

---

## Influence of Constituency Development Fund Bursaries on Learners' Class Attendance in Public Boarding Secondary Schools in Kisii South Sub-County, Kenya

<sup>1</sup>Masese Bonface Nyaosi, <sup>2</sup>Dr. Charles Ocharo Momanyi, <sup>3</sup>Prof. Constantine Matoke Nyamboga

<sup>1\*</sup>Mount Kenya University, P. O. Box 4441-40200, Kisii, Kenya;

ORCID ID: <https://orcid.org/0009-0000-1123-7133>;

<sup>2</sup>Mount Kenya University, P. O. Box 4441-40200, Kisii, Kenya;

<sup>3</sup>Lukuena University, P.O Box 8-90128 Mtito Andei, Kenya;

---

**ABSTRACT:** Education is a profitable private investment yet many students cannot afford to finance it out of their own family resources. Awarding of Bursaries to the poor and vulnerable enables such groups to access and complete school. Descriptive research design was adopted for the study. Krejcie and Morgan table was used to select a sample of 380 respondents from a target population of 25,279 individuals. Purposive and random sampling techniques were used to select the respondents. The researcher utilized questionnaires for teachers and students while an interview schedule. From the data obtained in Kisii South sub-county, it was important for the CDF to ensure that public boarding secondary schools had an allocation of this funds even before the students enrolled in school to ensure sustenance. On assessing the extent to which provision of learning resources by CDF influence learners' class attendance in public boarding secondary schools, it was important for schools to ensure that distribution of learning resources was be based on students' population and not performance.

**KEYWORD:** education grant, education bursary, attendance, performance, public secondary school, retention rate.

---

### 1. INTRODUCTION

Education is an important tool of empowering people for prosperity (Obare, 2004) and for making women and men productive in the labor market and also in the households. Education is a profitable private investment yet many students cannot afford to finance it out of their own family resources (Psacharopolous and Woodhall, 1985, Murithi, Mwanja & Mwinzi, 2016)). Governments therefore need to provide funds to support a broad-based equitable expansion of secondary education with incentives for private provision and subsidies to disadvantaged students to ensure equality of opportunity and eventually eradicate poverty (Veerspoor, 2007). Education is human capital which is essential for one to be socially productive in the society (Schultz, 1982). A person with education benefits not only himself but also the society (Mwove, Mwanja & Kasivu, 2023). The provision of education to a population is found to increase the economic growth of a nation. Allocation of government bursaries to deserving students enables them to access education. Bursary allocation can only be conducted well using equity and efficiency principles. Equity demands that resources can fairly be distributed if more is provided for those regions that are disadvantaged in terms of low allocation or no resource allocation to disadvantaged members of the society such as orphans and the poor who live in extreme poverty.

According to findings of World Bank (2007) children who had lost their mothers even if they had not lost their fathers were most at risk of not attending school. Social-economic disparities widen substantially at post primary level. The government set up the Rwanda Genocide Fund (RGF) which targets this level of Education. The orphaned children are the beneficiaries of such funds and funding continues for as long as such students are present in the system. Orphans are therefore relatively well represented in secondary Education. According to Conseil protestant du Rwanda (CPR) which is an umbrella organization of schools run by various churches, their data on participation

of children in secondary level revealed that participation in secondary education of orphans rose to 41% owing to the fact that these children have been specifically targeted for assistance under Rwanda Genocide Fund (RGF). In these countries, few disadvantaged members of the society such as orphans and the poor enroll in schools and the few who enroll, drop out early due to socio cultural and economic factors which include poverty (Towett, 2004). Consequently, these orphans and the poor lack their basic right of meaningful education. The lagging behind in education of vulnerable learners in these communities leads to diminished life chances in various areas such as employment, health and participation in political processes that affect their lives. This is consistent with the observation that restricted opportunity is one of the most powerful mechanisms for transmitting poverty across generations among the marginalized (Flora, 2008)

## **2. LITERATURE REVIEW**

In UK, Edusave bursary scheme which is initiated by the government through Ministry of Education states categorically that for a student to qualify for bursary the gross monthly household income should be below \$4000. Set rules are put in place to ensure that this is adhered to. The scheme ensures that the beneficiaries are retained in school. Any student who discontinues does so under his/her own will (MOE, 2012). Still in UK, there is what is called 16-19 Bursary fund. The bursary fund guidance for 2012/2013 re-emphasizes the importance of ensuring available funds are targeted at those students experiencing the greatest financial disadvantages, that the amounts allocated are sufficient to enable those students to participate in education and that the availability of funding is effectively communicated to prospective and actual students both before and when they enroll.

