INFLUENCE OF EDUCATIONAL FUNDINGS ON STUDENTS RETENTION AND DROPOUT IN PUBLIC SECONDARY SCHOOLS IN SEME SUB COUNTY, KENYA

BY

OPIYO FESTUS OMOLO

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN PLANNING AND ECONOMICS

DEPARTMENT OF EDUCATIONAL MANAGEMENT AND FOUNDATIONS

MASENO UNIVERSITY

DECLARATION

Declaration by the Student:

This thesis is my original work and has not been presented to any other University for a degree.

Student:

Opiyo Festus Omolo Sign…… Date…….

Reg. No: **PG/MED/026/2011**

Declaration by the supervisors:

This thesis has been submitted for examination with our approval as University supervisors:

Dr Maureen Olel Sign…… Date…….

Department of Education Management & Foundation

Maseno University

Dr James Sika Sign…… Date…….

Department of Education Management & Foundation

Maseno University

ACKNOWLEDGEMENT

I am sincerely indebted to acknowledge those personalities who dedicated themselves to support me to complete this scholarly work. My appreciation goes to my supervisors Dr. Maureen Olel and Dr. James Sika, whose efforts guided me during conceptualization of the research problem and writing up of this thesis. I also acknowledge all my course work lecturers for the academic foundation they gave me during the course work, upon which this thesis was anchored. I cannot forget the contributions of my colleagues both at work and at the college, their encouragement and motivation enabled me press on to, completion of this work. Lastly, I wish to acknowledge my wife and children for standing with me against all odds and supported me through prayers. Thank you and may God bless you.

DEDICATION

This study is dedicated to my wife Sherry Akello Opiyo and my sister Mary Adhiambo for their encouragement and support I received throughout this work.

ABSTRACT

The Government of Kenya has initiated a number of education fundings namely Free Day Secondary Education Fund, Constituency Development Fund and District Education Board Bursary in secondary schools in an attempt to promote retention and reduce dropout rate among students in public secondary schools. However, according to the Ministry of Education report of 2013, the national dropout rate of students in secondary schools in Kenya was 42,272 (7.8 percent) and retention rate was 419,608 (76.7 percent). In Seme Sub-County, the proportion of persons of secondary school going age (14 – 19 years) without access to secondary education was 2,257 (9.1 percent). Further, of those attending secondary schools, 5,883 (26.1 percent) dropped out before completion. The purpose of this study therefore was to assess the influence of education fundings on retention and dropout of students in public secondary schools in Seme Sub-County. The objectives of the study were to; examine levels of education fundings, to determine retention and drop-out rate of students and to establish the relationship between government education fundings and students retention and drop-out rate in secondary schools. The study adopted descriptive survey design. The study population included 33 Principals, 1 District Education Officer (DEO), 1 Constituency Development Fund (CDF) secretary and 1 District Education Bursary Board (DEBB) secretary. Two types of research instruments: questionnaire and interview schedule were used for data collection. A pilot study was conducted in 3 schools to establish both reliability and validity of the instruments. Descriptive statistics and inferential statistics (Pearson Correlation analysis) were used to analyze the quantitative data, while qualitative data was analyzed thematically. The study found that all the public secondary schools in Seme Sub County, received the education fundings. The study also found that there was high retention rate and low dropout rate among students due to the availability of various government educational funding. Pearson moment correlation showed a strong positive correlation between public education fundings and students retention rate ($r=0.845$; $p = .040$) and a strong negative relationship between public education fundings and dropout rate among the students ($r = -0.618$; $p = .011$). The study recommends that the amount allocated for the various government education funds should be increased so that more students can benefit. This study is significant as it highlights the level of impact of existing public education fundings by the needy students. It also outlines the significance of the funding on education thus it provides framework for policy makers to set up and disseminate the funds in appropriate ways to increase its impact.

TABLE OF CONTENTS

Content **Page**

TITLE PAGE……i
DECLARATION……ii
ACKNOWLEDGEMENT……iii
DEDICATION……iv
ABSTRACT……v
TABLE OF CONTENTS……vi
LIST OF ABBREVIATIONS AND ACRONYMS……ix
LIST OF TABLES……x
LIST OF FIGURES……xi
LIST OF APPENDICES……xii
CHAPTER ONE……1
INTRODUCTION……1
1.1 Background to the Study……1
1.2 Statement of the Problem……5
1.3 Purpose of the Study……7
1.4 Objectives of the Study……7
1.5 Research Questions……7
1.6 Assumptions of the Study……7
1.7 Significance of the Study……8
1.8 Scope and Delimitation of the Study……9
1.9 Limitations of the Study……9
1.10 Conceptual Framework……10
1.11 Operational Definition of Key Terms……12
CHAPTER TWO……13
LITERATURE REVIEW……13
2.1 Introduction……13

2.2 The Level of Education Funding in Secondary Schools....13
2.3 Retention and Drop-Out Rate among Secondary School Students....16
2.4 Relationship between GEF and Students' Retention and Dropout Rate....17
2.4.1 Adequacy of Bursary Schemes Funds on Retention of Students....19
2.4.2 Consistency of Bursary Schemes Funds on Retention of Students....20
2.5 Summary of Literature Review....24

CHAPTER THREE....25

RESEARCH METHODOLOGY....25

3.1 Introduction....25
3.2 Research Design....25
3.3 Area of Study....26
3.4 Study Population....26
3.5 Sample and Sampling Techniques....27
3.6 Instruments for Data Collection....27
3.7 Validity and Reliability of the Research Instrument....28
3.7.2.1 Reliability of Questionnaires for School Principals....29
3.8 Data Collection Procedures....31
3.9 Data Analysis Procedure....32
3.10 Ethical Considerations....33

CHAPTER FOUR....35

RESULTS AND DISCUSSION OF THE FINDINGS....35

4.1 Introduction....35
4.2 Response Return Rate....35
4.3 Demographic Information of the Principals....36
4.4 Level of Government Funding of Education in Seme Sub-County....37
4.5 Retention and Dropout Rates in Seme Sub-County....44
4.6 Relationship between Education Funding and Students' Retention and Dropout....50

CHAPTER FIVE:....55

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS....55

5.1 Introduction....55

5.2 Summary of Study Findings 55
5.3 Conclusions 58
5.4 Recommendations 59
5.5. Suggestion for Further Study 60

REFERENCES 61

APPENDICES 66

Appendix I: Consent Letter 66
Appendix II: Questionnaire for Principals 67
Appendix III: Interview Schedule for the DEO 72
Appendix IV: Interview Schedule for the CDF Secretary 74
Appendix V: Interview Schedule for the DEBB Secretary 75
Appendix VI: Correlation Data 76
Appendix VII: Research Clearance Permit 77
Appendix VIII: Research Authorization from NACOSTI 78
Appendix IX: Ethical Review from Maseno University 79
Appendix X: Map of Study Area 80

LIST OF ABBREVIATIONS AND ACRONYMS

CBFC	**:**	Constituency Bursary Fund Committee
CBOs	**:**	Community Based Organizations
CDF	**:**	Constituency Development Fund
DEB	**:**	District Education Boards
DEBB	**:**	District Education Board Bursary
EFA	**:**	Education for All
FDSEF	**:**	Free Day Secondary Education Fund
GPF	**:**	Government Public Fundings
HEIs	**:**	Higher Education Institutes
IPAR	**:**	Institute of Policy Analysis and Research
LATF	**:**	Local Authority Trust Fund
MDGs	**:**	Millennium Development Goals
MOE	**:**	Ministry of Education
NGOs	**:**	Non-Governmental Organizations
SEBF	**:**	Secondary Education Bursary Fund
UPE	**:**	Universal Primary Education

LIST OF TABLES

Table **Page**

Table 1.1: National Average Dropout Rates among Boys and Girls in 2013.....4
Table 1.2: Secondary School Dropout Rate in Seme and Neighboring Sub-Counties (2013) ..5
Table 3.1: School Principals' Questionnaire 30
Table 3.2: The Six Phases of Thematic Analysis 33
Table 4.1: Response Return Rate.....36
Table 4.2: Demographic Characteristics of School Principals 37
Table 4.3: Enrollment Characteristics in Secondary Schools.....38
Table 4.4: Percentage Distribution of Education funds across the classes 40
Table 4.5: CDF distribution by gender (2009-2013) 41
Table 4.6: DEBB distribution by gender (2009-2013) 42
Table 4.7: Who benefit more from the public educational fundings 44
Table 4.8: Repetition and Retention Rate in Seme sub county (2009-2013).....45
Table 4.9: Total number students who have been sent home for school fees more than thrice 46
Table 4.10: The number of students that have dropped out of school since 2009-2013 48
Table 4.11: Government education fundings and students' retention and dropout 51
Table 4.12: Correlation between public education fundings and students' retention.....52
Table 4.13: Correlation between Public education fundings and Dropout rate.....53

LIST OF FIGURES

Figure **Page**

Figure 1.1: Conceptual Framework showing on public fundings in public secondary schools 10

Figure 4.1: Rating the Effects of Educational Fundings on retention and dropout 49

LIST OF APPENDICES

I: Consent Letter……………………………..….………………..………………..…………..…66

II: Questionnaire for Principals………………………..….……………….……………67

III: Interview Schedule for the DEO……………………….…………...……………....72

IV: Interview Schedule for the CDF Secretary……………………………..……………..74

V: Interview Schedule for the DBB Secretary……………………………………………75

VI: Correlation Data ……………………………………………………………………76

VII: Research Clearance Permit ……………………...……………..……………………77

VIII: Research Authorization from NACOSTI………………………..…………………..78

IX: Ethical Review from Maseno University………………………....…………………...79

X: Map of Seme Sub-County……………………..………..………………….…..………….80

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education fundings to improve school progression and reduce the numbers of students dropping out of school are critical if Universal Primary Education (UPE) is to be achieved. Students are starting secondary or high school in greater numbers than ever before but dropout rates are significant and lead to low levels of secondary/high school completion in many countries (World Bank, 2006). In Benin, for example, the secondary school completion rate in 2011 was 72 percent, although it had increased steadily from 62 percent in 2010. In the Democratic Republic of Congo, the secondary school completion rate in 2011 was 51 percent, which was the same completion rate for the country in the early 1990s (UNESCO, 2005).

In Bangladesh, the secondary school completion rate has remained around 60 percent since 2010. Given that the time a student stays in school has now become a global issue, governments from various countries have now come up with various interventions and strategies to ensure that students are retained in school after enrolment. For instance, secondary school bursary scheme is an initiative of the governments across the globe aimed at helping students from poor backgrounds to obtain education. The scheme is also aimed at ensuring that students are retained in school after enrolment (Lewin & Francoise, 2011).

In England, non-repayable forms of financial support for lower income students constitute a key component of the government's higher education policy, and higher education bursaries are an important element of such support with Higher Education Institutes (HEIs) spending some £295m on bursaries and scholarships in 2012 (Lewin, 2002).

In Singapore, the government through the Ministry of education has a bursary scheme in place known as Edusave Merit Bursary that is meant for students whose household income is

less than $4000 a month. They provide $300 for secondary 1 to 5.Eligibility is for students who are already in secondary school and whose performance is good that is 25% in a stream (Gatheru, 2008). This goes a long way to retain students who could have otherwise dropped due to lack of school fees.

