish the extent to which the policy given by the ministry of education on the allocation of bursary funds, influence the educational wastage of needy students in public secondary schools.
- ii. To determine the extent to which bursary funds awarded to the needy students influences the educational wastage in public secondary schools.

1.4 Research questions

- i. How does the policy given by the ministry of education on bursary funds allocation, influenced the educational wastage of students in public secondary schools?
- ii. To what extent does the bursary funds awarded to the needy students, influences the educational wastage of needy students in public secondary schools?

1.5 Hypothesis of the study

- i. The policy given by the Ministry of Education on allocation of government funding influences the educational wastage in public secondary schools.
- ii. Student financial assistance fund awarded to a needy student in form one influences the completion therefore, minimizing the educational wastage in public secondary schools.

II. LITERATURE REVIEW

A study carried by UNESCO (1998) in Asian countries found that the total number of dropouts per year from primary education was about 31.6 million pupils. The study found that countries like Singapore and Indonesia has repetition rates of 7 per cent and 10 per cent respectively. Studies in Thailand found that two-thirds of dropouts had been repeaters (Jere, 2007). Repetition rates in developing countries are quite high (Eisenmon, 2012). The highest rates were recorded in sub-Saharan African Countries which stood at 21 per cent at secondary school level. It had been noted that grade repetition rates are almost non-existent in developed countries that enforce automatic promotion policies (UNESCO, 2015).

In Namibia, a number of development initiatives have been taken. Republic of Namibia (1997, as cited in World Bank, 2007) indicates that the initiatives led to development of a Government white paper on higher education. This paper proposed the changing of the public service bursary scheme to a Namibia Student Financial Assistance Fund (NSFAF). The rationale for this was that the previous bursary scheme of the government was inadequate and outdated since it specifically targeted future civil servants. The new scheme is based on three different components:-Bursary Award (grant scheme), Loan scheme and partial loan. A full bursary award is to be granted only in exceptional cases. The parameters for awarding financial support to students are allocation according to regional quota and priority fields of study.

Empirical researches conducted all over the world by different researchers have concluded that the following group of factors cause educational wastage in the school system; Economic factors, personal factors, family factors and school-related factors (World Bank, 1995). On economic factors these studies cited that 65 per cent of educational wastage is due to poverty (Brimmer, 1971). Due to high poverty levels in many households students are forced to drop out of school and seek

employment to supplement family incomes. A case study carried out in Ethiopia indicated that the major reason why students drop out of school is due to lack of funds to finance education in most households (Onsomu, 2006). Family factors such as parent’s level of education contribute to educational wastage. For instance a study carried out in Thailand by World Bank noted that parents who are illiterate have low educational aspirations for their children hence little encouragement for children to continue with school (World Bank, 2001). Student’s psychological attachment to school is also a key to academic and social success this encourages students to remain in school.

In Kenya the final report of Strengthening Primary Education (SPRED) project spelt out insufficient funds, child labour, high poverty levels among others as the main causes of educational wastage (Republic of Kenya, 2015). The report further cited poor performance of students due to irregular school attendance and inadequate learning and teaching facilities as the main causes of repetition.

III. METHODOLOGY

3.1 Research design

The research design adopted for this study was quantitative and qualitative design. The blending of qualitative and quantitative methods in this study neutralized bias sought convergence of results and produced final product which highlighted the significant contribution of both approaches, where both, therefore used numeric and word data easily.

3.2 Target population

The sample size for this study therefore comprised 100 form two, 100 form three and 160 form four bursary beneficiaries, 40 class teachers, 20 school principals from Kandara sub-County. The total sample size was 420 respondents, as represented in Table 1.

