Full Length Research Paper

Access to secondary school education through the constituency bursary fund in kanduyi constituency, Kenya

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Secondary school education is very critical in any education system because of the crucial role, it plays in catalyzing national development. Consequently, maintaining a high student enrolment at this level should be a priority for all countries. The Constituency Bursary Fund (CBF) was established by the government of Kenya through an act of parliament in 2003 to ensure that the needy students have access to secondary education. This fund provides for the involvement of community members in identifying the bursary recipients. With the communal involvement in decision-making, it was anticipated that there would be fairness and efficiency in the bursary allocation process. However, contrary to the high expectations; cases of complaints about the implementation of the constituency bursary fund are many. It is on the basis of these complaints that the study was conducted. This study was guided by the theory of socialist economics of education. A theory that emphasizes the need to create an economy that redistributes income from the rich to the poor, so as to create equality of well being. The study population constituted of; high school bursary recipients in the 2007 fourth form cohort in Kanduyi constituency, their class teachers and committee members of the Kanduyi Constituency Bursary Fund (KCBF). The purposive sampling technique was used to select the population sample. Questionnaires and interview schedules were used to collect data, which was then coded and analyzed both descriptively and statistically. From the findings, it was established that; the applicant's parentage and academic performance were great determinants of eligibility for bursary allocation. And that the fund is equitably awarded to the recipients. The fund was found to experience the following set-backs namely; the amount of bursary disbursed to the constituency was insufficient and could not meet the demands of the high number of the needy applicants. There was political interference by the local Parliamentarian. The government delays to disburse these funds, a condition that inconveniences many needy students. Based on these findings, the following recommendations were made; the Government Of Kenya (GOK) treasury should allocate more money to the CBF if the applicants are to be served effectively. The government should also establish a management framework devoid of political manipulation to run the constituency bursary fund.

Key terms: Access, bursary, bursary recipient, constituency, efficiency, needy, parentage, socio economic status.

BACKGROUND TO THE STUDY

At the Jomtien world conference of Education For All (EFA) in 1990, most developing countries reaffirmed their commitment to providing to their school age children, uni-versal access to the first cycle of education. Following this declaration enrolment expansion at the primary school level throughout the developing world increased. Unfortunately, the Jomtien conference paid little attention to the consequences of enrolment expansion at the primary school level in relation to the resources needed for secondary schools. However, it was clear then that in many developing countries, secondary school participation

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rates could not grow rapidly without changes in the structure and the nature of funding (Lewin and Caillods, 2001).

In an effort to enhance transition from the primary schools to secondary schools, the government of Kenya introduced the bursary scheme for secondary schools during 1993/1994 financial year. The bursary 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. The prime purpose of the bursary scheme at this time was to cushion households from the rising impacts of poverty, unstable economy and the devastating effects of the HIV/AIDS pandemic (Nduva, 2004). Under this programme, bursaries were administered from the ministry of education headquarters. The ministry of education would then send money to the various district headquarters for disbursement. The respective District Education Boards (DEB) then made allocations and disbursed the funds to the various schools, based on the level of financial need prevailing in the student body.

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 (Odalo, 2000). A study carried out by Odebero (2002) on bursary allocation in Busia district revealed that, the bursary allocation in busy 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.

The constituency bursary fund was established by the National Rainbow Coalition (NARC) government of Kenya, through an act of parliament. The CBF strategy was in line with the government's policy on devolution, decentralization of power and empowerment of local communities (Kimenyi, 2005). Under this new scheme, the central government makes an annual budgetary allocation to each constituency (parliamentary jurisdiction). Allocations to the constituencies vary depending on the following; annual provisions by the ministry of education, the number of students enrolled in secondary schools, total national secondary school enrolments and poverty indices. Consequently, the funds are channeled to schools through the constituencies. The CBF mandates members of the community, through a committee of officials to select recipients of the fund. The rationale for this arrangement is that, members of the community know best and those in their midst who deserve financial support.

The fund is administered under the guidelines of the ministry of education. These guidelines specify the application procedures, evaluation criteria and allocation ceilings. In addition, the ministry has provided further guidelines as to the minimum amounts to be awarded to applicants from the various categories of secondary schools. The recommended amounts are; day secondary schools – KES.5, 000, boarding secondary schools- KES.10, 000 and national schools – KES.15, 000.

Contrary to the high expectations about the constituency bursary fund, complaints abound about its effectiveness. Onyango and Njue (2004) observe that, the fund is not serving its purpose.

They posit that, since the bursary fund is under the direct control of members of parliament, it has been transformed into a political instru-ment, thus compromising its effectiveness in the following number of ways; One, the parliamentarians give bursaries to friends and political supporters who are not necessarily needy. Two, the parliamentarians split the fund into tiny amounts so as to reach as many people.

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. According to Mwangi (2006), giving out money through the constituency is fraught with pitfalls. To him, students who deserve never get the money because of political interference. He further observes that, the process of sending money from the central government to the constituencies then to schools takes long. By the time students get the money, many would have been sent away from school or had wasted a lot of time trying to look for it. He concludes by asserting that, the constituency is not the best avenue for disbursing the funds to students. The issues raised in the foregoing background prompted the need for an empirical study into the implementation of the constituency bursary fund in Kenya.

Problem statement

Secondary school education is critical in every country for a number of reasons. First and foremost, it is central to development because it provides insights, skills and competencies that are needed for economic growth and national development. Secondly, it is at this level that youngsters consolidate their basic knowledge gained in primary school and acquire the common culture that will allow them to be useful citizens in a peaceful society.