Despite many policies and strategies developed in Kenya to enhance a smooth transition rate in school there are still some students who withdraw from school prematurely. The Universal Declaration of Human Rights, Article 26, for instance states categorically that everyone has the right to education (UNESCO, 1998). To achieve this, the Government of Kenya developed policies and allocated money in the National budget for provision of education to her people (MOEST, 2005). For instance, the Government of Kenya has put in place several intervention measures and policies, which have been incorporated in its several initiatives and policies which includes Free Day Secondary Education Fund (FDSEF), Constituency Development Fund (CDF) and District Education Board Bursary (DEBB).

However, the influence of these interventions and policies on retention and dropout rate among the secondary school students in Kenya is still not clear. For instance, Odebero (2002) conducted a study on effectiveness of bursary as the method of financing secondary education in Busia District Kenya. The study was intended to determine the extent to which government bursary subsidies has bridged inequalities in acquisition of secondary school education in Kenya as envisaged in the Government Policy Pronouncement since independence. This study intended to find out the criteria used by principals in identifying the bursary recipients and whether or not the facility had benefited the neediest and raised their participation level in secondary school education. Nonetheless, this study gave general information on bursary allocation but failed to provide key specific information on bursary allocation of government public fundings particularly the Free Day Secondary Education Fund, Constituency Development Fund and District Education Board Bursary. The present

study filled this gap by investigating specific education fundings which includes, FDSEF, CDF, DEBB and their influence on students' retention and dropout in the secondary schools within the newly created Seme sub-county and the relationship between these mentioned public fundings and students' retention and dropout from 2009-2013.

Another study was conducted by Mellen (2004) on the impact of CDF on equity in financing secondary education in Nyamira District. The study was intended to determine the percentage of CDF allocated to less advantaged group, as compared to the total CDF allocation in 2003 – 2007 and to determine whether CDF has increased access in secondary education for children of less advantaged families and determine whether the financing level of needs of different schools guides CDF allocation to schools in order to promote equity. However, the study failed to look at other initiatives which include FDSEF, CDF and DEBB, which the present study sought to fill.

In Kenya, as in other countries, the provision of quality education and relevant training to all is the key determinant for achieving the national development agenda and the realization of the millennium development goals (MDGs) (Kirigo, 2008). The government of Kenya has therefore focused its main attention on formulating different levels of education fundings. For instance, the introduction of both the free primary education and Free Day Secondary Education Fund, secondary school cost-sharing policy and government funding which includes CDF, BUSARY, LATIF are some of the government initiatives towards creating open access to education for all citizens and also to cub repetition and dropout of students in secondary schools. However retention and dropout still remains a challenge in most secondary schools in Kenya (Ministry of Education, 2012). Therefore, the study sought to assess the influence of education fundings on students' retention and dropout rate in Seme Sub County.

Table 1.1: National Average Dropout Rates among Boys and Girls in 2013

Students	Enrolment	Number	Percentage
Boys	13,333	6,503	1.2%
Girls	40,000	35,769	6.6%
Total	**53,333**	**42, 272**	**7.8%**

Source: (MOEST, 2013)

According to Table 1.1, in 2013, the national average for dropout rates was 7.8% (42,272) and from this percentage there was 1.2% (13,333) and 6.6% (40,000) for boys and girls respectively. The incidence of dropping out or non-enrolment has been on the rise attributable to a large extent to the Structural Adjustment Program (SAP) which eroded the economic capacity of most families, thus rendering them unable to meet the education costs of their children (MOEST, 2013). The enrolment in the entire Formal Education Programs according to Republic of Kenya (2014) is about eight million which is about a quarter of the total population where secondary education constitutes a consolidation and transition between primary education and higher education and training and the world of work (Republic of Kenya, 2014).

The four year period of secondary education is an important stage of physical, intellectual and psychological development when the youth matures into adult roles. As much as this is the situation, only 47% (284,848) of those who complete primary education proceed to the secondary education while only 12% (72,727) of this group proceeds for further education in public Universities and middle level colleges. From the 12% (72,727) that proceed to the university, 41% (29,818) are girls while 59% (42,909) are boys (Gatheru, 2008). This is an indication that wastages exist in all levels of education system in Kenya and therefore there is need to carry out research and possibly influence policy formulation in an attempt to curb dropout levels in secondary education. According to 2009-2013 report by Kenyan Ministry of

Education on Seme Sub-County, the proportion of 16 and 17 year olds without access to education is 2,257 (9.1 percent) and of those who attend public secondary school, 5,883 (26.1 percent) drops out without completing secondary school (MOEST, 2013). Table 1.2 shows comparative dropout rates for Seme Sub-County and the Nneighbouring Sub-Counties.

Table 1.2: Secondary School Dropout Rate in Seme and Neighboring Sub-Counties (2013)

Sub-Counties	Enrolment	Number	Percentage
Gem	17,490	4,425	25.3
Rarieda	18,482	4,565	24.7
Kisumu West	22,542	4,824	21.4
Seme	22,540	5,883	26.1

Data from the Ministry of Education, Science and Technology (MOEST) 2013

Table 1.2 reveals that comparatively, the dropout rate in Seme Sub-County and that of the neighboring sub-counties is relatively high, despite the availability of various government educational funding. It is against this background that the present study investigated public funding and their influence on students' retention and dropout in public secondary schools in Seme Sub-County.

1.2 Statement of the Problem

According to 2009-2013 report by the Ministry of Education on Seme Sub-County, the proportion of 14-19 year olds without access to secondary education is 9.1% (2,257) and of those who attend public primary school, 26.1% (5,883) drops out without completing secondary school. The ministry, therefore, recommends that this figure should be reduced if not eliminated for any meaningful education development to take place in the sub-county. As a result, the Kenya Ministry of Education came up with various initiatives and government public fundings which includes Free Primary Education (FPE) that was first initiated in 1974,

the introduction of Free Day Secondary Education Funding (FDSEF) that was rolled out in 2008, constituency development fund (CDF) for awarding bursaries to students, which was also began in 2003 and District Education Board Bursary (MOEST, 2005).

While these interventions have resulted in increase of enrolment, retention and dropout rate especially among the students from low economic status still persist, and has made it very difficult for the students to reach their graduation for the country to realize its vision 2030 under socio-economic pillar that stress on the need for education for all. Yet, there is dearth of information on effects of public education fundings on retention and dropout rate in secondary schools. The present study therefore, sought to assess the education fundings and their influence on retention and dropout of students in the public secondary schools within Seme Sub-County Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of educational fundings on students' retention and dropout in public secondary schools in Seme Sub-County.

1.4 Objectives of the Study

The study was guided by the following specific research objectives;

i. To examine levels of education fundings in secondary schools in Seme Sub-County.
ii. To determine the retention and dropout rates of students in public secondary schools in Seme Sub-County.
iii. To establish the relationship between educational fundings and students' retention and dropout rate in Seme Sub-County

1.5 Research Questions

The study was guided by the following specific questions related to public secondary schools within Seme Sub-County

i. What are the levels of public education funding of education in public secondary schools in Seme Sub-County?
ii. What is the retention and dropout rates of students in public secondary schools in Seme Sub-County?
iii. What is the relationship between public education fundings and students' retention and dropout rate in Seme Sub-County?

1.6 Assumptions of the Study

The study was guided by the following basic assumptions:-

(i) That all respondents would give honest responses;
(ii) Teaching and learning materials in public secondary schools in Seme Sub-County are provided by the government education funding;

(iii) All public secondary schools have experienced increased enrollment due to commencements of FDSEF, CDF and DEBB; and

(iv) Reducing dropout rates among students would improve retention and ensure smooth transition in secondary school to graduation.

1.7 Significance of the Study

The study may play a very significant role in providing useful information to the governments, through the ministry of education, donors and the academia in that it will help the government, principals, development partners and communities in finding the importance of government public educational fundings in retention and dropout rate of students in public secondary schools not only within Seme Sub-County but in the entire nation.

The study is also significant to the government as it provides useful data on how public secondary schools implement their education funding so as to assist them in deliberating and coming up with appropriate policies that can guide education funding for efficient and equitable distribution of education funds. The study will also help the government through the ministry of education with useful data, which can assist them in analyzing strategies and establish their effectiveness in order to take effective measures regarding the implementation of the educational fundings in public secondary schools.

To the academia, other than adding to the existing body of knowledge, the findings of this study will help the academia in formulating new theories in relation to Public Education Fundings and their relationship with retention and dropout of students in public secondary schools and its contribution to universal education for all. Moreover, any future researchers will use the recommendations and conclusions that will be made in this study to lead them on the direction on which to base their future research

1.8 Scope and Delimitation of the Study

The following are the delimitations of the study;

1. Study was confined to public secondary schools in Seme Sub-County, leaving out other Sub-counties in the Kisumu County.
2. It was concerned with two cohorts of students who are between 2009-2012 and 2010-2013. This was the time when most secondary schools were built with educational fundings in Seme Sub-County.
3. Thematically, the study focused on retention and dropout of students as the only variables affected by public educational fundings in Kenya public secondary schools.
4. The study was confined to FDSEF, CDF and DEBB leaving other government funding out for lack of consistency and lack of policy guiding them.

1.9 Limitations of the Study

Some of the limitations that the study encountered included;

i. Some of the respondents did not want to give sensitive information for fear of victimization due to the nature of the study e.g. some principals due to government policy in misuse of funds, were unwilling to disclose information on the management of funds and due to government policies on automatic promotion, were not willing to disclose information on repetition. However, this was minimized by creating rapport with respondents

ii. Some schools lacked some records in the previous funding and school dropout while in some cases, students' records did not give accurate information. However, other information was obtained from the CDF and DEBB offices.

iii. The use of questionnaires for school principals encouraged biasness in that they were not 100% truthful with their answers. This could happen for a variety of reasons, including social desirability bias and attempting to protect privacy. However, this was

minimized by assuring the respondents that their privacy was valued and that the process prevented personal identification.

1.10 Conceptual Framework

The conceptual framework in Figure 1.1 shows the relationship of different educational fundings and retention and drop out of students in secondary schools. In this framework, the independent variables are the educational fundings which includes FDSEF, CDF and DEBB. The intervening variables are; availability of resources, curriculum implementation, government policies, political interference, and disbursement delays, while dependent variables are shown by; retention and dropout rate of the students.