Table 1: Target population selection procedure

Population	Sample size
School principal	20
Students	360
Class teachers	40
Total	420

3.3 Sample size and Sampling procedure.

In this study stratified random sampling was employed by dividing the target population in five strata on the basis of the five locations in Kandara Sub-county. In this study, 30 percent of the target population was used giving rise to a sample size of 420 respondents. The sample selection procedure is displayed in Table 2

Stratum	Target population	Sample%	Sample size
Kagundu-ini	500	30	150
Muruka	300	30	90
Gaichanjiru	400	30	120
Ithiru	200	30	60
Total			420

3.4 Research instruments

The data collection instruments included questionnaires and in-depth interview schedules, with bursary committee. The questionnaire items comprised of both close ended and open-ended questions, as well as matrix items that gave the advantage of collecting both qualitative and quantitative data, in addition to generating maximum information. In order to obtain more qualitative information, interview schedule was prepared and administered to the Constituency bursary committee as key informants. Questionnaire was to collect data on the extent to which the policy given by the Ministry of Education on the allocation of bursary fund influences the educational wastage of the needy students and also the extent to which the bursary funds awarded to the needy students influences the educational wastage in public secondary schools.

IV. RESEARCH FINDINGS AND ANALYSIS

4.1 Extent to which the policy given by the Ministry of Education on the allocation of bursary funds influence the educational wastage of needy students in public secondary schools.

4.1.1 School principals' response on appropriate period/time for bursary allocation

School principals were asked to give their opinion regarding the appropriate time for bursary allocation and the findings were as follow in Figure 1

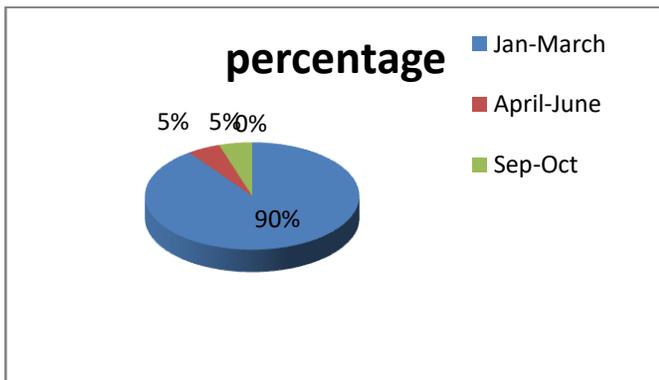


Figure 1. Principals' response on appropriate time for bursary fund allocation

From the results in Figure 1 majority of the principals (90.0%) proposed that the appropriate period for bursary allocation is between the months of January to March, while minority (5%) proposed the month of April to June and Sep-Oct. This depicts

that at the start of the year is the right time since is when students pay much school fees that is first term as compared to second and third term when students pay much less. Therefore if the bursary fund is awarded during first term it will assist needy students in offsetting their school fees balances.

4.1.2 Students' response on information regarding the bursary funds

Students were asked the reasons why they opt not to apply for a bursary based on the following factors, the response were as follow in Table 3

Table 3. Students' response on information regarding the bursary funds

Response of students	Frequency		Percentage
	SA	A	
Lack of Information	5	11	2.1
	12		4.6
	114		5.0
	96		47.9
	94		40.3
	61		
Amount is too little	50		39.5
	25		25.6
	8		21.0
Amount Always Delays	82		10.5
	72		3.4
	42		34.5
Certainty of not been Awarded	21		30.3
	21		17.6
	82		8.8
Application Procedure tedious	36		.88
	40		34.5
	12		32.8
	59		12.6
	91		11.3
	21		8.8

SA-Strongly Agree, A- Agree, U-Undecided, D-Disagree, SD-Strongly Disagree

The finding of the study from Table 3 establishes that majority (89.2%) of the students applied for bursary funds they disagreed that they lacked information about the bursary , Majority agreed that the amount was too little (65.1%) cumulatively, while majority (64.8%) agreed that the amount always delays and it cannot assist them when they are on need to offsets their school fees balances.(67.3%) never applied because they were not sure if they will get the bursary, while (63.0%) disagreed that application procedure was tedious. This depicts that a lot need to be done by the government to scale up the amount awarded and also make sure that the bursary funds don't delay, and therefore, the amount to be released on time so that the needy students benefit and remain in school.