The government of Kenya introduced the Constituency Bursary Fund in 2003 so as to enhance students' access to and retention in secondary schools, by supporting the needy and bright cases. Through this scheme, the exchequer allocates money annually to each constituency to fund secondary education. At its inception, hopes were high that the most deserving students would

be rightly identified by the bursary committees for financial support. The general thinking was that, the initiative would enhance the participation of the needy students in secondary education. However, contrary to this expectation; there are complaints and doubts about the fund with regard to realizing its objective. In view of the aforementioned, an empirical study was conceived with a focus on Kanduyi constituency to establish the effectiveness of the constituency bursary fund.

Purpose of the study

The main objective of this study was to examine the disbursement of the constituency bursary fund to the secondary school students in Kanduyi constituency.

Specific objectives

This study was guided by the following objectives namely:

1. To find out the criteria used by the constituency bursary fund committee to allocate bursaries to the recipients in the constituency
2. To determine the level of inequality in the allocation of bursaries to recipients in the constituency.
3. To find out the problems encountered by the bursary allocation committee when allocating bursaries to the recipients.

Research questions

What are the criteria used by the constituency bursary fund committee to allocate bursaries to the recipients in the constituency?

What is the level of inequality in the allocation of bursaries to recipients in the constituency?
What problems are encountered by the bursary allocation committee when allocating bursaries to the recipients?

Significance of the study

This study sought to find out how the constituency bursary fund is administered with regard to financing secondary school education in Kenya. This is an important area of study that has not received adequate attention from researchers. In view of this, the findings of this study have the following significance; the results will provoke interest in this area. Secondly, the findings will also help the government to evaluate the constituency bursary fund as a method of financing education in Kenya. Lastly, once published, the findings will become a source of reference.

Theoretical framework

This study was guided by the theory of socialist economics of education, a theory that was propounded by a French writer and historian called Louis Blanc. The theory underscores the need to create an economy that redistributes income from the rich to the poor so as to create equality of well being (Selowsky, 1979). The socialist economics theory forms the basis of the Lorenz curve, which is the geometric representation of the distribution of income among families in a given country, at a given time (Baumol and Blinder, 1979). The Lorenz curve measures the cumulative percentage of families from the poorest to the richest on the horizontal axis, while the cumulative percentage of income is put on the vertical axis as shown in Figure 1.

 In the present study, the cumulative percentages were described in terms of quintiles. When quintiles are used, the population is divided into five equal portions. The measures are then used to compare the relative share going to specific groups such as the top quintile or the bottom quintile as shown in Table 1.

According to Figure 1. a diagonal line represents a perfect allotment of income. If there is any discrimination at all, the poorest 20% of the families will bet less than 20% of all he income. Discrimination in allotment of income corresponds to points below the parity line such as D, E, F and G.

According to the socialist economics of education theory, bursary allocation can help enhance equity in access to secondary schools. Otherwise, if education were offered without bursaries only those who can afford to pay school fees and other related costs would enroll in school. Under such circumstances, inequalities would be perpetuated.

In this particular study, if the recipients are identified impartially based on their parentage, academic performance and socio economic status, the Lorenz curve will not show a lot of sagging, an implication of equity in bursary allocations.

However, in the event of partiality in the selection criteria, the sagging will be distinct, implying the presence of inequalities in the allocations. Equitable allocation of the constituency bursary fund can help enhance access to education.

The enhanced access to education on the other hand helps to redistribute income and to raise the incomes of the poor. As a consequence of these, an equitable society is created.

For the purpose of this study, a hypothetical Lorenz curve (Figure 2.) depicting the status of the constituency bursary fund in Kanduyi was drawn. The allocations of bursaries to students in Kanduyi constituency were compared with a perfectly equal distribution which gives

Table 1. Income share table by quintiles.

Population quintile	Percentage of family income	Cumulative percentage of family income
I	3.9	3.9
II	9.6	13.5
III	16.0	24.5
IV	24.1	53.6
V	46.4	100.0

Source: Baumol and blinder (1979).
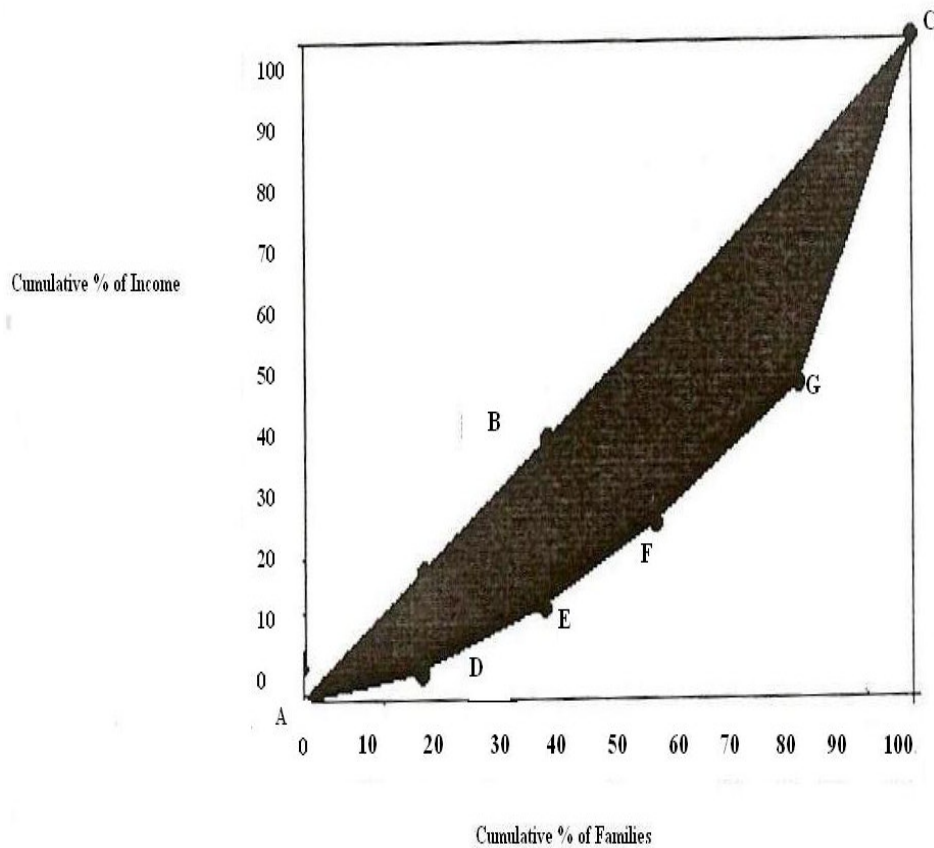
Figure 1. Lorenz Curve.
Source. Baumol and Blinder (19789).