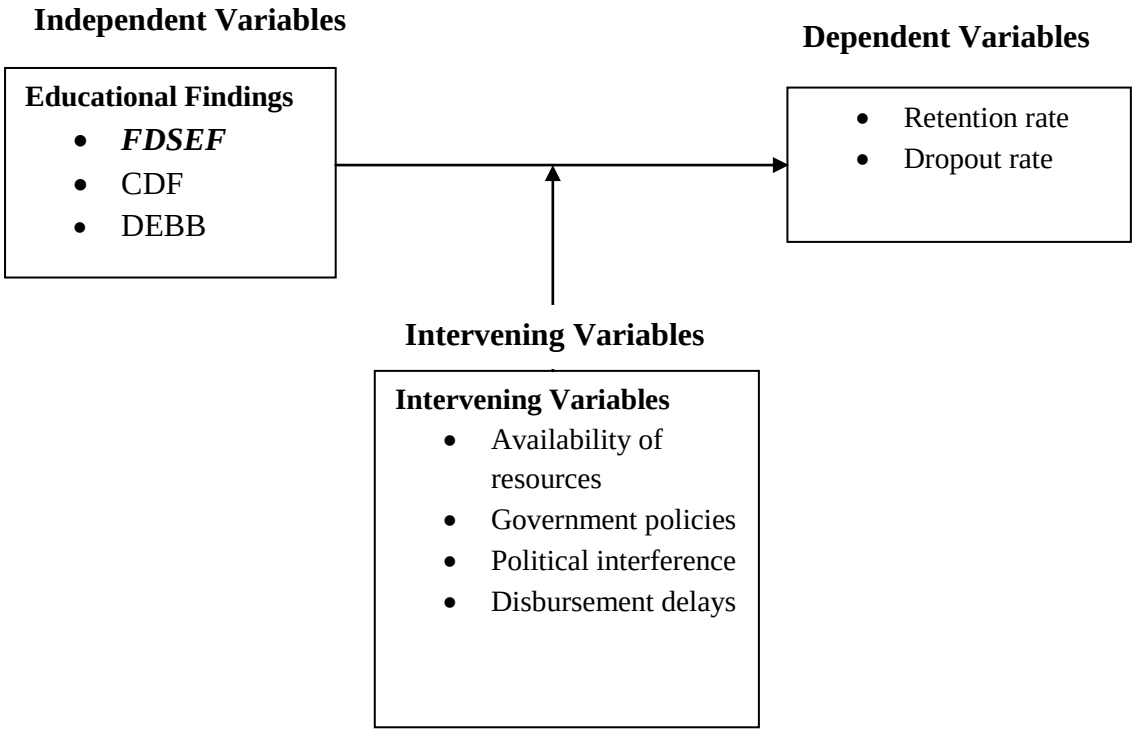


Figure 1.1: Conceptual Framework showing on public education funding in public

Source: Adapted from Education investment paradigm by Psycharopolus

The conceptual framework in Figure 1.1 is used to assess the government public funding and their influence on retention and dropout of students in the public secondary schools within Seme Sub-County. Effective bursary scheme through educational funding is one where all needy students are identified, information about the bursary is effectively communicated to

needy students and the society, funds are adequate, and where these funds are effectively procured to benefit the target group. These factors lead to enhanced participation and completion of secondary education, promoting retention and reduction of dropout rate among the students in public secondary schools.

1.11 Operational Definition of Key Terms

Key terms used in the study are defined as follows:

Bursary **:** Refers to government's financial allocations to each constituency which is aimed at assisting students from poor households' access education.

Drop out **:** Early withdrawal of students from school without completing the required secondary school years.

Dropout rates **:**The percentage of students who withdraws from school eminently before completing the secondary school cycle against those who are enrolled in form one.

Education Funding **:** These are FDSEF, CDF and DEB which are enabling secondary school students to access education

Flow rate **:** Changing from one form to another. It means the students who enrolled in school in form one are able to go through the four years course.

Government Funding policy : Refers to the ability of government support on financial resources to finance a need, program, or project.

Repetition **:** Doing one level of learning for more than one year.

Retention of Students **:** Refers to the numbers of students who remain in school for period of three and four years. They are the beneficiaries of a government initiated bursary scheme who have stayed longer in school preferably form 3s and 4s.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides the reviewed literature of the studies that have been done before and related journal and books, the review was done on the Government Public Fundings and their influence on retention and dropout of students in the public secondary schools within Seme Sub-County Kenya.

2.2 The Level of Education Funding in Secondary Schools

In the 20th century both U.S. and Soviet education policies led to comprehensive secondary models aimed at the creation of massive systems that emphasized open access and universal coverage (World Bank, 2005). In this model all students receive secondary education in a single institution, based on a common curriculum, and may be streamed through elective subjects. This is in contrast to students being tracked and grouped either by academic ability or by choice on entering secondary education. Success of an education system or educational reforms can be objectively measured not only by the extent to which the minimum average level of schooling has been raised but also by the degree of transition through the system.

To this end, the scope of basic education has been widened to include secondary schooling in many countries including Kenya (Fedha, 2008). In developed countries, education beyond the compulsory level is usually financed in part and sometimes wholly by the state. In Britain, for example education up to secondary school level is fully financed by the government and parents are only required to ensure that children attend school, (Young People Learning Agency, 2012). The department of education in Canada works with school boards, parents, teachers, and other partners to ensure that policies governing school fees are

implemented so as to ensure that a child is not denied access to education because of an honest inability of the parents to pay the mandatory school fees (Young People Learning Agency 2012). While the reviewed studies looked at different education funding policies in United States and UK-Canada, different levels of these fundings policies are not underscored. The present study sought to fill this gap by investigating different levels of educational fundings policies in Kenya.

In 1994, government of China directed bursaries to minority areas for their educational needs (Fedha, 2008). Similarly, the government of Mexico directs bursaries to help indigenous students pay for textbooks and other learning materials. Related to targeted bursaries are school improvement funds, which are used in Armenia, Chile, India, and Paraguay. Such funds are usually provided on a competitive basis to initiatives designed locally to promote and increase school participation and autonomy.

In South Africa, schools are compelled to inform parents of the school fee exemption for poor learners. In 2006, the country undertook to develop a frame work which allows disadvantaged schools to receive subsidies if they enrolled non-fee paying learners as the number of exemptions granted to poor learners at certain schools was becoming a burden to school finances (UNESCO, 2011). A 2003 Review on resourcing, financing the cost of education in public secondary had revealed that parents who are unable to pay school fees were treated unfairly and schools came up with all sorts of hidden expenses among others. Also schools did not inform parents on their right to apply for exception and schools discriminated against learners whose parents did not pay or were unable to pay. This study by UNESCO had only provided challenges facing education fundings in South Africa, but did not highlight the levels of fundings and this form one of the gaps filled by the present study.

In Zambia and Malawi, studies show that close to70% of secondary school students are entitled to bursary schemes as a form of government Public Educational fundings, which are supposed to cover 75% tuition fees for most beneficiaries and up to 100% for vulnerable groups which includes double orphans. Bursary schemes are also favored to improve retention of girls in the schools (Kwamboka, 2008; World Bank 2006). Even though bursary schemes are designed to improve retention of students in public secondary schools some students drop out of school because of extreme poverty levels which the scheme does not address like provision of uniform and other personal effects. However, the reviewed studies had only provided challenges facing education fundings in Zambia and Malawi, but did not bring out clearly the levels of education fundings and this form one of the gaps filled by the present study.

In Kenya, as in other developing countries, the provision of quality education and relevant training to all is the key determinant for achieving the national development agenda and the realization of the millennium development goals (MDGs) (Kirigo, 2008). The government of Kenya has, therefore, focused its main attention on formulating appropriate education fundings to ensure maximum development of the human resources who are essential for all aspects of development and wealth creation through industrialization and technological advancement (Fedha, 2008).

The introduction of free primary education and Free Day Secondary Education Fund has been based around secondary school cost-sharing policy and government funding which includes CDF, BUSARY, and LATIF as some of the government initiatives toward creating open access to education for all citizens and also to cub repetition and dropout of students in secondary schools. However retention and dropout still remains a challenge in most secondary schools in Kenya (Ministry of Education, 2012). The present study sought to find

out the effectiveness of the various Public Fundings on retention and dropout rate among the Kenyan secondary school students.

2.3 Retention and Drop-Out Rate among Secondary School Students

Students' retention and drop out, from school is a great concern for any government or society. Despite many education fundings and strategies developed to enhance a smooth transition rate in school there are still some students who withdraw from school prematurely. In United States, dropping out of high school is related to a number of negative outcomes. For example, the median income of persons ages 18 through 67 who had not completed high school was roughly $25,000 in 2009 (World Bank, 2006). In October 2009, approximately 3 million 16 to 24-year-old children were not enrolled in high school and had not earned a high school diploma or alternative credential.

In Canadian education system, the country's measurement of the status dropout rate is the percentage of 16-24 year olds who are not enrolled in school and have not earned a high school credential. This rate is different from the event dropout rate and related measures of the status completion and average freshman completion rates. The status high school dropout rate in 2009 was 8.1% (World Bank, 2006). In Kenya, Okumu (2005) points out that both in Kwale and Nairobi, respondents of situation analysis survey, gave poverty as the most important factor for students dropping out of school (33 percent and 64 percent respectively). In Nairobi 37 percent of the respondents indicated that they would send their children to school in case of economic crunch. Report by UNESCO (2011) indicates that 58% of the Kenyan population is living below the poverty line. This however leads to inability of the poor to meet education cost for their children.

Murugi (2008) observed that over one million children are out of school in Kenya due to poor backgrounds. Some have been forced to drop out of school to earn a living for their families

due to rising poverty and also given that they cannot meet the cost of education. While Murugi observations were majorly based on reasons for school dropout, he did not cite how different levels of education fundings would influence the dropout rate. The present study therefore investigated whether the availability of Public education fundings could influence this trend.

Kirigo (2008) say that some young children from poor families are kept out of school because their families need additional income that they may generate. Some families are so poor such that they cannot afford to hire labour. Hence, such families may decide to use their children as laborers. Adu (2007) observed that child labour was rampant in miraa, tea and coffee growing areas in Meru, Embu and Meru North. The reviewed study by Kirigo (2008) only dealt with child labour and keeping child out of school and not how different education funding policies in Kenya would influence child retention in school.

Mwawughanga (2008) observed that dropout and repetition appear to be the most common problem among students from low socio-economic background and more prevalent among females than males. However, the findings of these studies do not provide clearly on the intervention of public educational fundings for education sustainability of these students that are socio-economically deprived. Therefore, this forms one of the gaps filled by the present study.

2.4 Relationship between GEF and Students' Retention and Dropout Rate

Not many studies have been conducted to find out the influence of government education fundings on retention and dropout rate of students in public secondary schools in Kenya. One of the studies identified was conducted by Kirigo (2008), to assess the effectiveness of bursaries on enhancing retention in secondary schools in Mombasa District. The study established that schools and constituency bursary committee in Mombasa District followed

the laid down criteria and that 42% of the deserving students received bursaries, 60% whom were female. Kirigo (2008) further established that bursary fund had no significant impact on the retention in Mombasa District, based on the fact that 53.3% of those who received bursaries were sent home over three times due to inadequacy of funds set aside for bursary and unpredictability of the funds. However, a review of this study by Kirigo (2008) shows that it was majorly based on CDF as a level of government Public education funding, but failed to include other levels which includes DEBB and FDSEF in order to ascertain their influence on the students' retention and dropout rate. The present study therefore, filled this gap.

Ngware, Onsomu, Muthaka and Kosimbei (2006) conducted a study to examine strategies for improving access to secondary education in Kenya. They concluded that persistently, low participation rates from low income households indicates that the bursary fund has limited impact on ensuring that the beneficiaries are adequately supported for a full cycle. Consequently, they proposed that the government initiative in decentralizing and reviewing bursary funds management to constituency level should be closely monitored. Clear guidelines should be developed to ensure efficiency and effectiveness in order to increase access to secondary education.

Furthermore, they suggest that there is no address to income inequalities in the society, and that a special assistance scheme and preferential policies should be developed to target vulnerable groups which include students from marginalized communities, those with special needs and orphaned and vulnerable children. Orodho and Njeru (2003) and Mellen (2004) also carried out researches on government bursary. From the results of the studies the government bursary fund is yet to achieve its main objective of ensuring access and quality education. However, a review of these two studies by Ngware *et al* (2006) and Orodho

(2003) shows that they did not provide conclusively the relationship between government education fundings and retention and dropout rate among the students in pubic secondary settings.