4.1.3 Students' application for bursary fund

The study also sought to establish whether the student had ever applied for bursary fund shown in the Table 4

Table 4. Students' application for bursary funds

Response	Frequency	Percentage %	Cumulative %
Yes	194	81.5	81.5
No	44	18.5	100.0
Total	238	100.0	

The findings from Table 4 indicated that majority of students (81.5%) applied for bursary funds. This is a clear evidence that bursary funds has high demand since it plays a greater role in offsetting the school fees balances . Therefore enough amount need to be set aside so that all applicants at least to get a share and this will enable to stay in school hence minimizing the educational wastage.

4.1.4 Response on if constituency and County bursary offsets much of the beneficiaries' school fees.

Students response on if bursary offsets much of the school fees balances as shown in the Table 5

Response	Frequency	Percentage %	Cumulative %
Strongly Agree	54	22.7	22.7
Agree	80	33.6	56.3
Undecided	37	15.6	71.9
Disagree	47	19.7	91.6
Strongly Disagree	20	8.4	100.0
Total	238	100.0	

From the findings in Table 5 indicates that majority (56.3%) of students agreed that bursary funds offset much of the beneficiaries' school fees, while (28.1%) disagreed. This is a clear indicator that bursary funds has a great role in reducing school fees balances of needy students in public secondary schools in Kandara sub-county and therefore it has a great

contribution in minimizing educational wastage that is promoting retention and transition when students remain in school without been sent home due to lack of school fees.

4.1.5 Factors that leads to bursary awards to the needy students

School Principals' response on factors that leads to bursary awards to the needy students shown in the Table 6.

Bursary awards policy Extent	Frequency		Percentage
	Great extent	To some extent	
Performance/Discipline	Great extent	5	25.0
	To some extent	11	44.0
	Not at all	4	20.0
			Total 100.0
Political influence	Great extent	10	50.0
	To some extent	8	40.0
	Not at all	2	10.0
			Total 100.0
Poverty level	Great extent	4	20.0
	To some extent	13	65.0
	Not at all	3	15.0
			Total 100.0
Gender	Great extent	3	15.0
	To some extent	5	25.0
	Not at all	12	60.0
			Total 100.0

From Table 6 indicates that majority (90.0%) of bursary fund award depends mostly on political influence. It was clear indicator that poverty level (85.0%) dominated and also performance/ discipline (69.0%). Gender took the least percentage (40.0%). Therefore, from the findings it is clear that politicians have a lot of influence in deciding the amount of bursary funds to be awarded to each needy student and to what extent. Also students from the poor background and those who perform well in academic have high likelihood of receiving bursary funds which enable them to be in school. Therefore, political influence, poverty level, performance and discipline were the key factors that influenced secondary school bursary funds allocation of the needy students from both Constituency and County Government in Kandara Sub-county.

4.2 To determine the extent to which bursary funds awarded to the needy students influence the education wastage in public secondary schools.

4.2.1 Students' response on parents' /Guardian employer

Students were asked to indicate parents/ Guardian employer and the outcome was as shown in the Figure 2.