Different bursary providers have set out to achieve this. For example, in Brandford academy eligibility to the funds is based on the household income being below 16,100 pounds or the students' parents being in receipt of jobseekers Allowance income support or an equivalent benefit. According to Open (2007) in China and Philippines bursaries eligibility was pegged on official poverty line. However, the eligibility ceiling is an income level above the official poverty line which gave eligibility to many students who were not drawn from the ranks of the very poor. In Thailand, eligibility based on family income fails to take into account a number of factors such as the number of other dependents in a given household. In Rwanda the chances of being in school are higher among children with both parents alive than among those who have lost at least one parent.

Oyugi (2010) in a study of Public Expenditure Tracking of Bursary schemes in Kenya observes that the major objective of the bursary scheme is to enable children from poor families' access education. According to him there is no consistency in supporting children from poor families. Such students are not guaranteed continuous funding to completion of high school education. Student who need funding have to apply and reapply for funding. When they re-apply, they are re-evaluated along with other applicants. A substantial percentage of continuing students qualify for subsequent funding but this is based on re-application. Transition and completion rates in secondary schools remained below 50% essentially due to worsening poverty and increasing costs of education (Republic of Kenya, 2003).

Njeru and Orodho (2003) investigated the impact of the bursary scheme in four districts namely: Kiambu, Kisumu, Bungoma and Garissa. The study results showed that the needy students in the study districts had varying amounts of outstanding fees, indicative of the bursary fund being insufficient to cushion their education needs. The study also showed that while the bursary scheme was meant to cushion the poor and vulnerable against the vagaries of falling economic indicators, it appeared not to have made any overwhelming impact on students' access to secondary education and had achieved little in maintaining increased retention and participation rates in secondary school education. Kiragu (2002) says that the Bursary introduced by the government in secondary schools did not necessarily benefit the most deserving students because of reasons such as nepotism, corruption and poor selection criteria.

### 3. RESEARCH METHODOLOGY

The study employed the descriptive survey research design to establish the influence of CDF bursary scheme on Learners' class participation in public boarding secondary schools in Kisii South Sub-County, Kenya. The study was carried out in Kisii South Sub-County, which is one of the 11 sub-counties of Kisii County. The study will be carried out in public boarding secondary schools in Kisii South Sub-County. Kisii South Sub-County has a total of 13 public boarding secondary schools. These formed the target population in as far as the schools are concerned. This also implied that there are 13 head teachers or principals who are likely to participate in this study. The number of teachers in public boarding secondary schools in Kisii South Sub-County is 356, distributed across the 13 schools. Approximately, there are 6,428 learners distributed among the 13 public boarding secondary schools (Kisii South Sub-County Education Office, 2023). The CDF award committee comprised of 16 members. It is from the above target population, that the researcher was selected a sample size. All the thirteen (13) schools in Kisii South sub-county was used in the study. Given that the study's target population is 4428, which comprises of the Principals, teachers, learners and CDF committee members, the researcher will use the Morgan and Krejcie (1970) Table for sample size determination to arrive at 380 respondents. Since the 13 Principals and 16 CDF committee members sampled purposively, the remaining 351 respondents was distributed ratio wise among the teachers and students as shown in table below.

#### Sample Size

No	Category	Sample Size (F)	Percentage (%)
1	Public boarding Secondary School principals	13	3.42
2	Secondary School Teachers	27	7.11
3	Secondary School Students	324	85.26
4	CDF Committee Members	16	4.21
<b>Total</b>		<b>380</b>	<b>100.00</b>

**Source:** Kisii South Sub-County Education Office, 2023

For this study, data will be collected from both primary and secondary source. As such, the study will use questionnaires, interviews and document analysis schedules as tools for data collection.

### 4. CDF bursaries influence learners' class attendance in public boarding secondary schools

The first objective of the study was to determine whether CDF bursaries influenced learners' class attendance in public boarding secondary schools. The sought data and findings were presented in the section below.

#### Descriptive statistics

Qualitative analysis was carried out on the data collected and findings obtained were presented in the section below

#### *The bursary allocation was targeted to students that had the greatest financial disadvantages*

The sought data was presented in the table below.