2.4.1 Adequacy of Bursary Schemes Funds on Retention of Students

A study was conducted by Odebero *et al* (2002) on the effectiveness of the criteria set by the Ministry of Education, Science and Technology and circularized to all the secondary schools through the District Education Office. The criteria include; academic performance, good discipline, family background and Orphan hood. These are distributed to the school heads through the District Education Office. 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. This prompts this research to further investigate the matter hence come with a suggestions that is likely to benefit stake holders.

The findings of a survey reveal that the bursary is experiencing a number of challenges, notably: inadequate funds disbursed from the Ministry of Education to the constituencies with more than 58 percent of the demand unmet (IPAR, 2008). Similarly there is poor use of allocation guidelines resulting in more than 84 percent of the beneficiaries getting the minimum allocation of KES. 5,000. A similar scenario could possibly be witnessed in Gem District the findings that are yet to be revealed.

Mirigat (2003) observe that, constituency Bursary 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 instrument, 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 as possible. This makes the fund inadequate hence lowers retention rate. Further findings reveal that the level of funding is also not adequate with the school fees requirements. An estimated 83 percent of the bursary beneficiaries got KES 5,000 or less as bursary. This is way below the government approved fees for day schools, boarding provincial secondary schools and national schools which is KES 10,500, KES.22, 900 and KES 28,900 respectively (Oyugi, 2010). This makes students from poor families to drop out of school a situation that warrants research.

2.4.2 Consistency of Bursary Schemes Funds on Retention of Students

Inconsistent and fluctuating funding allocations from the national level and inconsistent support to needy students disrupt the learning programme when students are sent home to collect fees. This makes many students supported by the scheme to drop from school altogether. A survey carried out in Nairobi Province (IPAR, 2008) revealed that except for Langata constituency where beneficiaries are consistently financed, in other constituencies, beneficiaries are not guaranteed continuous funding. The application procedures were found to be cumbersome and the allocation schedules not in line with the school calendars, forcing funded students to miss most learning lessons as they go about searching for fees.

According to Lockheed (2011), 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. Further, the CBFC and the beneficiaries recommended that it is better for the

government to finance a few students but guarantee them adequate four-year funding than to thinly fund many students without any assurance of continuity (IPAR, 2008).

Youth Initiative Kenya (2011) in a study titled Gender Responsive Budgeting assessed that there has been constant fluctuations in the amount of bursary finances allocated to the bursary fund, nationally, over time. Overall, there has been a general decline in the amounts allocated for the fund by the treasury since 2006. Notably, even after an initial allocation of KES 1.3 billion to the fund during the 2011/12 FY, the treasury ended up reallocating KES 0.4 billion away from the SEBF leaving only KES 0.9 billion for the fund. These trends only intensify the demand and competition for the fund with the net result being that more and more children from poor received households seeking secondary education will remain excluded even after they have initial bursary resulting in low retention. It further states that for purely practical and circumstantial reasons, the constituency bursary committees have had to operate outside the policy guidelines.

This mode of operation has often distorted the intended retention outcomes of the fund. Based on timeliness of the allocation, a report by the Ministry of Education (2009), Report of the National Conference on Education and Training documented that a new method or system of allocating bursary funds to deserving students should be devised as the current arrangement involving the constituency takes too long to reach the students and their respective schools. The current arrangement may also be prone to political abuse. This is because parliamentarians have undue influence over the funds.

Oyugi (2010) on a study of Public Expenditure Tracking of Bursary Schemes in Kenya remarks that the major objective of the bursary scheme is to enable children from poor families‟ access education. However, there is no consistency in supporting children from poor families. This is because students seeking for bursary funding from the secondary

education bursary fund are not guaranteed continuous funding to completion of high school education. It's because those seeking for funding are required to reapply for funding. Each time they reapply, they also are re-evaluated along with other applicants. Though 14 percent of the CBFC indicated that continuing students qualified for subsequent funding, they also indicated that this was based on their reapplication. The CBFC justifies this on the basis of the fact that no one is permanently poor because social and economic situation of individuals and families are bound to change over time. As such one can always justify that they are still in need of further funding. The reviewed study by Oyugi (2010) only focused on CDF bursary and not other level of education fundings and this forms one of the basis of the present study.

Further findings reveal that the level of funding is also not consistent with the school fees requirements. An estimated 83 percent of the bursary beneficiaries got KES. 5,000 or less as bursary. This is way below the government approved fees for day schools, boarding provincial secondary schools and national schools which is KES. 10,500 and KES 22, 900, and KES 28,900, respectively. As a result of the huge number of applicants who qualify for bursaries, students seldom get a bursary more than once a year to ensure a greater spread of the bursary fund in the constituency. This implies that the current level of bursary allocation hardly meets a quarter of the required fees. This makes students miss learning classes as they go about looking for financiers to supplement the allocations they receive from the CBF (Oyugi, 2010).Unlike the funding through the secondary education bursary fund that does not guarantee beneficiaries of continuous funding, other bursary providers, especially foundations guarantee beneficiaries of continuous funding to completion of secondary education.

Orodho and Njeri (2003) also in their study on education financing in Kenya found that Jomo Kenyatta Foundation scholarship has same application requirements for bursary funding as those required by the secondary education bursary fund. The only difference is that beneficiaries are awarded the maximum required fee and are guaranteed for funding for a period of four years to enable them complete secondary education. Low level funding only keeps students in school for a while before they are sent away from schools to find other ways of clearing their fees. According to the CBFC, because the applicants are too many, one can only receive a bursary once in an academic year and the bursary is spread thinly so that majority of the applicants evaluated as poor and needy can benefit. Further, the CBFC notes that the bursary is only meant to assist the children from poor families and this should not be misinterpreted to mean that the government is financing the education of all children from poor families. Reviewing this study shows that it only cited challenges facing effective disbarment of CDF bursary to students and did not bring out clearly how CDF bursary and other education funding policies would influence retention and dropout rate of the students.

To complement the government initiative on ensuring that bright children from poor families are retained in schools, various schools have their own initiatives. From the survey data, 81 percent of the schools surveyed indicated that they have come up with various modalities of ensuring that students are retained in school. These include: requesting for funding from prominent politicians; church organizations; seeking for scholarships from Foundations and well-wishers; retaining the students in school; allowing parents to pay in meager installments; writing off balance by the board of governments for the very poor students; work for fee initiatives; food for fee initiatives; offering employment opportunities within the school to parents etc. However, these initiatives have brought about another secondary problem in schools- unpaid huge fees balances due to inability of parents and donors to honour their pledges. To address the problem of fees balances in schools, the CBFC, school Principals and

beneficiaries of bursaries are of the opinion that there is merit in providing full sponsorship by all bursaries providers to ensure that students are retained in school to concentrate on their studies (IPAR, 2008).

2.5 Summary of Literature Review

Mwawughanga (2008) observed that dropout and repetition appear to be the most common problem among students from low socio-economic background and more prevalent among females than males. However, the findings of these studies do not provide clearly on the intervention of public educational fundings for education sustainability of these students that are socio-economically deprived. Similarly, Kirigo (2008), established that schools and constituency bursary committee in Mombasa District followed the laid down criteria and that 42% of the deserving students received bursaries, 60% whom were female.

In another study, Ngware, Onsomu, Muthaka and Kosimbei (2006) concluded that persistently, low participation rates from low income households indicates that the bursary fund has limited impact on ensuring that the beneficiaries are adequately supported for a full cycle. Orodho and Njeru (2003) and Mellen (2004) also concluded that the government bursary fund is yet to achieve its main objective of ensuring access and quality education. A critical review of these two studies by Ngware *et al* (2006) and Orodho and Njeru (2003) show that they did not conclusively establish the relationship between government education fundings and retention and dropout rate among the students in pubic secondary settings.

Further, Odebero *et al* (2002) and Onyango and Njue (2004) observed that, constituency Bursary Fund is not serving its purpose. 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.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This section provides a detailed description of how the required data was obtained, processed, analyzed and interpreted to fulfill the research objectives underscored. The methodological elements considered in this chapter include the study design that was applied, the actual area of study, target population, the sample size and sampling procedure that was employed, data collection instruments, validity and reliability of the instruments, data collection methods, the data processing and analysis techniques and ethical considerations

3.2 Research Design

Research design adopted for this study was descriptive survey research design. This design is suitable for this study because it is used when the objective is systematic or description of facts and characteristics of a given population or sample of the population or area of interest factually and accurately. It is also suitable for this study given that it attempts to collect data from members of the population to determine its status with respect to one or more variables. Furthermore, it determines and reports how things are at that point in time (Cohen & Manion, 2012).

However, this design has certain shortcomings which include; Confidentiality, which is the primary weakness of descriptive research. Often subjects are not truthful as they feel the need to tell the researcher what they think the researcher wants to hear. This is particularly difficult during interviews. Participants may also refuse to provide answers to questions they view to be too personal (Kombo & Tromp, 2006). Descriptive research also presents the possibility for error and subjectivity. For example, since questions are predetermined and prescriptive

they did not allow for open opinion (Punch, 2010). To control for this, the researcher conducted interviews with key informant to supplement information from the questionnaire.

3.3 Area of Study

This study was conducted among public secondary schools in Seme Sub-County. Seme Sub-County is one of the Sub-Counties in Kisumu County and lies within *longitudes* 33° 20'E and. 35° 20'E and *latitudes* 0° 20'South and 0° 50'South. The Sub-County borders Siaya County to the west and Kisumu West Sub-County to the north, Rachuonyo Sub-County to the South and Kisumu Central Sub-County to the east. The Sub-County has one division called Kombewa division. It has a geographical area of 190.20 sq Km, including water surfaces, and a population of 98805 persons (KNBS, 2010).

The main economic activities include, small scale fishing, crop farming in the area includes cereals, vegetables, legumes and tuber crops narrowed to maize grains, sorghum, sukuma wiki, groundnuts, and fruits. It has tourist attractions at Ndere Islands, Kitmikayi volcanic remains. Even though the Kisumu–Bondo highway passes through the Sub-County, its road network is not yet fully developed, most roads are weather roads hence some schools, most of which are day schools, are not accessible so the learners have difficulties in reaching their schools in the required time.

3.4 Study Population

Orodho (2005) defines study population as that population which the researcher intends to generalize his/her results. The study population was all the 33 principals of the 33 public secondary schools in Seme Sub-County. In addition, DEO official, CDF Secretary and DEBB Secretary were also included in the study as key informants.

3.5 Sample and Sampling Techniques

Orodho (2004) defines sampling as the process of selecting a few units from a bigger group to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group. Saturated sampling technique was used to sample all the 33 principals in 33 public secondary schools in the sub-county. Kombo and Tromp (2006) observed that the purposive sampling method is the best technique for those who have benefited from a phenomenon.

3.6 Instruments for Data Collection

The study utilized questionnaires and interview schedule for data collection.

3.6.1 Questionnaires

A questionnaire consists of a number of questions printed or typed in definite order on a form or set of forms (Kothari 2007). Closed and open-ended questionnaires were used. This tool enabled the researcher to obtain information directly from the respondent. The questionnaire was divided into two sections; the first section giving demographic information of the respondents and the next section containing semi-structured questions based on the thematic issues. This tool was selected due to the nature of data collected, the time available as well as the objectives of the study. Besides questionnaires were used because they can enable the researcher to gather data from many respondents within a limited time of study. One of the advantages of questionnaires is that it covers a wide area and can be used for large number of respondents, while the disadvantages are that it may encourage biasness given that respondents may be providing information just for what to do, without giving honest answers.