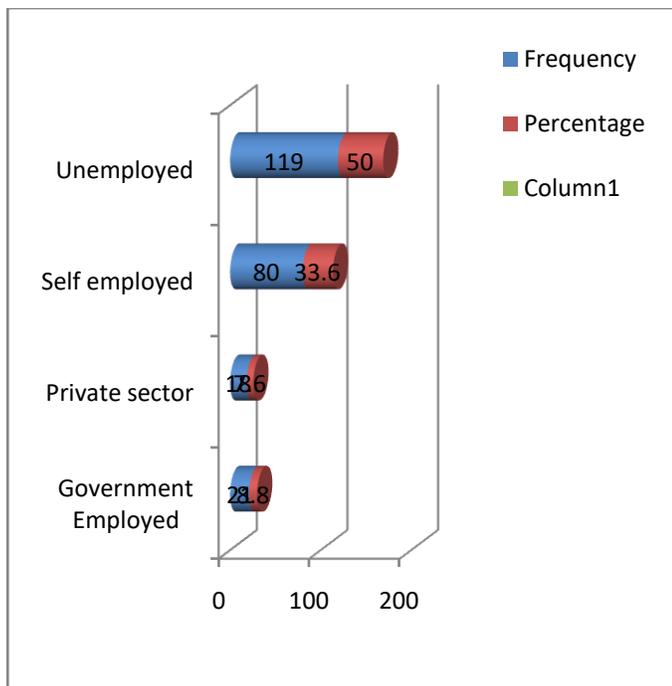


Figure 2. Students' response on parents' /Guardian employer

Figure 2 Indicates that majority (50.0%) of the students' parents/Guardians are unemployed, not in any form of employments. Also (33.6%) are self employed. It is a clear indicator that only (8.8%) are employed by Government and (7.6%) were in private sector; This depicts that the bursary funds was a critical source of funds for students education as majority (50.0%) of their parents/Guardians were unemployed and did not have a stable source of income that is they were not in any stable form of employment. The majority (33.6%) of the parents/Guardians are self-employed, which cannot be predicted in term of generating education finance, since self-employment can be influenced by many factors such as; the rate of taxation, money value and inflation rate of the country, therefore unreliable source of income. Only (8.8%) of the parents/guardian are in stable source of income, which is reliable and also they have job security. This is a clear indication that bursary funds are a critical source of funds in secondary education and it contributes to a bigger percentage in minimizing students drop out and Repetition.

4.2.2 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 as shown in Table 8

Table 8. Length of absenteeism due to lack of school fees

Duration	frequency	percentage
Less than 1 week	66	27.7
1 to 2 Weeks	107	45.0
3 to 4 weeks	36	15.1

More than a month	29	12.2
Total	238	100.0

The data in Table 8 shows that majority of the students (45.0%) had been sent home for school fees for 1 to 2 weeks, (27.7%) less than a week, (15.1%) for 3 to 4 weeks, while (12.2%) had been sent home for school fees for duration of more than one month. 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 bursary funds were an effective way of enhancing retention and transition 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 and therefore majority of students end up repeating or even dropping out of school. In conclusion majority of the families require external financial support to afford the financing of secondary education of their children. Therefore bursary funds from the County and Constituency is in position to provide this financial support.

4.2.3 Students response on repetition for lack of school fees.

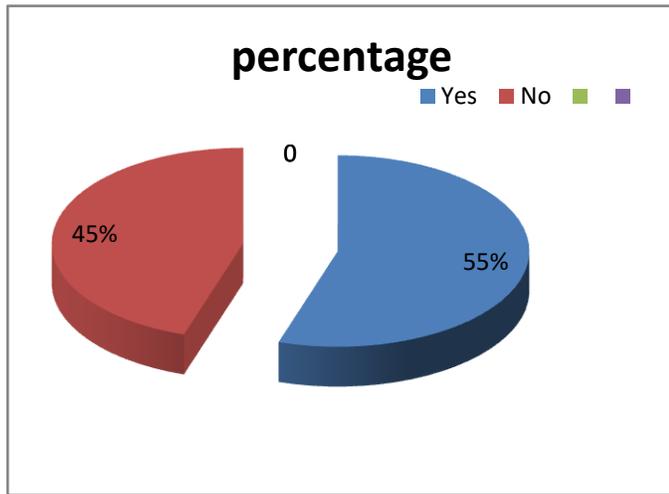
The Table 9 below indicates the number of students who repeated classes due to lack of school fees.