a straight diagonal as shown by points D, E, F and G which indicate inequalities in distribution and would be revealed by the Lorenz curve. The bigger the area below the parity line, the more unequal is the student bursary allocation. While the smaller the area below the parity line, lower the level of inequality.

RESEARCH METHODOLOGY

Research design

This study used both the descriptive and ex-post-facto research designs. According to Kerlinger (1973), a descriptive study is not restricted to fact finding; but may often result in the formulation of important principles of knowledge and solutions to significant problems. This design involves the measurement, classification, analysis, comparison and interpretation of data. The ex-post-facto design on the other hand investigates possible cause and effect relationships by observing an existing condition or state of affairs and searching back in time for possible causal factors.

The study area

Kanduyi constituency is one of the five constituencies in Bogotá district. The constituency borders Bumula to the West, Sirisia to the North East and Webuye and Malabar to the East. The constituency covers an area of 318km^2 and stands on an altitude of 1200 m above
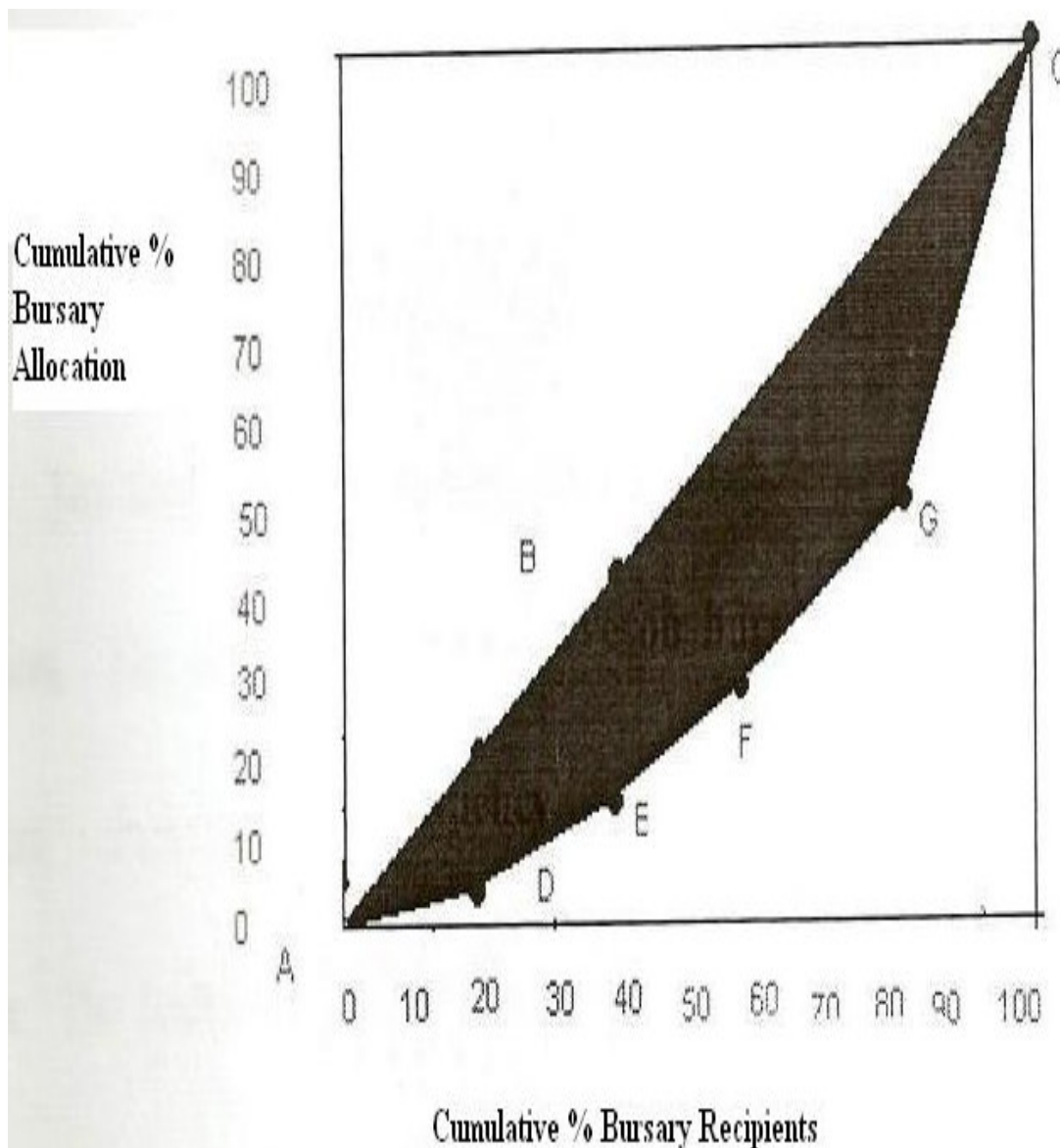
Figure 2. Hypothetical Lorenz curve for bursary allocation to the 2007 form four students in Kanduyi constituency

sea level.