3.6.2 Interview Schedule

Interview schedules were used to gather qualitative data from the DEO official, CDF Secretary and DEBB Secretary. They were also organized into 2 sections. Section 1 collected

data on demographic information, while Section 2 were based on adequacy, consistency, socio economic back ground and public sensitization of bursary schemes on retention of students. List of questions were prepared based on the study objectives, and these questions guided the researcher during the interview for qualitative data.

3.7 Validity and Reliability of the Research Instrument

In this study validity and reliability of the research instruments had to be established, to enable the instruments collect adequate and reliable information based on the study objectives.

3.7.1 Validity

Validity is the degree to which the result obtained from the analysis of data actually represents the phenomena under the study. The researcher asked the following questions: were we measuring what we wanted to measure? Were we measuring the content we were out to measure? A test should measure what it claims to measure (Punch, 2010). To ensure the face validity of the research instrument, the researcher presented them to three experts from the department of educational management and foundations in Maseno University for scrutiny and verification. Their input was incorporated in drafting of the final questionnaire.

3.7.2 Reliability

According to Orodho (2005), reliability is the stability or consistency of the instrument in measuring the particular trait. In this study, reliability of data was judged by estimating how well the items that reflect the same construct yielded similar results. According to Mugenda and Mugenda (2003), extant literature suggests that a pilot study sample should be 10-20% of the sample projected for the larger parent study. Therefore, pilot study was done in 3 public secondary schools in the same study area, who were not included in the actual study. The 3 school principals were given the questionnaires for pilot testing. After two weeks, the same

questionnaires were again administered to the same group of respondents and the responses scored manually (Orodho, 2005). The study looked at how consistent the results were for different items for the same construct within the measure using the formula below;

$$\alpha = \frac{N.\bar{r}}{\bar{v}(N-1).\bar{r}}$$

Where N was equal to the number of items, r-bar was the average iter-item correlation among the items and v-bar equals the average variance. Connelly (2008) explains that a reliability coefficient of 0.60 or higher is considered acceptable in most social science application. Therefore, the questionnaire recorded a reliability coefficient of 0.726. This shows that the measure had good reliability and high consistency.

3.7.2.1 Reliability of Questionnaires for School Principals

Alpha coefficients range in value from 0 to 1 and is used to describe reliability of factors extracted from multi-point formatted questionnaires or scales. According to Reynaldo and Santos (1999), the higher the score, the more reliable the generated scale (Watundu, Musa and Mukyasi, 2011). A questionnaire with items for three variables was used to collect data from the 3 school principals in Seme Sub County. The variables were level of government funding of education in Seme sub-county, Retention and dropout rate in Seme sub-county, and relationship between public education fundings and students retention/dropout rate. Table 3.1 shows the items that were deleted and the ones that were retained to improve the reliability of the scales, with the corresponding optimal values of Cronbach's alpha as a measure of internal consistency.

Table 3.1: School Principals' Questionnaire

Pre-School Parents' Questionnaire	Items deleted to maximize reliability	Items remaining	Cronbach alpha after deletion
Level of government funding of education	11, 12, 13 & 14	1-10	0.682
Retention and dropout rate in Seme sub-county	8, 9 & 10	1-7	0.643
Relationship between public education fundings and students retention/dropout rate	None	1-4	0.853
Overall mean			**0.726**

Table 3.1 indicates that, when some items were deleted, reliability was maximized and internal consistency improved to an acceptable level. The findings for Level of government funding of education were 0.682 and retention and dropout rate in Seme sub-county was 0.643 giving an overall reliability index of 0.726. This results are in line with what Adams and Schravel (1985); Best and Khan (2004); Uma (2007); Oso and Onen (2009) who indicated that a reliability coefficient should be compared against a threshold of r=0.7 which was the coefficient for testing reliability.

Where the individual figures realized in some of the scales were below the threshold of 0.7, the overall instrument had a reliability coefficient of 0.726 thus the instrument was considered reliable. However, Nunnaly (1978) indicated that although 0.7 is the accepted reliability coefficient, lower thresholds are sometimes used in literature **(**Watundu, Musa and Mukyasi, 2011**)**. Orodho (2005) confirms the use of alpha less than the threshold of 0.7 when the items in the scale are less than 10 but suggests using inter-item correlations as a measure of internal consistency.

Oso and Onen (2009) and Orodho (2005) support figures below the threshold of 0.7 in psychometric studies with inter-mean correlations of 0.2 and 0.4 considered as acceptable. Nunnaly (1978) confirms that coefficient alpha may not be precise when sample sizes are relatively small. The results in this study showed an improved alpha after deletion of some items as specified in Table 3.1 of the reliability of the instruments. This ensured that internal consistency was achieved.

3.8 Data Collection Procedures

The researcher sought permission from The Ethics Review Board of Maseno University. The schools were assessed after getting permission from Sub-County Education office. Once granted permission, the researcher contacted the principals of the selected schools in writing to inform them about the purpose of the intended visit and thereafter make a reconnaissance visit to the schools to make necessary arrangements for data collection. Only then did the researcher collect data as expected. He contacted the principals, the DEO, the CDF and DEBB secretaries in writing to inform them on the intended visit. Letters notifying the sample schools of the intended research was dispatched two weeks before the researcher visited the schools. The researcher administered the questionnaires to the principals and was given two weeks to complete the questionnaire by putting a tick against the best alternative or filling spaces provided. As for the interview with the DEO, the CDF Secretary and DEBB Secretary, after introduction with the respondents, the researcher explained the intention of the study and interviewed the respondents based on the study objectives. The interview was accompanied by taking notes as the respondents spoke. Each interview session lasted for at least 30 minutes. The researcher collected detailed qualitative information from the open-ended sections of the questionnaire as well as interview schedules.

3.9 Data Analysis Procedure

Quantitative data from questionnaires were analyzed using descriptive and inferential statistics, in form of frequency counts, mean and percentages as well as Pearson correlation coefficient as the inferential statistics. Summated scores on the public education fundings scale were used together with retention rate and a correlation analysis run in SPSS for the two variables. Bar graphs were drawn to show summaries of responses on the influence of Public Educational fundings on retention and drop out of students in the public secondary schools within Seme Sub-County.

3.9.1 Qualitative Data Analysis

The study used thematic analytical framework to analyze qualitative data, which involves identification, examination and interpretations of patterns and themes in textual data and determining how the patterns and themes help to answer research questions at hand (Boyatsiz, 1998). Thematic analysis is developed in six phases as indicated in Table 3.2. The collected qualitative data was read by the researcher then coded. The codes given were then used to identify corresponding themes. There after the themes were reviewed to find out if they were matching the themes were then named according to different contexts. A report was then produced.

Table 3.2: The Six Phases of Thematic Analysis

Phase	Process description
Get to know your data	This means you read and re-read the text. Write down any impressions that you have as you go through the data to get overall meaning of the data
Generating initial codes	This involves reading and re-reading the text and identifying coherent categories. This will help organize the data into categories. Provide a descriptive label (name)
Searching for themes for each category created	This involves sorting out the different codes into potential themes
Reviewing themes	Checking if themes work in relation to coded categories and all the data set
Defining and naming the themes	Generating clear definitions and names for each theme. In this study the emerging themes were persistent dropouts, inadequate funds and delay in funds remittance
Producing the report	This is analyzing of and giving out report on Worked out themes in relation to research questions and literature

Source: Braun and Clarke (2006)

3.10 Ethical Considerations

The major ethical issues of concern in this study were informed consent, privacy and confidentiality, anonymity and the researcher's responsibility. In this study, privacy and confidentiality of the respondents was a major ethical concern. To obtain valid samples requires accessing files and specific lists which in essence infringed on confidentiality and privacy of the respondents. However, the respondents were given the freedom to ignore items that they did not wish to respond to (Oso and Onen, 2005). This ultimately led to some questionnaires not dully filled and thus was not included in the final analysis.

All responses were confidential and anonymous. Permission to carry out the research was sought from the National Commission for Science, Technology and Innovation through the

Maseno University and County Director of Education. Informed consent was sought from all the study respondents, which culminated in signing of the consent form (Appendix I). The research team observed three universal ethical principles, including respect for participants, beneficence and justice. In this regard, all participants were given consent after the researcher fully explained the purpose of the study, its risks and benefits and that the participation was voluntary. The participants were informed of the right to withdraw consent at any time with a penalty. All information including personal interviews was kept confidential.

CHAPTER FOUR
RESULTS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This section underscores the study findings, their interpretations and discussions. The findings of the study are based on the research objective as provided in chapter one, which were to; examine levels of Education Fundings in secondary schools in Seme Sub-County, determine the retention and dropout rates of students in public secondary schools in Seme Sub-County, and establish the relationship between educational fundings and students' retention and dropout rate in Seme Sub-County.

The data was analyzed using both descriptive and inferential statistics which was Pearson Moment correlation analysis. The descriptive statistics was used to describe and summarize the data inform of frequency distribution tables. The inferential statistics was used to make inferences and draw conclusions. This was very useful in determining the relationship between educational fundings and students' retention and dropout rate in public secondary schools. Microsoft Excel and Statistical Package for Social Sciences (SPSS) version 22 were used in tandem to analyze the data.

4.2 Response Return Rate

The study administered the questionnaires to 30 school principals leaving out the 3 who were used for pilot study, 1 DEO official, 1 CDF Secretary and 1 DEBB Secretary. Table 4.1 shows the comprehensive return rate for different categories of respondents and sample target.

Table 4.1: Response Return Rate

Respondent category	Number targeted for response	Number who responded	Percentage response rate
School principals	30	28	93.33%
DEO official	1	1	100%
CDF secretary	1	1	100%
DEBB secretary	1	1	100%
Total	33	31	93.9%

Out of the targeted 30 public school principals, 28 returned the questionnaires duly filled. This shows that the study achieved 93.33% response return rate. This was achieved because the researcher visited all the sampled schools during data collection and administered the instruments to each principal in person to ensure that each and every respondent took part in the study. However, only 2 school principals did not participate in the study because they were not present at the school at the time of data collection. As for the DEO official, CDF Secretary and DEBB Secretary, the study achieved (100%) response return rate since all of them participated in the interview. This was also achieved because the researcher made call backs, visited their offices in person to arrange for the appropriate time for the interview.

4.3 Demographic Information of the Principals

The secondary school principals were targeted in this study since they were the administrators in charge of running of the schools. With the help of the Board of Management (BOM), they ensure that school resources are well used and students are also always in the school.

Table 4.2: Demographic Characteristics of School Principals

Variables	Frequency	Percent
Gender		
Male	19	67.9
Female	9	32.1
Total	**28**	**100.0**
Educational Qualification		
PhD	4	14.3
Masters	14	50.0
BED	10	35.7
Total	**28**	**100.0**
Experience in the Office as Head of school		
0-2 years	5	17.9
3-5 years	9	32.1
6 and above years	14	50.0
Total	**28**	**100.0**

As shown in Table 4.2, out of the 28 school principals that participated in the study, 67.9% were male while only 32.1% were females. This implies that the gender balance in leadership in government secondary schools in Seme sub-county had not yet been addressed. On education, the study found that half of the respondents (50.0%) had masters degree or 35.7% had Bachelor degree certificate, while 14.3% were PhD holders. Academic qualification was crucial for the study because it shows the level of training on administration and management, which was important for principals for management of the students and school resources. The study also established that most of the school principals at 82.1% had taken more than 5 years in management and leadership position, implying that they had rich knowledge on government educational fundings and their effect on dropout and retention rate.