Table 9. Students' response on repetition for lack of school fees

Response	Frequency	Percentage Valid %	Cumulative %
Failed	7	2.9	2.9
Fee problems	55	23.1	26.0
N/A	160	67.3	93.3
Sick	12	5.0	98.3
Transfer	4	1.7	100.0
Total	238	100.0	

Table 9 Indicates that majority of the students (26.0%) repeats classes due to lack of school fees, ( 5.0%) repeated because they were sick, (2.9%) had failed their exams and (1.7%) had repeated because they had transferred to another school due to lack of school fees. This depicts that lack of school fees contributes to the repetition of students in various classes. This further show that a significant proportion of students face challenges in raising school fees therefore they end up staying at home, not able to catch up with the rest of the students who are not sent home for school fees. As a result they end up not doing their examination which is one of the indicators of the qualification to the next level (transition), hence they end up repeating classes. From the findings, it can be deduced that bursary funds was not adequate to all students from poor background, Therefore, they end up repeating classes contributing to education wastage.

Students were asked to give their response regarding receiving bursary fund after they applied and the findings were as shown in Figure 3.



The findings in Table 3 show that majority of the students (55.0%) had received a bursary award after application while (45.0%) attested that they had never received a bursary funds after application. This depicts that bursary funds benefited great number of students and thus could significantly ensure minimal educational wastage (repetition and drop out) of students in secondary schools in Kandara Sub-county. Meanwhile the majority of the bursary committee members from both Constituency and County agreed that the bursary scheme impacted on transition and retention of students in secondary schools to a great extent. This was owing to the fact that the bursary scheme benefited a great number of students but from the percentage the bursary fund allocation in the sub-county need to be increased to cater for the remaining percentage (45%) those who were in need of bursary funds but they never received any. This depicts that the bursary fund had a greater demand since it has a significant impact on the retention and transition rate of student in public secondary schools.

4.2.5 Number of students who dropped out in the past four years due to lack of school fees.

The study required principals to indicate the number of students who dropped out in the past four years due to lack of school fees. Their responses are as shown on Table 10

Table 10. Number of students who dropped out in the last four years.

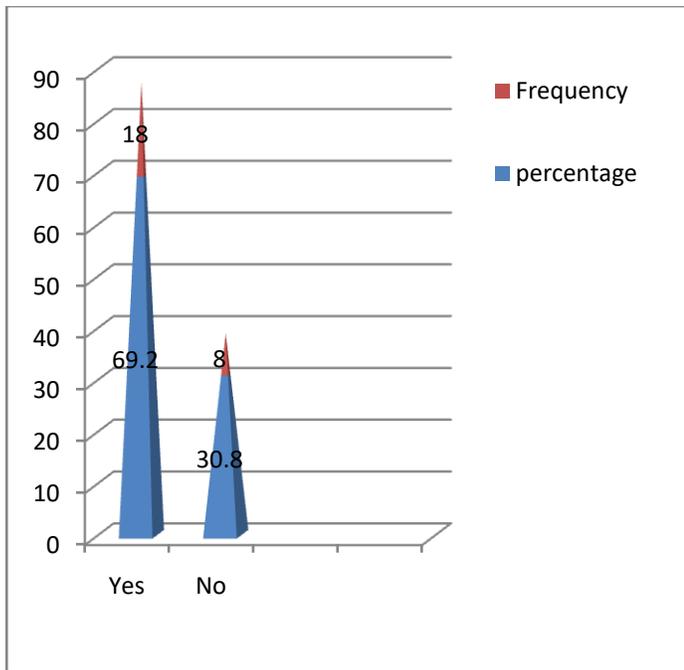
Year	Form	Frequency	Percentage
2016	Form 1	15	
2017	Form 1	10	
2018	Form 1	6	
2019	Form 1	1	
	Total	32	

2016	Form 2	34	
2017	Form 2	16	
2018	Form 2	15	
2019	Form 2	6	
	Total	71	39.0
2016	Form 3	26	
2017	Form 3	15	
2018	Form 3	10	
2019	Form 3	8	
	Total	59	32.4
2016	Form 4	6	
2017	Form 4	3	
2018	Form 4	4	
2019	Form 4	7	
	Total	20	11.0