The annual rainfall in the constituency varies from 1,250mm to 1,800mm. Most of the rainfall occurs during the long rains and is usually heaviest in April and May. In addition, it has rich and well drained soils suitable for agriculture. The main crops grown in the area are; maize, beans, bananas, millet, sorghum, sweet potatoes, sunflower and sugarcane.

The constituency has 288.6km of classified roads and 148.1km of unclassified roads. Most of the roads are either Murram or loose surface roads. As a result of this, most of the roads are impassable during the rain seasons, a condition that makes the transportation of farm produce and other goods difficult and expensive. Kanduyi has a total population of 166,383 people. Of this population about 49,000 resides in Bungoma town. Besides this, the constituency has 18 secondary schools, with a total student population of 4,131. Of this student population, bursary recipients in the 2007 form four cohort were 80.

Despite the pleasant natural conditions, Kanduyi constituency has a high prevalence of poverty. The main causes of poverty among others are; poor infrastructure, the collapse of agricultural marketing institutions, high cost of farm inputs and lack of access to production factors. In view of the foregoing circumstances, education is considered to play a significant role in enhancing social mobility in the constituency.

Study population

The study population comprised of 80 students in the 2007, four form cohort, who had benefited from the Kanduyi bursary fund over a period of three consecutive years. In addition, there were 28 class teachers of the bursary recipients and 13 committee members of the Kanduyi constituency bursary fund. This data is tabulated in Table 2.

Table 2. Study population.

Category	Bursary recipients	Class teachers	Committee members
Size	80	28	13

Table 3. Sample sizes

Category	Bursary recipients	Class teachers	Committee members
Size	67	14	7

Samples and sampling procedure

The samples of the study comprised of 67 form bursary recipients, 14 class teachers and 7 committee members of the Kanduyi constituency bursary fund. The sample size of the bursary recipients was determined using a formula recommended by Mugenda and Mugenda (1999). This formula is expressed as shown below:

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

Where;
nf = sample size (when the population is less than 10,000).
n = Sample size (when the population is more than 10,000). This figure is taken to be 384.
N = Size of the study population which in this case is 80.

The foregoing values were substituted into the equation as shown;

$$\text{Sample Size } (nf) = \frac{384}{1 + \frac{384}{80}} = \frac{384}{5.8} = 66.2 \approx 67$$

Therefore, the sample size of the bursary recipients was established as 67. However, the sample sizes of the class teachers and committee members were determined by purposive sampling technique. This technique enables the researcher to handpick subjects who are informative or who possess the required characteristics. The sample sizes of the different categories of the respondents are shown in Table 3.

Research instruments

The study used questionnaires and interview schedules. The questionnaires were used to obtain data from the bursary recipients and their class teachers. This is because questionnaires are convenient to use when handling a large group of respondents. The interview schedules were used to get information from the committee members of the Kanduyi constituency bursary fund. According to Tuckman (1978), interviews provide in-depth data which is not possible to obtain if questionnaires are used.

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 colleagues who are experts in item analysis and research methodology. Following this, appropriate test items were developed.

These items enabled the researcher to obtain sufficient information on the bursary fund in the constituency from the respondents.

Reliability

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

Procedure for data collection

The researcher engaged the services of four research assistants to administer questionnaires to the bursary recipients and their class teachers. The research assistants were initially inducted on how to administer the questionnaires before they were dispatched to the field.

The response rate for the questionnaires was 91.4%. The researcher himself administered the interview schedules to the committee members. The whole data collection exercise was carried out over a period of two weeks, while the secondary schools in the constituency were in session.

Data analysis procedure

The raw data was appropriately coded and tabulated in readiness for analysis. Both descriptive and inferential statistics were used. Tables were drawn to show details on socio-economic status and the amount of bursary allocations over a period of three years starting from 2005 to 2007.

Tables showing bursary allocations to the recipients by quintiles were also drawn. The information in these tables was used to construct a Lorenz curve (see Figure 3). This curve was critical in determining the levels of inequality in the provisions of bursaries to the beneficiaries.

In practice, there is no perfect equality in the distribution of income in the society. Consequently, a Lorenz curve always displays a sagging away, on the right of the diagonal line. The level of inequality depends on the extent of sagging. In order to quantify the levels of inequalities in bursary allocation, the Gini-coefficient was determined.

The Gini-coefficient was determined by calculating the ratio of the area between the diagonal and the Lorenz curve hereinafter known as A, as compared to the total area of the half square, in which the curve lies, hereinafter known as BCD. The area of the triangle BCD was determined by the formula ½ bh. In order to find the area of A, it was necessary to determine the area below the Lorenz curve. The area below the Lorenz curve was calculated by the use of the trapezoidal rule of approximation of integrals (Dane, 1990) as indicated below;