4.4 Level of Government Funding of Education in Seme Sub-County

In the first study objectives, the study sought to examine levels of education funding in secondary schools in Seme Sub-County. Therefore, respondents were probed on the total

number of students in a school, total number of students in a school based on gender, form of government public educational fundings. Table 4.3 shows the results.

Table 4.3: Enrollment Characteristics in Secondary Schools

Total number of students in a school	Frequency	Percentages
Below 200 students	5	17.9
200-500 students	6	21.4
500-700 students	9	32.1
Above 700 students	8	28.6
Describing the total number of students in a sub county		
Females		
Less than one half of the total students' population	6	21.4
One half of the total students' population	10	35.7
More than one half of the total students' population	12	42.9
Males		
Less than one half of the total students' population	6	21.4
One half of the total students' population	12	42.9
More than one half of the total students' population	10	35.7
Level of Government Fundings of Education in Seme Sub-County		
Receive Any of The Government Public Educational Fundings		
Yes	28	100.0
No	0	0.0
Form of Government Public Educational Fundings		
FDSEF	28	100.0
CDF	24	85.7
DEBB	14	50.0
None of the above	00	0.0

Table 4.3 shows that majority of the schools in Seme Sub County had more than 500 students as shown by 32.1% who indicated that they had between 500-700 students in their schools, 28.6% had 700 students while only 17.9% had 200 students and below. This shows that cumulatively, majority of the respondents at 60.7% had more than 500 students. When asked to describe the total number of female students in a sub county, over three quarters of the respondents at 78.6% indicated that female students in the sub county could be either half or more than half of total population, while only 21.4% of the respondents indicated less than one half of the total students' population. Similarly, based on male students, the study found that a number of male students in the sub county could be either half or more than half of total population, while only 21.4% of the respondents indicated less than one half of the total students' population. This shows that the gender parity in education among the public secondary schools in Seme Sub County was almost being closed. This could be attributed to many affirmative action and awareness programs targeting equality of gender in education.

When asked on whether their schools receive any of the government public educational fundings, all the responds confirmed that their schools received the education funding which could be in form of CDF bursaries, DEBB or FDSEF. Further, it was found that all the schools (100%) received FDSEF funds, 85.7% received CDF, while 50.0% could receive DEBB.

4.4.1 Distribution of Education Funds Across the Classes

Respondents were also asked to indicate the distribution of government education funds across the classes in the last disbursement. Table 4.4 shows the result.

Table 4.4: Percentage Distribution of Education funds across the classes

Level of funding	Form one	Form Two	Form Three	Form Four
FDSEF	100.0%	100.0%	100.0%	100.0%
CDF	67.8%	69.1%	70.3%	68.5%
DEBB	41.4%	29.8%	31.2%	33.5%

The study found that students from public secondary schools in Seme Sub-County receive the three types of education funding bursaries, with majority receiving CDF bursary. For instance, over two thirds of form one students at 67.8% received the CDF in the last disbursement, 69.1%, 70.3% and 68.5% of the students in form two, form three and form four were allocated the CDF bursary respectively. As for the FDSEF, all the students (100%) in all the classes were allocated the funds and this could be explained by education funding policy of the government which awards the FDSEF to all the students in public secondary schools. The study also found that DEBB was awarded to the students in all the classes although; few students could get the funds. For example, slightly above a quarter of the students (29.8%) at form two got the funds in the last disbursement, 41.4%, 31.2% and 33.5% of the students in form one, form three and form four got the funds respectively in the last disbursement.

4.4.2 CDF Distribution Across Gender and the Number of Beneficiaries

Respondents were also probed on the CDF distribution across gender and the number of beneficiaries between 2009 and 2013. Table 4.5 shows the result.

Table 4.5: CDF distribution by gender (2009-2013)

Year	Number of students applied for CDF					Number of students that received					%
	Males	Perce.	Females	Perce.	Total	Males	%	Females	%	Total	
2009	3304	53.0 %	2931	47.0 %	6235	2261	68.4 %	2105	71.8 %	4366	70.0 %
2010	3659	51.4 %	3463	48.6 %	7122	2540	69.4 %	2871	82.9 %	5411	76.0 %
2011	3820	48.8 %	4003	51.2 %	7823	2902	76.0 %	3469	86.7 %	6371	81.4 %
2012	4689	55.4 %	3772	44.6 %	8461	3426	73.1 %	2861	75.8 %	6287	74.3 %
2013	5026	52.1 %	4625	47.9 %	9651	4259	84.7 %	3862	83.5 %	8121	84.1 %

Table 4.5 shows that the number of the CDF applicants since 2009 have been on the upward trend. Based on distribution by gender, the study findings show that more male students have been applying for the CDF than their female counterparts, save for the year 2011 when 51.2% of the applicants were females, while the males were 48.8%. More male students applying for the CDF funding could be explained by high enrolment rate of the male students than their female counterparts. Based on the number of students that receive the funds, the study found that there was high successful rate of CDF allocation to students with over two thirds of either male or female students receiving the education funding aid. For instance, in 2011, 76.0% of the male students received the CDF, while 86.7% of the female students received the funds in the same year. Overall, 70% of the students who applied for bursary funds in 2009 received bursary with the number improving to 76% in 2010 and 81.4% in 2011. However, there was a drop in the proportion of students receiving bursary in 2012 where on 74.3% of those applying received bursaries from the fund before again rising to 84.1% in 2013.

4.4.2 DEBB Distribution Across Gender and the Number of Beneficiaries

Respondents were also probed on the DEBB distribution across gender and the number of beneficiaries between 2009 and 2013. Table 4.6 shows the result.

Table 4.6: DEBB distribution by gender (2009-2013)

Year	Number of students applied for DEBB					Received the funds					%
	Males	%	Females	%	Total	Males	%	Females	%	Total	
2009	2789	61.8%	1,721	38.2%	4,510	956	34.3%	766	44.5%	1722	38.2%
2010	3026	62.9%	1,787	37.1%	4,813	986	32.6%	796	44.5%	1782	37.0%
2011	2699	53.7%	2,324	46.3%	5,023	1056	39.1%	863	37.1%	1919	38.2%
2012	3241	52.0%	2,990	48.0%	6,231	1063	32.8%	897	30.0%	1960	31.5%
2013	4122	59.8%	2,770	40.2%	6,892	1072	26.0%	956	34.5%	2028	29.4%

According to the study findings in Table 4.6 it is evident that the number of DEBB applicants of both male and female students has been increasing yearly since 2009. For example in 2009, only 38.2% of the female students applied for the DEBB, but by 2012, 48.0% of the female students were able to apply. It can also be noted that as for the male students over half of them were able to apply for the funds in each year and about two thirds at 59.8% were able to apply in 2013.

Based on the number of students who received DEBB funds, the study found that there was low rate of fund allocation to those students who were able to apply for the funds as compared to other forms of education funding. For instance, of the 2009 male applicants, only 34.3% of the male students were able to get the funds. This number was also low in 2013 when only 26.0% of the applicants were able to get the DEBB funds. Similarly, among the female applicants, only 30.0% of the 2012 applicants were able to receive the funds, while in 2013, only 34.5% got the same.

4.4.3 Beneficiaries of Public Educational Funding

The study also sought to find out the major beneficiaries of the education funds either CDF or DEBB. Table 4.7 shows the response.

Table 4.7: Who benefit more from the public educational fundings

Beneficiaries	Freq.	percentages
Orphan and Needy students	11	39.3
Students from destitute background	10	35.7
Students from single parents	7	25.0
None of the above	0	0.0
Total	**28**	**100.0**

The study found that most of the students who were either orphan and needy students or those from destitute background were the major beneficiaries as indicated by 39.3% and 35.7% of the respondents respectively. This shows that vulnerable students of either orphans, destitute background or from single parenthood could get the education funding. However, a study by Odalo (2000) found that recipients from affluent families received more bursary support than those from destitute backgrounds. 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). Another study carried out by Odebero (2002) on bursary allocation in Busia district revealed that, the bursary allocation in Busia district was not equitable. According to this study, recipients from high socio-economic backgrounds received more bursary support than their counterparts from the destitute backgrounds.

4.5 Retention and Dropout Rates in Seme Sub-County

In the second study objective, the study sought to find out the retention and dropout rate of students in Seme Sub County. Responses were obtained from the school principals based on the secondary data provided at their office level and result presented in the subsequent tables.

4.5.1 Retention Rate

Secondary data were sourced from the sampled secondary schools, on enrolment and repetition. Table 4.8 shows the results.

Table 4.8: Repetition and Retention Rate in Seme sub county (2009-2013)

YEAR	DETAIL	F1	F2	Retention Rate	F3	Retention Rate	F4	Retention Rate
2009	Enrolment	5,784	4,629		3,751		3,141	
	Repeaters	2361	1752		1861		1369	
	Total	**8145**	**6381**		**5612**		**4510**	
2010	Enrolment	6,854	5,693		4,790		4,253	
	Repeaters	2065	1627		1633		1109	
	Total	**8919**	**7320**	**69.90%**	**6423**	**75.07%**	**5362**	**75.78%**
2011	Enrolment	7,324	6,244		5,409		4,912	
	Repeaters	1723	1324		1425		895	
	Total	**9047**	**7568**	**70.01%**	**6834**	**73.89%**	**5807**	**76.48%**
2012	Enrolment	7,534	6,943		6,269		6,009	
	Repeaters	1420	1128		1309		622	
	Total	**8954**	**8017**	**97.8%**	**7578**	**82.84%**	**6631**	**87.93%**
2013	Enrolment	8,963	8,763		8,679		8,526	
	Repeaters	1117	1042		1126		410	
	Total	**10080**	**9805**	**97.87%**	**8669**	**93.46%**	**7,711**	**96.34%**

Table 4.8 reveals that there was an increase in student population (enrolment) from the year 2009-2013 in all the four classes. The retention rate improved in all the forms 2, 3 and 4 from 2011 to 2013. In the case of form 2, the retention rate increased from 69.9% in 2010 to 70.01% in 2011, 97.8% in 2012 and 97.87% in 2013. Similarly, for form, the retention rate rose from 75.07% to 93.46% over the four year period with the only decline in 2011. Increase in student enrolment could be explained by several factors which includes increase in general population, availability of education funding policies which includes CDF, FDSEF and DEBB and several advocacy and awareness programs promoting education among the vulnerable children which includes girl child. The study also found that there was increase in retention rate across the classes in the year 2009-2013.

4.5.2 Dropout Rate

Dropout rate refers to the percentage of students that do not complete their high school education. In this study, the total enrolled students in form one in the year 2009 (8,145) were divided by the registered form four students in 2012 (6,631) to obtain the completion or graduation rate, which was 81.41%. To compute the dropout rate, graduation/completion rate was subtracted from 100% and 18.69% was obtained as the dropout rate. Details of students sent home for school fees against the overall enrolment is presented in Table 4.9.

Table 4.9: Total number students who have been sent home for school fees more than thrice

Years	Males	%	Females	%	School Enrolment
2009	2,469	35.8	2,042	29.6	6,897
2010	2,189	27.5	1,966	24.7	7,956
2011	1,863	21.1	1,633	18.5	8,850
2012	1,640	16.7	1,420	14.5	9,799
2013	1,231	11.1	1,236	11.2	11,078

The study found that the number of students both males and females who have been sent home for school fees more than thrice have been low and on reducing trend from 2009 to 2013. For instance, out of the total students in 2009 (n=6897), only 35.8% and 29.6% of the males and female students respectively were sent home for school fees. However, this number has been constantly reducing and by 2013, only 11.1% and 11.2% male and female students respectively were sent home more than thrice. Decrease in the number of students sent home for school fees over the years could be explained by the existence of many government funds for education which includes FDSEF, CDF and DEBB, that helped the needy students in fee payment hence keeping most of them in school.