The findings presented on Table 10 shows that most principals indicated that majority of the students (39%) drop out of school in form two, Followed by form three (32.4%). Also a clear indicator that even in form one(17.6%) dropped because of fees problems and the least number of students (11.0%) drop out of school in form four. This indicated that majority of the students drop out of school when they are in form two where parents experience more burdens in terms of school fees payments. These findings are an indicator that there is a remarkable number of students who drop out of secondary schools due to lack of school fees or either not able to raise the required amount of school fees hence they end up dropping out, which is one of the key factor that influences educational wastage in public secondary schools. Therefore, it is an indicator that most of the students deserve to benefit from bursary funds and also the amount should be increased to offsets much of school fees charged to ensure low drop out in public secondary schools in Kandara Sub-County.

4.2.6 Class teachers' Response on how bursary assist needy students to complete secondary school education.

Class teachers were asked to respond on bursary fund and if it assists needy students to complete secondary school education as shown in the Figure 4.



From the Figure 4 According to the majority of Class teachers (69.2%) bursary funds normally assists needy students to complete their secondary education while minority (30.2%) of class teachers disagreed. This depicts that bursary funds is very crucial in enabling the needy students complete their secondary education as reflected by the percentages since it will assists them in offsetting their school fees balances, hence reducing the school fees burden that has remained a challenge to majority of students who come from poor background.

## V. CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Conclusion

The study found out that lack of school fees affected learning to a very great extent in Kandara Sub-county and thus a major hindrance on access, retention and transition of students in public secondary schools. Also the study found out that majority of students (26.0%) repeat classes and (39.0%) those who dropped out of school especially at form two level is due to lack of school fees, which is the key factor that contributes to the education wastage. The study also found that students awarded bursary funds (55.0%) from both County and constituency are more likely to be retained and perform well in school than those without bursaries (45.0%) as they are not consistence in their studies as they are sent home because of school fees balances. The finding shows that the majority of the students (50.0%) stated that their parents/Guardians are not in any form of employment and only (8.8%) of the parents/Guardians are employed and have stable source of income, which is reliable and they enjoy the job security. Also the study found that majority of the class teachers (69.2%) concurred that government funding enable needy students to complete their secondary education, Therefore, minimizing the education wastage. The findings are collaborated by IPAR (2008) that the high poverty in Kenya, currently estimated at

46 percent possess 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. The researcher concluded that bursary funds which is part of government funding play a major role in minimizing education wastage and therefore, it need to be scaled up to support more students from poor households.

### 5.2 Recommendations

- The study recommends that the Government should scale up the amount of bursary fund allocated to the needy students to meet the high cost of education and more so to clear their school fees balances, which will minimize educational wastage in secondary schools.
- Bursary funds should be allocated on regular basis without any inconsistencies to ensure that the gains achieved are not reversed by students having to drop out of school or repeat classes due to lack of school fees.
- The study recommends that the government should review the policy on allocation of bursary funds to ensure that no deserving students is left out that is all needy students should benefit from the bursary.
- Guidelines on identifying needy students should be clearly stated and known
- To everyone, where school Principals, Class teachers and church leaders should participate in
- Identifying those needy students, this will minimize corruption and nepotism in allocation of bursary funds.
- Constituency bursary funds committees should set-up a system of data base and regularly update it on applicants and beneficiaries to ensure it is able to track their progress of the needy students to enable them beneficiaries complete their secondary education without repeating classes or dropping out.

Bursary scheme in Kenya should be able to;

- Increase access for students in secondary schools from poor families.
- Ensure retention of students who join secondary schools.
- Enhance completion of students in secondary education.
- Reduce disparities and inequalities in provision of secondary education.