#### **Bursary allocation was targeted towards students with the greatest financial disadvantages**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	64	20.2	20.2	20.2
	Disagree	127	40.1	40.1	60.3
	Undecided	48	15.1	15.1	75.4

Agree	78	24.6	24.6	100.0
Total	317	100.0	100.0	

Source: The researcher, 2023

From the findings above, 60.3% of the respondents disagreed (20.2% strongly disagreed, 40.1% disagreed) that bursary allocation was targeted towards students with the greatest financial disadvantages. 24.6% of the respondents agreed that bursary allocation was targeted towards students with the greatest financial disadvantages. 15.1% of the respondents were undecided on whether bursary allocation was targeted towards students with the greatest financial disadvantages. Majority of the respondents disagreed that bursary allocation was targeted towards students with the greatest financial disadvantages. According to the UK Edusave bursary scheme for the 2012/2013 financial year, the scheme’s guidance re-emphasized that available funds should be targeted to the students with the greatest financial challenges giving priority accordingly. From the data obtained in KISII SOUTH sub-county, it was important for the CDF to ensure that public boarding secondary schools had an allocation of this funds even before the students enrolled in school to ensure sustenance.

***The bursary amount allocated was sufficient to allow students to participate in education***

The findings obtained were presented in the table below.

**Bursary funds were sufficient to allow students to participate in education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	95	30.0	30.0	30.0
	Disagree	96	30.3	30.3	60.3
	Undecided	48	15.1	15.1	75.4
	Agree	48	15.1	15.1	90.5
	Strongly Agree	30	9.5	9.5	100.0
	Total	317	100.0	100.0	

Source: The researcher, 2023

From the table above 60.3% of the respondents disagreed (30% strongly disagreed, 30.3% disagreed) that bursary funds were sufficient to allow students to participate in education. 24.6% of the respondents agreed (9.5% strongly agreed, 15.1% agreed) that bursary funds were sufficient to allow students to participate in education. 15.1% of the respondents were undecided on whether bursary funds were sufficient to allow students to participate in education. Majority of the population disagreed that bursary funds were sufficient to allow students to participate in education. Njeru and Orodho (2003) carried out an investigation to analyze the impact of bursary schemes in four different districts. The results of their study showed that needy students in the study districts had varying amounts of outstanding fees meaning that the bursary fund was insufficient to cushion their education needs. From the findings in the above table, it was important for CDF in KISII SOUTH to critically the needy students and ensure sustainable funds were allocated to meet the education needs of these students by ensuring learning without interruption.

***There existed a well-structured criterion for selecting bursary recipients***

The findings obtained were shown in the section below.

**There was a well-structured criterion for selecting bursary recipients**

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	52	16.4	16.4	16.4
	Disagree	147	46.4	46.4	62.8
	Undecided	45	14.2	14.2	77.0
	Agree	28	8.8	8.8	85.8
	Strongly Agree	45	14.2	14.2	100.0
	Total	317	100.0	100.0	

Source: The researcher, 2023

From the findings above, 62.8% of the respondents disagreed (16.4% strongly disagreed, 46.4% disagreed) that there was a well-structured criterion for selecting bursary recipients. 23% of the respondents agreed (8.8% agreed, 14.2% strongly agreed) that there was a well-structured criterion for selecting bursary recipients. 14.2% of the respondents were undecided on whether there was a well-structured criterion for selecting bursary recipients. Majority of the respondents disagreed that there was a well-structured criterion for selecting bursary recipients. IPAR (2003) carried out a research on education financing in Kenya. The results indicated that the ministry of education did not give adequate guidelines to schools on how to identify needy students for the bursary awards. From the findings above, it is very essential for the CDF to create a well-documented procedure for issuing bursaries to the deserving students thus avoiding unwanted challenges in the management of the bursary fund.

***Provision of bursaries was corruption free***

The findings obtained were presented in the table below.

**Provision of bursary was corruption free**

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	51	16.1	16.1	16.1
	Disagree	182	57.4	57.4	73.5
	Undecided	39	12.3	12.3	85.8
	Agree	45	14.2	14.2	100.0
	Total	317	100.0	100.0	

Source: The researcher, 2023

From the table above, 73.5% of the respondents disagreed (16.1% strongly disagreed, 57.4% disagreed) that provision of bursary was corruption free. 14.2% of the respondents agreed that provision of bursary was corruption free. 12.3% of the respondents were undecided on whether provision of bursary was corruption free. Majority of the respondents disagreed that provision of bursary was corruption free. According to Kiragu (2003), rampant corruption in the management of bursary funds led to ghost students and allocation of bursaries to well-connected and undeserving individuals. From the findings above, it was very important to come up with matrices identified the deserving individuals for bursary funds thus avoiding bureaucracies that led to corruption.