$$\tfrac{1}{2}\{[h_1 (a+b)] + [h_2 (b+c)] + [h_3(c+d)]\}$$

The area of A was obtained after subtracting the area below the Lorenz curve form the area of the triangle BCD. Todaro (1981) observes that the Gini-coefficiet for countries with highly unequal income distributions typically lie between 0.5 and 0.7, while for countries with relatively equitable income distribution, it is in the order of 0.2 to 0.35.
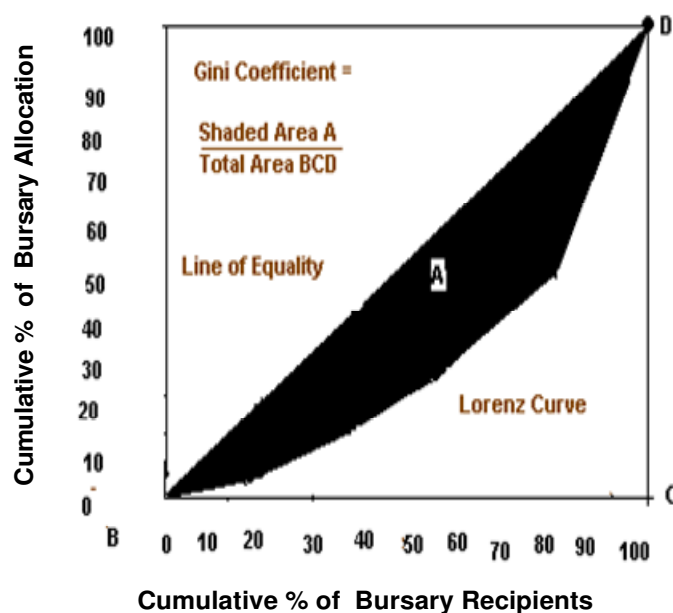
Figure 3. Hypothetical Lorenz Curve for Bursary Allocation to the 2007 form four students in Kanduyi Constituency.

Table 4. Parentage of the bursary recipients.

Parentage	Orphaned	Not orphaned	Total
Number	40	20	60
Per cent	66.7	33.3	100

Source. Students' data

Table 5. The source of additional support to the bursary recipients

Source	Father	Mother	Guardian	Other	Total
Number	14	26	17	3	60
Percent	23.3	43.3	28.4	5.0	100

Source. Students' data.

FINDINGS AND DISCUSSION

Identification criteria of bursary recipients

This study examined parentage and students' academic performance as criteria for bursary allocation.

Parentage and bursary allocation

According to Table 4, 66.7% of the bursary recipients in the population sample were orphaned. Only 33.3% of the recipients had all their parents alive. This implies that, the Kanduyi Constituency Bursary Fund Committee (KCBFC) considered orphans to be needier than applicants whose

parents were both alive. Besides stating their parentage, the bursary recipients were also required to state whoever provided additional financial support to pay for their fees. The data that was obtained is tabulated in Table 5.

Table 5 shows 43.3% of the bursary recipients received additional financial support from their mothers to help pay their fees. As compared to 23.3% who received paternal support. Guardians gave the second highest financial support to the bursary recipients, while other sources only assisted 5% of the recipients. On the whole, 76.7% of the bursary recipients received assistance from mothers, guardians and other sources other than their fathers. The results imply that, students who are supported by mothers and guardians were considered to be needier and therefore deserved financial support.

Academic performance and bursary allocation

From Table 6, 25% of the bursary recipients were top performers in class and consistently appeared among the top 1/5 (one fifth) in their class, while only 5% of the bursary recipients were from the last 1/5 (one fifth) of the class. On the whole, 90% of the bursary recipients were among the best 60% performers in class.

This implies that, the constituency bursary fund committee gives priority to good academic performance. Consequently, bursary applicants with poor academic performance do not stand high chances of receiving allocations.

Table 7, shows the recipients' opinion on the way KCBFC allocates bursaries to the recipients. The results obtained indicated that 80% of the respondents felt that the bursaries were given to deserving students. Only 20% of the respondents felt that bursaries were not awarded to the deserving applicants. The high responses in favour of the KCBFC imply that, the recipient identification process is done with a lot of fairness in Kanduyi constituency.

Levels of inequality in bursary allocation to the recipients

The respondents were ranked on a socio-economic status (S.E.S) scale that ranged from twenty (20) points for the neediest students, to one hundred and fourteen (114) points for the least needy. The bursary allocation for their last three years; namely; 2005, 2006 and 2007 were recorded as shown in table 3.5. According to this table, the socio-economic statuses of the Kanduyi constituency bursary fund (KCBF) recipients ranged from twenty one (21) points to forty one (41) points. The majority of the bursary recipients occupied a socio-economic status of twenty eight (28) points.

The highest amount of bursary given to a recipient in any one year of the three years was Ksh. 10, 000. Two

Table 6. Academic performances of bursary recipients.

Class performance	Top 1/5 in class	2nd 1/5 in class	3rd 1/5 in class	4th 1/5 in class	Last 1/5 in class	Total
Number	15	24	15	3	3	60
Percent	25	40	25	5	5	100

Table 7. Opinions of the recipients on the bursary identification criteria.

Response	Fair	Unfair
Number	48	12
Percent	80	20

students received the highest bursary allocation Ksh.26,000 over the three years and their socio-economic statuses were twenty seven (27) points and thirty three (33) points respectively. The information in Table 8, facilitated for the development of other measures of equity namely; Income shares tables, Lorenz curve and the Gini coefficient.

Income share tables

Two different income share tables by quintiles were drawn on the basis of annual and overall bursary allocations to the recipients in the constituency for the three years. The bursary allocations to the recipients by quintiles for the years 2005, 2006 and 2007 are presented in Table 9. According to this table, the first and firth quintiles received more allocations than they deserved for all the three years. On the other hand, the 2nd, 3rd and 4th quintiles received less than what they deserved for the years 2005 and 2006. The three quintiles received 19.3%. 18.9% and 18.3% respectively.