During the interview session with the CDF secretary, it was found that

Government education funding through CDF bursaries increase accessibility of education for all students and also help in cubing repetition and dropout of students in secondary schools. For instance the secretary said:

> *One of the main objectives of CDF bursary disbursement is to keep students in school, with special interest targeting vulnerable groups which includes students from marginalized communities, those with special needs and orphaned and vulnerable children. Through paying of their school fees and assisting them financially with some of the basic school requirement, these students are never sent home for fees but are kept in school* [Interview: CDF secretary]

This finding was in line with the report documented by Mwawughanga, (2008) who also indicated that the introduction of both the free primary education and Free Day Secondary Education Fund and secondary school cost-sharing policy are some of the government initiatives towards creating open access to education for all citizens and also to cub repetition and dropout of students in secondary schools. However, Kirigo (2008) disagree with these findings when he found that the bursary fund had no significant impact on the retention in Mombasa District, based on the fact that 53.3% of those who received bursaries were sent home over three times due to inadequacy of funds set aside for bursary and unpredictability of the funds.

4.5.3 The Number of Students that have Dropped out of School because of Lack of School Fees Since 2009-2013

Respondents were also requested to indicate the number of students that have dropped out of school because of lack of school fees since 2009-2013. Table 4.10 shows the results

Table 4.10: The number of students that have dropped out of school between 2009 and 2013

	Males		Females		Enrolment
Years	**No.**	**Perce.**	**No.**	**Perce.**	
2009	1691	24.5%	1863	27.0	6897
2010	1402	17.6%	1820	22.9	7956
2011	1156	13.1%	1722	19.5	8850
2012	956	9.8%	1653	16.9	9799
2013	720	6.5%	1540	13.9	11078

The study found that the numbers of students who have dropped out of school due to lack of school fees from 2009 to 2013 have been decreasing. For example, in 2009, out of the total 6897 students, the number of male students who dropped out of school were n=1691 representing 24.5%, while their female counterparts were n=1863 representing 27.0%. This number reduced in the subsequent years with only n=720 (6.5%) male students dropping out of school, while females were 13.9%. However, it can be noted that the rate of female students dropping out of school were comparatively higher than their male counterparts.

Generally, the dropout rate among the students in Seme Sub-County has been on the reducing trend and this could be explained by the existence of many government educational fundings which includes FDSEF, CDF and DEBB, that helped the needy students in fee payment hence keeping most of them in school. These findings however contradicts the findings by KIPPRA (2008) who also found that given the relatively high fee levels in secondary schools, the set minimum bursary award was far below the fees charged, leading to some beneficiaries dropping out of school.

4.5.4 Rating the Effects of Educational Funding on Retention and Dropout

In rating the effects of educational funding on retention and dropout, respondents were requested to rate their students dropout rate, retention rate and their opinion of effects of

government education funding on dropout rate. Figure 4.1 shows the results.

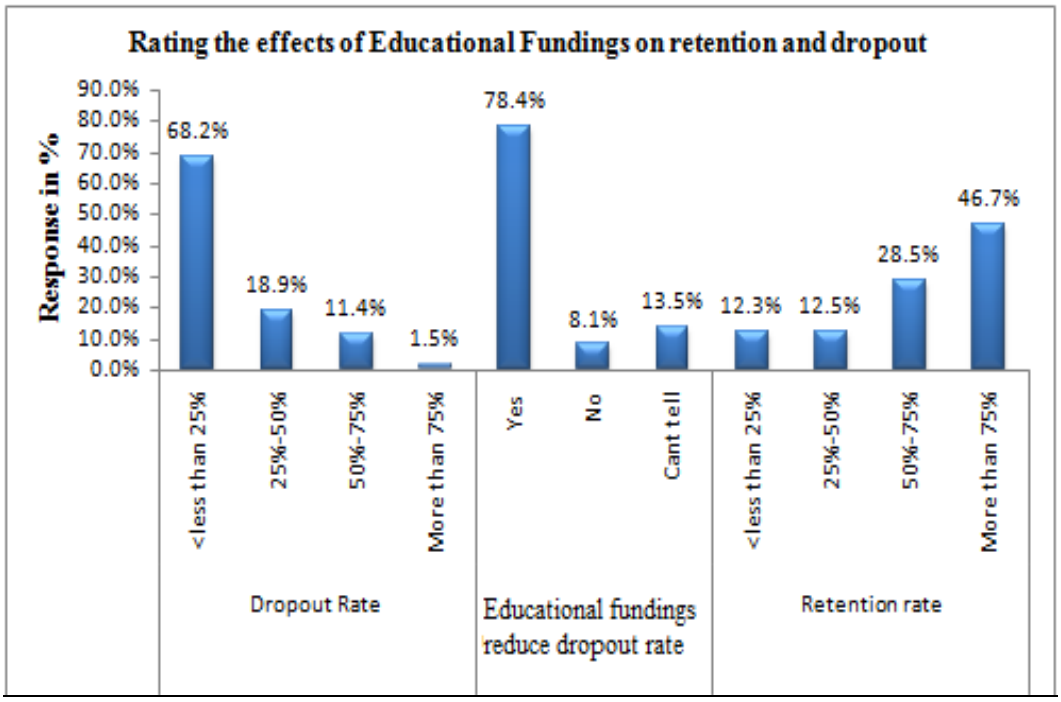


Figure 4.1: Rating the Effects of Educational Fundings on retention and dropout

According to the study findings in Figure 4.1 the study found that over two thirds of the respondents at 68.2% indicated that they had registered less than 25% of dropout rate, while only 1.5% indicated more than 75% dropout rate. Low dropout rate of the students in most of the schools in Seme Sub County could be attributed to allocation of government education funds in form of bursaries, which kept most of the students in school. Moreover, over three quarters of the respondents at 78.4% confirmed that Educational fundings reduced the dropout rate. Based on retention rate the study found that almost half of the respondents at 46.7% mentioned that their school registered more than 75% retention rate, while only 12.3% indicated less than 25% retention rate. Similarly, Misheck (2005) on a study of factors affecting students' access and participation in secondary schools found that the high cost of schooling was a major factor contributing to poor access and participation in secondary education in Meru central District

Qualitative findings from the interview with the CDF secretary also showed that CDF bursaries awarded to students had reduced the students' dropout rate in most of the public secondary schools receiving the funds. For example she said;

> *Kenyan government is committed to ensuring that students from less privileged families access and complete their education through bursary scheme and as such, CDF bursary has made tremendous contribution of high retention rate of the students in schools especially those from destitute background who could have been thrown out of school due to school fees.*

From these statements, it can be deduced that CDF bursaries awarded to students increases students retention rate in secondary schools. These findings support those of Mellen (2004) who studied the impact of CDF on Equity in financing secondary education in Nyamira District. The study found that CDF allocated to students had increased access in secondary education for children of less advantaged families. However, a study by Orodho and Njeru (2003) on the bursary scheme found that although there were students who benefited from bursaries, this had no significant impact on enrolment and retention by the poor. They concluded that because the scheme targeted students already enrolled in secondary school, it missed students who had failed to raise the initial school fees, so the scheme ignored students who had not already been able to gain access, despite their academic eligibility.

4.6 Relationship between education funding and students' retention and dropout

A 4 item 5-point likert scale was developed to measure various aspects of government education funding. The responses were scored on a scale of 1 to 5 where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 strongly agree. Table 4.11 shows the responses.

Table 4.11: Government education fundings and students' retention and dropout

Statement		SA	A	N	D	SD	Mean
There are students who depend entirely on Public Educational fundings for their school fees	F	20	7	0	1	0	4.64
	%	71	25	0	4	0	
There are students who had dropped out of school but were reinstated in school due availability of these educational fundings	F	14	9	1	0	2	3.96
	%	50	32	4	0	7	
The various government education funding policies contributed to the retention of some students in your school	F	18	8	1	1	1	4.57
	%	64	29	4	4	4	
Government education funding influence positively the retention rate of their beneficiaries	F	16	10	0	1	0	4.36
	%	57	36	0	3	0	

The findings revealed that almost all the respondents (Strongly agree and Agree) at 96.4% cumulatively supported the statement that there are students who depend entirely on Public Educational fundings for their school fees (Mean = 4.64), with only 3.6% disagreeing with the statement. The study also found that there were students who had dropped out of school but were reinstated in school due to availability of these educational funding (Mean = 3.96) as confirmed by 82.1% of the respondents who agreed with the statement. Over two thirds of the respondents at 64.3% strongly agreed that the various governments education funding contributed to the retention of some students in their school (Mean = 4.57), while only 7.2% of the principals disputed the statement. Similarly, qualitative data obtained from the interview with the DEBB secretary, it noted that one of the major objectives of the government education funds was to increase retention rate of the students in school. She said;

> *The objectives of the bursary schemes include increasing access to Secondary Schools, enhancing transition and completion rates in Secondary Schools, and reducing disparities and inequalities in the provision of Secondary School education. Although the money allocated for the DEBB fund is inadequate, the government has tried to ensure that the money is available* to *achieve its objectives* [Interview: DEBB secretary].

When probed on the influence of government education funding on retention rates of the students, cumulatively, 92.8% of the respondents agreed that governments education funding

influence positively the retention rates of the students (Mean = 4.36). Similarly, Oyugi (2010) on a study of Public Expenditure Tracking of Bursary Schemes in Kenya found that the major objective of the bursary scheme was to enable children from poor families to access education.

4.6.1 Relationship between Public Education Funding and Students' Retention

In order to establish whether there was a relationship between Public Education fundings and students' retention among the learners, summated scores on the public education fundings scale were used together with retention rate (See Appendix VI for Correlation Data). Pearson moment correlation was run between the two variables with the findings presented in Table 4.12.

Table 4.12: Correlation between public education funding and students' retention

		Public education funding	**students' retention**
Public education fundings	Pearson Correlation	1	.845
	Sig. (2-tailed)		.040
	N	28	28
Students' Retention	Pearson Correlation	.845	1
	Sig. (2-tailed)	.040	
	N	**28**	**28**

Source: Researcher, 2016, SPSS output at 95% CI (p = 0.05)

Pearson moment correlation returned an r value = 0.845 with p=0.040 (at 95% confidence interval). This finding shows that there is a strong positive correlation between public education funding and student retention in secondary schools which was statistically significant (r = .845; p = 0.040, p <.05). Thus, as public education funding increases, student retention also increases.

This finding is consistent with Orodho and Njeru (2003) who found that Jomo Kenyatta Foundation scholarship were awarding maximum required fee for a period of four years to

enable its beneficiaries complete secondary education. Low level funding only keeps students in school for a while before they are sent away from schools to find other ways of clearing their fees. However, Ngware, Onsomu, Muthaka and Kosimbei (2006) conducted a study to examine strategies for improving access to secondary education in Kenya. They concluded that persistently, low participation rates from low income households indicates that the bursary fund has limited impact on ensuring that the beneficiaries are adequately supported for a full cycle.

4.6.2 Relationship between Public Education Fundings and Dropout Rate

In order to establish whether there was a relationship between Public Education fundings and students' dropout among the learners, summated scores on the public education fundings scale were used together with dropout rate (See Appendix VI for Regression Data). Pearson moment correlation was run between the two variables with the findings presented in Table 4.13.