# INTERNATIONAL JOURNAL OF MANAGEMENT AND SOCIAL SCIENCES RESEARCH

(IJMSSR)

ISSN 2455-1422 (Online)

www.aarmssjournals.com

Volume: 09, Issue: 06 | 2023

***Bursary funds were disbursed in a timely manner***

The findings obtained were presented in the table below.

**Bursaries were disbursed in a timely manner**

		Frequency	Percent	Valid Percent	Cum Percent
Valid	Strongly Disagree	125	39.4	39.4	39.4
	Disagree	141	44.5	44.5	83.9
	Undecided	6	1.9	1.9	85.8
	Agree	45	14.2	14.2	100.0
	Total	317	100.0	100.0	

Source: The Researcher, 2023

From the above table, 83.9% of the respondents disagreed (39.4% strongly disagreed, 44.5% disagreed) that bursary funds were disbursed in a timely manner. 14.2% of the respondents agreed that bursary funds were disbursed in a timely manner. 1.9% of the respondents were undecided on whether bursary funds were disbursed in a timely manner. Majority of the respondents disagreed that bursary funds were disbursed in a timely manner. According to the Ministry of education, Kenya (Bursary section, 2003), it was observed that bursary funds were not disbursed in a timely manner and as a result, it affected the school operations leading to needy students being sent away from school. From the findings above, it was important to ensure the bursary funds were disbursed in a timely fashion to ensure that there was continuity in learning continuity for the needy students and no interruption occurred during the learning process.

**Inferential statistics**

Further quantitative analysis was carried out the variables of this objective. Correlation and regression analysis were used to analyze the data obtained. The findings obtained were presented in the section below.

**Correlation**

The findings obtained were presented in the table below.

		Bursary allocation was targeted towards students with the greatest financial disadvantages	Bursary was sufficient to allow students to participate in education	There was a well-structured criterion for selecting bursary recipients	Provision of bursary was free	Bursaries were disbursed in a timely manner
Bursary allocation was targeted towards students with the greatest financial disadvantages	Pearson Correlation	1	.916**	.835**	-.028	.101
	Sig. (2-tailed)		.000	.000	.619	.072
	N	317	317	317	317	317
Bursary was sufficient to allow students to	Pearson Correlation	.916**	1	.764**	.005	.014
	Sig. (2-tailed)	.000		.000	.931	.805

# INTERNATIONAL JOURNAL OF MANAGEMENT AND SOCIAL SCIENCES RESEARCH

(IJMSSR)

ISSN 2455-1422 (Online)

www.aarmssjournals.com

Volume: 09, Issue: 06 | 2023

participate in education	N	317	317	317	317	317
There was a well-structured criterion for selecting bursary recipients	Pearson Correlation	.835**	.764**	1	.117*	.015
	Sig. (2-tailed)	.000	.000		.037	.794
	N	317	317	317	317	317
Provision of bursary was corruption free	Pearson Correlation	-.028	.005	.117*	1	-.244**
	Sig. (2-tailed)	.619	.931	.037		.000
	N	317	317	317	317	317
Bursaries were disbursed in a timely manner	Pearson Correlation	.101	.014	.015	-.244**	1
	Sig. (2-tailed)	.072	.805	.794	.000	
	N	317	317	317	317	317

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

\* . Correlation is significant at the 0.05 level (2-tailed).

Source: The researcher, 2023

The following variable combinations had a strong positive effect of increasing learners' attendance in public secondary schools in KISII SOUTH sub-county:

- Bursary allocation to the students that have the greatest financial disadvantages and allocation of a bursary amount that is sufficient to allow students to participate in education. This had a correlation co-efficient of .916\*\*.
- Bursary allocation to the students that have the greatest financial disadvantages and coming up with a well-structured criterion for selecting bursary recipients. This had a correlation co-efficient of .835\*\*.
- Allocation of a bursary amount that is sufficient to allow students to participate in education and coming up with a well-structured criterion for selecting bursary recipients. This had a correlation co-efficient of .764\*\*.