The foregoing figures reveal that, there were small inequalities in the bursary allocations to the recipients. In the year 2007, all quintiles except the 2nd and 5th quintiles received allocations that they ideally deserved. However, the deviations from the perfect equality allocation for the two quintiles were very small. The 2nd and 5th quintiles received 19.7% and 20.3% respectively. These percentages of bursary allocations revealed reduced inequalities in bursary allocations in 2007. Table 10, shows the percentages of bursary allocations to the recipients for the years 2005, 2006 and 2007 combined. According to this table, both the first and fifth quintiles received allocations bigger than what they rightly deserved. The second, third and fourth quintiles received less than what they deserved.

However, in all cases, deviations from the perfect equality percentage allocation (20%) were not much. These deviations indicate that the levels of inequalities in bursary allocations are very small. The Figures in Table

3.7 were ultimately used to draw a Lorenz curve for Kanduyi constituency.

The Lorenz curve

In this particular study, the curve was designed so as to diagrammatically show the relationship between the bursary recipient groups and their respective percentage share of bursary allocations. On the horizontal axis, the numbers of bursary recipients were plotted, not in absolute terms, but in cumulative percentages, while the vertical axis showed the share of bursaries associated or received by each percentage of recipients. Percentages on both the axis were cumulated up to 100%. A diagonal line was drawn from the lower left hand corner (origin) of the square, to the upper right hand corner. At every point on the diagonal, the percentage of bursary received, was exactly equal to the percentage of bursary recipients. Any sagging of the Lorenz curve, away from the diagonal, represented inequality. In this study, the Lorenz curve was drawn to specifically help answer the research question about determining the level of inequality among the bursary recipients, in the 2007 form four cohort in Kanduyi constituency. In this case, the combined bursary allocations for the years 2005, 2006 and 2007 were used, giving rise to Figure 4.

According to Figure 4, the percentage of bursary received was almost exactly equal to the percentage of bursary recipients. As a result of this, the Lorenz curve does not sag, but closely follows along the diagonal instead. This shows that there were no inequalities in the allocation of bursaries to the recipients for the three years 2005, 2006 and 2007.

Gini coefficient

The Gini coefficient was the final and most convenient shorthand summary measure of the relative degree of inequality in the bursary allocations to the recipients. It was obtained by calculating the ratio of the 'area' between the diagonal and the Lorenz curve as compared to the total area of the half square in which the curve laid. In this particular study, the Gini coefficient was found to be 0.01, an indication that the bursary allocation to the recipients was equitable.

Problems encountered in bursary allocation

The following were identified as the major problems

Table 8. Allocations and the socio-economic status of the bursary recipients for the years 2005, 2006 and 2007.

Student	Total S.E.S. Score	Bursary Allocation (Ksh)			Total
		2005	2006	2007	
1	21	6,000	6,000	6,000	18,000
2	24	10,000	10,000	5,000	25,000
3	25	4,000	4,000	5,000	13,000
4	25	5,000	5,000	5,000	15,000
5	26	5,000	5,000	5,000	15,000
6	26	5,000	5,000	5,000	15,000
7	26	4,000	4,000	5,000	13,000
8	27	4,000	4,000	5,000	13,000
9	27	3,000	3,000	5,000	11,000
10	27	5,000	5,000	5,000	15,000
11	27	5,000	5,000	5,000,	15,000
12	27	5,000	5,000	5,000	15,000
13	27	5,000	5,000	5,000	15,000
14	27	10,000	10,000	6,000	26,000
15	28	5,000	5,000	5,000	15,000
16	28	5,000	5,000	5,000	15,000
17	28	5,000	5,000	5,000	15,000
18	28	5,000	5,000	5,000	15,000
19	28	3,000	3,000	5,000	11,000
20	28	5,000	5,000	5,000	15,000
21	28	3,000	3,000	5,000	11,000
22	28	4,000	4,000	5,000	13,000
23	28	4,000	4,000	5,000	13,000
24	28	4,000	4,000	4,000	12,000
25	28	5,000	5,000	6,000	16,000
26	29	9,000	9,000	5,000	23,000
27	29	3,000	3,000	5,000	11,000
28	29	4,000	4,000	5,000	13,000
29	29	5,000	5,000	5,000	15,000
30	29	5,000	5,000	5,000	15,000
31	29	5,000	5,000	5,000	15,000
32	29	4,000	4,000	5,000	13,000
33	29	5,000	5,000	5,000	15,000
34	30	4,000	4,000	5,000	13,000
35	30	4,000	4,000	5,000	13,000
36	30	4,000	4,000	5,000	13,000
37	30	5,000	5,000	5,000	15,000
38	30	5,000	5,000	5,000	15,000
39	30	3,000	3,000	5,000	11,000
40	30	5,000	5,000	5,000	15,000
41	31	5,000	5,000	5,000	15,000
42	31	3,000	3,000	4,000	10,000
43	31	3,000	3,000	5,000	11,000
44	31	3,000	3,000	5,000	11,000
45	31	4,000	4,000	6,000	14,000
46	31	4,000	4,000	6,000	14,000
47	32	10,000	10,000	5,000	25,000
48	33	5,000	5,000	5,000	15,000
49	33	5,000	5,000	5,000	15,000

Table 8. Continues

50	33	8,000	8,000	5,000	21,000
51	33	10,000	10,000	6,000	26,000
52	34	4,000	4,000	5,000	13,000
53	34	4,000	4,000	5,000	13,000
54	35	5,000	5,000	5,000	15,000
55	36	5,000	5,000	5,000	15,000
56	36	5,000	5,000	5,000	15,000
57	37	5,000	5,000	5,000	15,000
58	38	5,000	5,000	5,000	15,000
59	38	7,000	7,000	5,000	19,000
60	41	7,000	7,000	6,000	20,000
Total		301,000	301,000	305,000	907,000

Source. Students' data.