### ACKNOWLEDGEMENT

The authors acknowledge the assistance received from my supervisors, the schools principals, class teachers, CDF committee members and the students from the public secondary schools, not forgetting my family who gave me financial and moral support. The work was done under the research permit no: NACOSTI/P/15/02715/8785

## REFERENCES

- [1] Aduda, A. (2008). *Implementation of Free Secondary Education in Kenya*. Nairobi: Nairobi University Press.
- [2] Atieno, A. (2006). *Implementation of Free Primary Education in Kenya*. Nairobi: Nairobi University Press.
- [3] Bray, M. (2002). *The Costs and Financing of Education: Trends and Policy Implications*, Comparative Education Research Centre. The University Of Hong Kong and Manila Asian Development Bank.
- [4] Creswell, L. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods. Approaches: 3rd Edition*. University of Nebraska-Lincoln: SAGE Publication, inc.
- [5] Eshiwani, G. (1994): *Education in Kenya since Independence*. Nairobi: East African Educational Publishers Ltd.
- [6] Fedha, F. (2008). *Effectiveness of Government Bursary Fund Programme in Enhancing Girl Child Access to Secondary Education in Kajiado District*.
- [7] Flora, F. (2008). "Effectiveness of Government Bursary Fund Programme in Enhancing Girl-child Access to Secondary Education in Kajiado District", Kenya: Unpublished Thesis Kenyatta University.
- [8] Gall, M. Simon, D & David, S. (1996) *Education Research: An introduction*, 6th Edition, Longman Publishers USA.
- [9] Gay, L. (1996). *Educational Research, Competences for Analysis and Application*. Ohio: Charles E. Merrill Publishing Company.
- [10] Kasenite, D. (1995). *Process Influencing Gender Differences in Access to Post Secondary Institutions in Uganda*. Academic Science Publishers.
- [11] Kigozi, D. (1992). *A popular view of Education for All*. Nairobi: Africa Association for Literacy and Adult Education.
- [12] KIPPRA. (2007). *Secondary School Education Bursary Fund (SEBF)*: URL accessed on 09/12/2011. <http://www.kippira.org/Secondary.asp>
- [13] KIPPRA. (2007). *Accountability and Performance of Constituency Funds*. Nairobi:Kenya.
- [14] Kirigo, S. (2008). *An Investigation into the Effectiveness of Bursary Fund in Enhancing Retention of Students in Secondary Schools in Mombasa District, Kenya*. Unpublished M.Ed. Project, Nairobi: Kenyatta University.
- [15] Kothari, C. R. (1985). *Research Methodology: Methods and Techniques*, Willey Eastern Ltd: New Delhi.
- [16] Kothari, N. & Pals, A. (1993). *Introduction to Educational Research*. Njoro: Egerton University.
- [17] Kothari, R. (2004). *Research Methodology-Methods and Techniques* (2nd Revised Edition), New Delhi: New Age International (P) Ltd Publishers.
- [18] Lewin K. and Francoise C. (2001) "Financing Secondary Education in Developing Countries: Strategies for Sustainable Growth." IIEP-UNESCO, Paris.
- [19] Lewin, K. (2002). *Option for Post Primary Education and Training in Uganda; Increasing Access, Equity and Efficiency*. UK. Department for International Development (DFID) and Government of Uganda, London.
- [20] Lewin, K. (2008). *Strategies for Sustainable Financing of Secondary Education in Sub-Saharan Africa*. World Bank working Paper No.136 Washington DC. World Bank.
- [21] Mellen, M. (2004). *The Role of Government Bursary Fund in Enhancing Participation*, Nyamira District.
- [22] Mugenda, O. & Mugenda, A. (2003). *Research methods quantitative and qualitative approaches*. Nairobi: Acts Press.
- [23] Muthei, R. (2001). *The impact of Cost Sharing in Health and Education* NBB. Action Publishers.
- [24] Mwaura, C. (2006). *Role of Government Bursary Scheme in Enhancing Secondary Participation of the Poor and Vulnerable Learners in Thika District*; Unpublished M.Ed. Thesis, Kenyatta University.