### Linear regression

The findings were presented in the table below.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.474	.144		24.127	.000
	Bursary allocation was targeted towards students with the greatest financial disadvantages	-.432	.095	-.688	-4.563	.000
	Bursary was sufficient to allow students to participate in education	-.074	.064	-.145	-1.155	.249
	There was a well-structured criterion for selecting bursary recipients	.344	.049	.650	6.990	.000

Provision of bursary was corruption free	-.222	.039	-.294	-5.615	.000
Bursaries were disbursed in a timely manner	-.043	.035	-.063	-1.199	.231
a. Dependent Variable: Dependent variable allocation of CDF bursary					

Source: The Researcher, 2023

From the findings above, targeting bursary allocation to students with the greatest financial disadvantages, having a well-structured criterion for selecting bursary recipients and eliminating corruption in the disbursement of bursaries were significant predictors of improving learners' class attendance in public boarding secondary schools in KISII SOUTH sub-county. Their significance level was below .0005 which meant there was at least a 95% confidence level. The constant variable was a significant predictor of improving learners' class attendance in public boarding secondary schools.

Qualitative responses from the principals and CDF members interview  
A member in the CDF committee stated the following:

*“It is very important to ensure that bursaries are given to the most deserving students who are very needy and ensure that the amounts to be disbursed are sufficient and given in time to discontinuation in the learning process due to outstanding balances. Clear guidelines need to be specified that will enhance accountability thus increasing performance.”*

### **Mixing and Interpretation of data**

From the data obtained in Kisii South sub-county, it was important for the CDF to ensure that public boarding secondary schools had an allocation of this funds even before the students enrolled in school to ensure sustenance. It was important for CDF to critically assess the needy students and ensure sustainable funds were allocated to meet the education needs of these students by ensuring learning without interruption. It is very essential for the CDF to create a well-documented procedure for issuing bursaries to the deserving students thus avoiding unwanted challenges in the management of the bursary fund. It was very important to come up matrices that identified the deserving individuals for bursary funds thus avoiding bureaucracies that led to corruption. It was important to ensure the bursary funds were disbursed in a timely fashion to ensure that there was continuity in learning continuity for the needy students and no interruption occurred during the learning process.

## **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **Summary of the findings**

From the data obtained in Kisii South sub-county, it was important for the CDF to ensure that public boarding secondary schools had an allocation of this funds even before the students enrolled in school to ensure sustenance. It was important for CDF to critically assess the needy students and ensure sustainable funds were allocated to meet the education needs of these students by ensuring learning without interruption.

It is very essential for the CDF to create a well-documented procedure for issuing bursaries to the deserving students thus avoiding unwanted challenges in the management of the bursary fund. It was very important to come up matrices that identified the deserving individuals for bursary funds thus avoiding bureaucracies that led to corruption. It was important to ensure the bursary funds were disbursed in a timely fashion to ensure that there was continuity in learning continuity for the needy students and no interruption occurred during the learning process.

## **6. CONCLUSIONS OF THE STUDY**

In determining whether CDF bursaries influence learners' class attendance in public boarding secondary schools, it was important for the CDF to ensure that public boarding secondary schools had an allocation of this funds even before the students enrolled in school to ensure sustenance. It was important for CDF to critically assess the needy



students and ensure sustainable funds were allocated to meet the education needs of these students by ensuring learning without interruption.

It is very essential for the CDF to create a well-documented procedure for issuing bursaries to the deserving students thus avoiding unwanted challenges in the management of the bursary fund. It was very important to come up with matrices that identified the deserving individuals for bursary funds thus avoiding bureaucracies that led to corruption.

It was important to ensure the bursary funds were disbursed in a timely fashion to ensure that there was continuity in learning continuity for the needy students and no interruption occurred during the learning process.

### 7. RECOMMENDATIONS FOR FURTHER PRACTICE

1. The government should allocate enough money for CDF bursaries that will be disbursed to deserving students.
2. It's important for schools to have the adequate learning materials which should be part of MOE budget.
3. The government should support co-curricular activities since they teach the students social skills and interactions which are equally important as education.