Table 9. Income share table for annual bursary allocations by quintiles for the years 2005, 2006 and 2007

Quintile	2005	2006	2007	Perfect equality % allocation
I	20.3	20.3	20.1	20.0
II	19.3	19.3	19.6	20.0
III	18.9	18.9	20.1	20.0
IV	18.3	18.3	20.1	20.0
V	23.2	23.2	20.1	20.0
Total	100.0	100.0	100.0	100.0

Source. Students' data.

affecting the implementation of the constituency bursary fund in Kanduyi constituency. Insufficient bursary allocation due to the low budgetary allocation, majority of the recipients just received small amounts of bursary allocation that could not sufficiently clear their respective school fees balances. According to Table 11, only 6.7% of the recipients did not have school fees balance after benefiting from the constituency bursary fund. While 93.3% of the recipients still had balances even after benefiting from the bursary allocations. Only 23.3% of the bursary recipients had school fees balance of between Ksh.1, 000 to Ksh. 4,000. The low bursary allocation immensely compromises the fund's objective of ensuring access and retention at the secondary school education level. This is because a number of the beneficiaries, especially those from the very poor families are forced to stay away from school, until their school fees balances are fully paid up. In some cases, this never happens. Consequently, the affected students eventually drop out of school.

Political interference

The constituency bursary fund officials cited cases of political interference. It was noted that occasionally the local parliamentarian would approve allocations for political supporters and relatives. This anomaly often caused some deserving cases to miss allocations or at best receive very small amounts that had very little impact on their conditions.

Delayed disbursements

The budgetary provision for the bursary fund is done for a financial year and this is different from the school academic (calendar) year. That is, the bursary disbursement programme has not been synchronized with the school programme. Secondly, because of the bureaucracy associated with the bursary fund, cases of delays in bursary disbursements to the schools of the affected students were reported. This condition made the needy students to stay away from school because of delayed payment of their school fees. This disrupts their learning, and by the time they are aware of their bursary allocations, they have missed several days of learning. This phenomenon immensely contributes to poor academic performance among beneficiaries from poor families. This challenge is a serious impediment to the effectiveness of the constituency bursary fund.
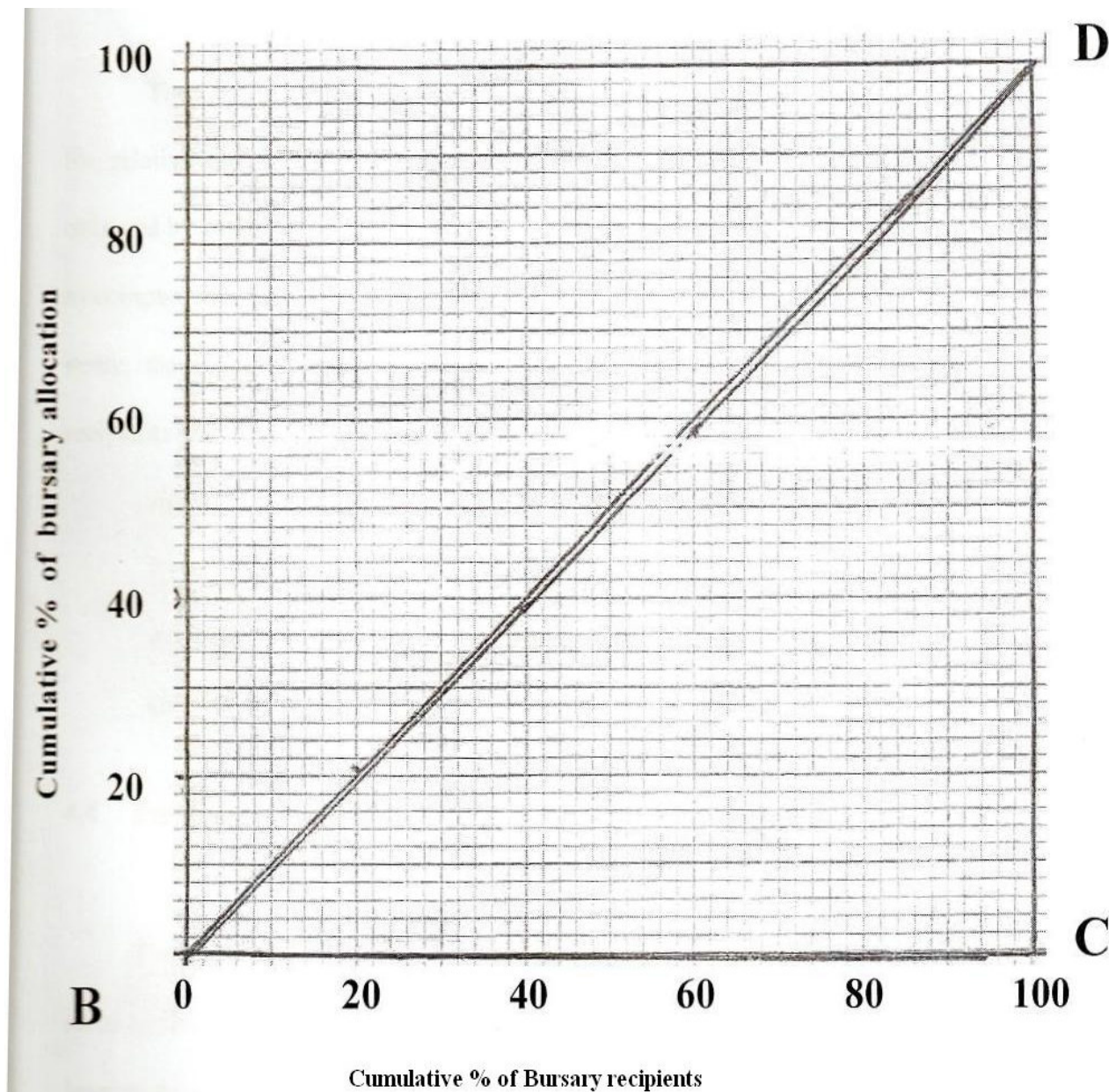
Figure 4. Lorenz curve for bursary allocation in Kanduyi constituency.