### REFERENCES

1. Borg, W.R., & Gall, M.D. (1989). *Education Research: An Introduction* 5th Edition New York: Longman
2. Flora, F. (2008). "Effectiveness of Government Bursary Fund Program in Enhancing Girl-child Access to Secondary Education in Kajiado District", Kenya: Unpublished Thesis Kenyatta University.
3. Fry, R. (2003). *Hispanic youth dropping out of US schools, measuring the challenges*. Pew Hispanic Centre. Online <http://pcwhispanic.org/reports/repon.php> 4/8/2010.
4. Gay, L.R. (1992). *Education Research Competencies for Analysis and Application*: London: Charles E. Milton Keynes Philadelphia Company.
5. IPAR (2003). Education Financing in Kenya: Secondary School scheme implementation and challenge. IPAR Policy brief volume, 9, issue, 3, 2003.
6. Katler, B. (1989). Sociological analysis on the impact that divorce has on children. New York: Witcy and Sons Ltd.
7. Kerlinger F N (1973). *Foundation of Behavioural Research*. New York: Holt Rinehart and Winston.
8. Kimenyi SM (2005). Efficiency and Efficacy of Kenya's Constituency Development Fund. Theory and Evidence. Connecticut: University of Connecticut.
9. KIPPRA (2005). Accountability and Performance of Constituency Funds. Nairobi: Kenya Institute of Public Policy Research Analysis.
10. Krejcie and D. Morgan (1990), determining sample size for research activities. Educational and Psychological measurement.
11. Lewin, K. (2008). Seeking secondary schooling in sub-Saharan Africa, Strategies for Sustainable Financing. U.S.A : World Bank.
12. Lewin K, Caillods F (2001). Financing Secondary Education in Developing Countries: Strategies for Sustainable Growth. Paris: IIEP
13. Ministry of Education (2012). Edusave Merit Bursary (2012) Singapore Britain. <http://www.moe.gov.sg/initiative/edusave/funds-grants-awards/>
14. Mugenda, A & Mugenda, O. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Acts Press. Nairobi, Kenya.
15. Murithi Tiberious, Dr. **Mwania, J.M.**, Dr. Mwinzi, J. (2016) The Influence of Financial Resources on the integration of the National Goals of Education. *International Journal of Education and Research* Vol. 4 No. 9 September, 2016.
16. .
17. Mwove., P.N, Mwania., J.M & Kasivu., G.M (2023) The extent to which principals' use of transformational leadership style influences students' academic performance in public secondary schools in Kenya. *International Journal of Management Studies and Social Science Research*, p 56-64 Vol. 5 Issue 3 May – June, 2023

# INTERNATIONAL JOURNAL OF MANAGEMENT AND SOCIAL SCIENCES RESEARCH (IJMSSR)

ISSN 2455-1422 (Online)

www.aarmssjournals.com

Volume: 09, Issue: 06 | 2023

18. Mwangi W (2006). Resolve Row Over Bursary. Daily Nation. Nairobi: October 7th 2006.
19. Nduva V (2004). The Constituency Bursary Fund. The Link Magazine. Nairobi: Vol. 004, pp. 16-17.
20. Njeru, F. H. N, & Orodho.J.A (2003). Education Financing in Kenya, Secondary Bursary scheme. Implementation and challenges. Nairobi, Institute of policy Analysis and Research (KIPRA).
21. Nkinyangi, A. (1980). Socio-Economic Determinant of repetition. Nigeria: Ahmadu University Press.
22. Obare, M.M. (2004). The Role of Government Bursary Fund in enhancing the participation of girls in secondary Education in Nyamira District, Kenya. Unpublished thesis Kenyatta University.
23. Odalo B (2000). "What makes Makeni District Tick?" Daily Nation: Jan 3rd 2000.
24. Odebero SO (2002). Bursary as a Method of Financing Secondary School Education in Busia District – Kenya. Unpublished M. Ed Thesis Maseno University, Kenya
25. Onyango D, Njue J (2004). Rising Protests Over Constituency Fund. The East African Standard. Nairobi: September 19th 2004.
26. Oyugi, L. N. (2010). Public Expenditure Tracking of Secondary Education Bursary Scheme in Kenya. Nairobi: IPAR. Oxfam GB (2005). Gender – Responsive Budgeting in Education, Education and Gender Equality Series. Programme insights. London: Oxfam.
27. Psacharopoulos G: & Woodhall M (1985). Education for Development, An Analysis of Investment Choices. Washington D.C., for University press.
28. Republic of Kenya (1999). National Poverty Eradication Plan 1999- 2015. Nairobi, Government Printer
29. Republic of Kenya (2002). TransNzoia District Development Plan, 2002 –2008. Nairobi: Government Printer.
30. Republic of Kenya (2003). Economic Recovery. strategy for wealth and Employment creation.: Nairobi: Government Printer.
31. Republic of Kenya (2007). Governance of Schools (Module Two). Nairobi. Jomo Kenyatta Foundation.
32. Republic of Kenya (2010). School financial and bursary allocation. Government of Kenya: Nairobi. Government Printers
33. Republic of Kenya (2010). Draft Manual for Secondary Schools Bursary Scheme. Nairobi. Government Printers
34. Republic of Kenya (2012). Secondary scheme Bursary Fund. Nairobi. Republic of Kenya
35. Republic of Kenya (2003). Report of the National Conference on Education and Training. Nairobi. Government Printers.
36. Republic of Kenya (1965). Sessional Paper No, 10: African Socialism and its Planning Implication, Nairobi.
37. Government printer Republic of Kenya (1988). Sessional Paper No. 6 secondary Education in Kenya. Nairobi: Government printer.
38. Republic of Kenya (1999). Education for the 21st Century; position paper. Nairobi, Ministry of Education.
39. Republic of Kenya (1999). National Poverty Eradication Plan 1999- 2015. Nairobi,
40. Republic of Kenya (2003). Economic Recovery. strategy for wealth and Employment creation. Nairobi: Government printer.
41. Republic of Kenya (2005). Sessional Paper No. 1. Nairobi: Government printer.
42. Republic of Kenya (2007). Kenya Education Support Programme 2005-2010. Nairobi: Government printer.
43. Republic of Kenya (2007). Secondary Education Strategy 2007-2010. Nairobi: Government printer.
44. Republic of Kenya (2008). Secondary School Bursary Scheme Survey Report. Nairobi: Government printer.
45. Republic of Kenya (2009). Draft Policy on Secondary Schools Bursary Scheme. Nairobi: Government printer.
46. Resnick, D.B. (2005). What is ethics in research and why it is important? National Institute of health Website. 4th February 2011. 5.00 p.m.
47. Schultz. T.W. (1961). Education Growth in Social Forces Influencing America Education. Nb Henry Chicago. National Society for Study of Education. University of Chicago Press.
48. Selowsky M (1979). Who Benefits from Government Expenditure? A Case Study of Colombia New York: Oxford University Press.
49. Siringi, S (2006). Grand Plan to check high Dropout Rate of Poor students. Daily Nation, December 4th, 2006, Nairobi. Kenya.
50. Sitati, M. (2015). *Effectiveness of constituency bursary funds in enhancing retention of students in secondary schools in Bungoma South Sub-County, Journal of Student Financial Aid, 21(5), 12-22.*

# INTERNATIONAL JOURNAL OF MANAGEMENT AND SOCIAL SCIENCES RESEARCH

(IJMSSR)

ISSN 2455-1422 (Online)

www.aarmssjournals.com

Volume: 09, Issue: 06 | 2023

---

51. Todaro, M. P. (1997) Economic Development. Delhi, India: Pearson Education pte Ltd.
52. Todaro, M. & Smith, S. (2003). Economic Development. Delhi, India; Pearson Education pte Ltd.
53. Tuckman WB (1978). Conducting Educational Research. New York: Harcourt Brace Jovanovich.
54. UNESCO, (2000). Gender and Education for all. The leap to Equality. Paris: United States.
55. UNESCO Bangkok (2010). Gender Responsive Budgeting in Education- Advocacy Brief Bangkok: UNESCO.
56. Veerspoor, A. (2007). At the Crossroads: Choices for Secondary Education and Training in sub-Sahara Africa. Retrieved from [www.iiep.UNESCO.Org](http://www.iiep.UNESCO.Org). On 14th January, 2009.  
<http://www.education.gov.Uk/childrenandyoungpeople/youngpeople/students support/funding/a00203061/16-19-bursaries>.
57. World Bank (2007). African Region Human Development Department. Secondary Education in Africa. All the Crossroads. Choices for secondary Education and Training in sub-Sahara Africa. Retrieved from [www.iiep.UNESCO.Org](http://www.iiep.UNESCO.Org). on 14th January, 2009. [www.education.gov.UK](http://www.education.gov.UK).