SUMMARY OF FINDINGS

The main purpose of this study is to examine the disbursement of the constituency bursary fund to the secondary school students in Kanduyi constituency. One of the objectives was to find out the criteria used by the constituency bursary fund committee to allocate bursaries. The findings in the Table 4, and 6 indicate that the students' parentage and academic performance played a key role. According to 3.1, 66.7% of the bursary recipients were orphaned. On the other hand, table 3.3 showed that 90% of the bursary recipients were good performers in class and were consistently among the best 60% academic performers.

The other objective was to find out the level of inequality in the bursary allocation among the recipients in the constituency. Table 8, 9, and 10 revealed the presence of a high level of equity in the bursary allocations. This finding was reinforced further by the Lorenz curve Figure 4.and the Gini coefficient value of 0.01. This high level of equity can be attributed to fairness in the process of identifying bursary recipients. One of the main challenges encountered in the bursary allocation process was inadequate government funding. As a matter of fact 93.3% of the bursary recipients still had school fees balances. The other challenge was delayed disbursement

Table 10. Income share table for the overall bursary allocation by quintiles for the three years combined.

Quintile	Actual allocation	Perfect equality % allocation
I	20.2	20.0
II	19.4	20.0
III	19.3	20.0
IV	18.8	20.0
V	22.3	20.0
Total	100.0	100.0

Source: Students' data

Table 11. A summary of school fees balances for the bursary recipients in Kanduyi

Balance in Ksh.	NIL	1000 to 4,000.00	4001.00 to 8,000.00	8001.00 to 12,000.00	12,001.00 to 16,000.00	Above 16,000.00
Number of recipients	4	14	20	11	5	6
Percent of recipients	6.7	23.3	33.3	18.4	8.3	10

of the fund to the constituency by the government. This delay caused most of the beneficiaries to stay away from school because of the late payment of their school fees. Lastly, political interference was also cited as a major challenge. The committee members who were interviewed observed that, there were cases whereby the local MP allocated bursaries to supporters and relatives even though they did not deserve it. This action adversely affected the genuinely deserving applicants.

CONCLUSIONS

Following the findings of this study, a number of conclusions were drawn. It was observed that orphans and good performers were the majority of the bursary recipients, leading to the confirmation that the Kanduyi constituency bursary fund committee determined the recipients based on their parentage and academic performance. The Gini coefficient value of 0.01 for the bursary allocation to the recipients implied that, the allocations were done equitably in the constituency.

As a matter of fact, 80% of the recipients noted that, the criteria used by the committee to identify beneficiaries were fair enough. The equity in allocations can be attributed to; the fairness demonstrated in the criteria for identifying the bursary recipients and the uniformity in the bursary amounts. The problems encountered by the Kanduyi constituency bursary fund committee were name-y; inadequate bursary allocation by the government, political interference and delays in bursary disbursements.

RECOMMENDATIONS

The following recommendations were made based on the findings of this study:

1. It emerged from the study that majority of the respondents were of the opinion that the bursary allocations were rather low and inadequate. Most of the bursary recipients had school fees balances. In view of this, there is need for the treasury to increase the size of the budgetary allocation if the fund is to have an impact.
2. The findings of this study revealed that there were cases of political interference in the bursary allocation process. The local political arm starting with the local parliamentarian occasionally interfered with the working of the bursary committee. Following this, there is need for the government to establish a special management structure devoid of political manipulation to run the constituency bursary fund. Parliament should also amend the constituency bursary fund act, so as to address the issue of the members of parliament being legislators, implementers and watchdogs of the fund.
3. According to the findings of this study, there are delays in the disbursement of the bursary fund. This situation makes the neediest students to miss school. In view of this, a mechanism of monitoring the flow of funds from the treasury through the ministry of education to constituencies and finally to schools to ensure timely disbursement of bursary funds to beneficiaries within the phase in which they are received. Secondly, since the fund is a budgetary allocation tied to the financial year, it should be disbursed in one phase preferably in November of each year. Once this is observed, the fund can then be allocated to the beneficiaries in December, before the start of each academic year in January.
4. According to the findings of the study, there is need to enhance efficiency and fairness in the management of the constituency bursary fund. To achieve this, the government of Kenya needs to create a national data

bank for all students in public schools and training institutions in the country. Such data will reduce the bureaucracy involved in identifying those to benefit from the bursary fund. In addition, it will also ensure consistency in funding those who qualify for the bursary.

Recommendations for further research

On the basis of the findings of the study, the following recommendations for further research were made:

1. The current study, basically addressed the issues of CBF disbursement to students in secondary schools. One of the objectives of the study was to find out the problems   encountered in administering bursaries. In pursuing this objective, political interference emerged as one of the problems. In view of this, a study should be carried out to determine the extent of political interference, with a view of finding possible solutions of eliminating it.
2. One of the findings of the present study revealed that, bursaries are allocated to deserving applicants in the constituency. Following this, the study recommends that, similar studies can be carried out in other constituencies in the country, with the purpose of making comparisons.

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