Table 4.13: Correlation between Public education fundings and Dropout rate

		Public education fundings	**Dropout rate**
Public education fundings	Pearson Correlation	1	-.618
	Sig. (2-tailed)		.011
	N	28	28
Dropout rate	Pearson Correlation	-.618	1
	Sig. (2-tailed)	.011	
	N	**28**	**28**

Source: Researcher, 2016, SPSS output at 95% CI (p = 0.05)

The findings shows that Pearson moment of correlation returned an r value = -0.618 with p=0.05 (at 95% confidence interval). This finding shows that there is a strong negative correlation which was statistically significant as $p<0.05$. Thus when the Public education fundings increases, the dropout rate decreases. This was also in line with the findings of Republic of Kenya (2010) who also found that government education funding enhances participation of the poor in secondary education. Orodho and Njeru (2003) also found that

secondary Education Bursary Fund (SEBF) were introduced in 1993/1994 financial year as a safety net to cushion the poor and vulnerable groups against the adverse effects of cost sharing in education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section provides a summary of this study in the following order: purpose of the study, objectives, methodology, major findings and conclusions. It also provides both policy and academic recommendations based on the study findings.

5.2 Summary of Study Findings

The purpose of the study was to establish influence of Educational Fundings on Students Retention and Dropout in Public Secondary Schools in Seme Sub-County, Kenya. The summary and conclusion were presented according to themes derived from the reasrch questions that guided the study.

5.2.1 Levels of Education Fundings in Secondary Schools in Seme Sub-County

The study established that 60.7% of schools in Seme Sub County had more than 500 students of which female students were at least 50% as found in 78.6% of the schools with males also being almost average.

The study also found that all the schools received education funding which could be in form of CDF bursaries, DEBB or FTSF with virtually all the schools (100%) receiving FDSEF funds, 85.7% receiving CDF, while 50.0% received DEBB. Similarly, students from public secondary schools in Seme Sub-County also receive the three types of education funding bursaries, with majority receiving CDF bursary. As for the FDSEF, all the students (100%) in all the classes were allocated the funds due to education funding policy of the government which award the FDSEF to all the students in public secondary schools. However, DEBB was awarded to the students in all the classes although, few students could get the funds with only 41.4% in form one, 29.8% in form two, 31.2% in form three and 33.5% in form four.

The number of the CDF applicants since 2009 have been on the upward trend and based on distribution by gender, the study findings show that more male students have been applying for the CDF than their female counterparts, save for the year 2011 when 51.2% of the applicants were females, while the males were 48.8%.

Based on the number of students that receive the funds, the study found that there was high successful rate of CDF allocation to students with over two thirds of either male or female students receiving the education funding aid. For instance, in 2011, 76.0% of the male students received the CDF, while 86.7% of the female students received the funds in the same year. It was also evident that the number of DEBB applicants of both male and female students was increasing yearly since 2009. For example in 2009, only 38.2% of the female students applied for the DEBB, but by 2012, 48.0% of the female students were able to apply.

It can also be noted that as for the male students over half of them were able to apply for DEBB funds in each year and about two thirds at 59.8% were able to apply in 2013. Based on the number of students who received the funds, the study found that there was low rate of DEBB fund allocation to the applicants compared to other types of education funding. For instance, in 2009, only 34.3% of the male student applicants were able to get the funds. This number was also low in 2013 when only 26.0% of the applicants were able to get the DEBB funds. Among the female applicants, only 30.0% of the 2012 applicants were able to receive the funds, while in 2013, only 34.5% got the same.

Most of the students who were either Orphan and Needy students or those from destitute background were the major beneficiaries as indicated by 39.3% and 35.7% of the respondents respectively.

5.2.2 Retention and Drop-out Rate of Students in Public Secondary Schools in Seme Sub-County

The second objective of the study was to examine retention and drop-out rate of students in public secondary schools in Seme Sub-County. The study found out that the number of students of both gender sent home for school fees for more than thrice had been low and on reducing trend from 2009 to 2013. For instance, whereas 35.8% of male students and 29.6% of female students were sent home at least thrice in 2009, only 11.1% and 11.2% male and female students respectively were sent home more than thrice in 2013.

Similarly, the study found that the number of students dropping out of school due to lack of school fees between 2009 and 2013 was on the decline. This is evidenced by 24.5% of male students and 27.0% of female students dropping out in 2009 compared to 6.5% male and13.9% of female students dropping out of school by 2013. The study also found that educational fundings reduced the dropout rate (78.4%) and improved retention rate of over 75% as reported by 46.7% of the study participants.

5.2.3 Relationship between Government Education Fundings and Students' Retention and Dropout

On the relationship between government education fundings and student retention and dropout rate, the study found that majority of the students entirely depended on public education funding (96.4%) and that students who had dropped out of school were reinstated in school due to availability of educational fundings (82.1%). Further, the study found that various governments education funding contributed to the retention of some students in their school (64.3%). The study found a strong positive correlation between public education fundings and students' retention among the learners ($R = 0.845$; $p=0.040$, $p < .05$). The study also found a strong negative correlation between Public education fundings and Dropout rate ($R = -0.618$; $p=0.011$, $p < .011$).

5.3 Conclusions

The following conclusions were arrived at by the researcher

5.3.1 Levels of Education Funding in Secondary Schools in Seme Sub-County

On the first objective, the study concludes that all the public secondary schools received the education funding which could be in form of CDF bursaries, DEBB or FDSEF. Further, all schools receive FDSEF which they in turn allocate to all the students in public secondary schools. The study also concludes that the accessibility and disbursement rate of the DEBB funds is still low in schools in Seme Sub-County. The study also concludes that the number of applicants for CDF bursaries have been on the increase from the year 2009 through to 2013.

5.3.2 Retention and Drop-out Rate of Students in Public Secondary Schools in Seme Sub-County

In the second objective, the study concludes that there is increased retention rate of students and low dropout rates due various government educational funding with reduced cases of students being sent home to for school fees. Most schools register low dropout rates with the funding.

5.3.3 Relationship between Government Education Funding and Students' Retention and Dropout

In the third objective, the study concludes that there is a positive relationship between public educational funding and student retention rate such that as public educational funding increases so does student retention.

The study also concludes that there is negative relationship between public educational funding and school dropout rates such that as public educational fundings increase school dropout rates decline.

5.4 Recommendations

The following recommendations were made based on the findings of the study;

5.4.1 Levels of Education Funding in Secondary Schools in Seme Sub-County

The study found that there was low accessibility and disbursement rate of the DEBB funds. The researcher therefore recommended that;

i. The government should increase allocation of funds for FDSEF and the CDF kitties to allow for more beneficiaries.

ii. The three types of funding namely CDF and DEBB bursaries as well as FDSEF should be streamlined into one kitty and made available to all the learners in public secondary schools as an initiative to ensure that students adequately benefit from government funding.

5.4.2 Retention and Drop-out Rate of Students in Public Secondary Schools in Seme Sub-County

The rates of female students dropping out of school were comparatively higher than their male counterparts. It was also found that retention rate could be improved through adequate disbursement of education funding among the students, the study therefore recommended that;

i. The public should be adequately sensitized on the existence of various government education educational funding including DEBB funds and when they are released to ensure that more students are able to apply for it.

ii. The government should increase funds for public education funding so as to ensure adequate coverage for all the students to achieve zero dropout rates.

5.4.3 Relationship between Government Education Funding and Students' Retention and Dropout Rate

Findings based on Pearson moment of correlation analysis established that there was a positive relationship between retention rate and public education funding, while a negative relationship between dropout rate and public education funding. The study therefore recommended that;

i. Government educational funding should be made available to all students regardless of whether they apply for it or not. This is because not all the students apply for the fund due to various reasons as so fail to benefit from it.

ii. The amount allocated for the various government education funds should be increased so that more students can benefit.

5.5. Suggestion for Further Study

In view of the delimitations of the study, the researcher recommends further research to be conducted in the following areas:

i. A similar study should be conducted in wider areas for example covering the whole of Kisumu County or the entire country.

ii. Challenges facing accessibility of public education funding among the needy students

REFERENCES

Adams, G. R., & Schramevel, J. D. (1985). *Understanding Research Methods*.New York. Longman.

Adu, B. (2007). *Escaping Poverty Through Education*. *Focus on Eastern Province, 14 Teachers image magazine*. Pg 14 Pg 28.

Best, J. W., & Kahn, J. V. (2004). Research *in Education* (8th Ed.). Needham MA: Allyn and Bacon.

Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development.* Thousand Oaks, CA: Sage.

Cameron, D. M. (2007) The Framework for Managing and Financing Post-Secondary Education in Canada. *The Forum Papers*, National Forum on Post-Secondary Education in Canada. Institute for Research on Public Policy, Halifax,

Cohen, L., & Manion, L. (2012). *Research Methods in Education*, London: Rutledge

Fedha, F. (2008) *Effectiveness of Government Bursary Fund Programme in Enhancing Girl Child Access to Secondary Education in Kajiado District*

Gatheru, K. (2008). Challenges Facing Head teachers in the Implementation of Free Primary Education: A Case of Narok District. Kenya: Unpublished Med Project Report, Nairobi: Kenyatta University.

IPAR (2008) *Public Expenditure Tracking of Secondary Education Bursary Scheme in Kenya.* Nairobi.

KIPPRA (2007): *Secondary School Education Bursary Fund (SEBF):* URL accessed on 09/12/2011.http://www.kippra.org/Secondary.asp

Kirigo, S. M. (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, Kenyatta University

KNBS (2010). *2009 Kenya Population and Housing Census, Volume I A; Population by Administrative Units*, Kenya National Bureau of Statistics, Nairobi, Kenya.

Kombo, D. K., & Tromp, D. L. (2006). *Proposal and thesis writing: An introduction.* Nairobi: Paulines Publications Africa.

Kothari, C. R. (2007). *Research Methodology: Methods and Techniques,* Willey Eastern Ltd: New Delhi.

Kwamboka,T. (2008) *Demographic analysis in educational management.* Abinjan: County House publishers

Lewin, K. (2002). Options for Post-Primary Education and Training in Uganda: Increasing Access, Equity and Efficiency. U.K. Department for International Development (DfID) and Government of Uganda, London.

Lewin, K. and Caillods, F. (2001). *Financing Secondary Education in Developing Countries: Strategies for Sustainable Growth*, UNESCO: Paris

Lewin, K. and Francoise C. (2011) "Financing Secondary Education in Developing Countries: Strategies for Sustainable Growth." IIEP-UNESCO, Paris.

Lewin, K. M. and Francoise R. (2007) *Improving Access, Equity and Transitions in Education: Creating Research Agenda.* CREATE Pathways to Access Research Monograph, no. 1. Brighton: University of Sussex

Lockheed, M. E. (2011) *Positioning secondary-school education in developing countries: expansion and curriculum*. Paris: UNESCO/IIEP.

Mellen, M. O. (2004). The role of Government bursary fund in enhancing the participation of girls in secondary education in Nyamira District, Kenya; Unpublished M.Ed Thesis, Kenyatta University.

Ministry of Education (2009). *Elimu Magazine*: MoE Newsletter, Issue No. 4, Jan–April Ministry of Education Circulars

Ministry of Education (2012). Secondary scheme Bursary fund. Nairobi. Ministry of Education

Mirigat,F. (2003) Facilitating secondary education, Kenyan Scenario: a case of *Government Bursary Fund.*

MOEST (2013) *A Survey on the Status of Education in Kenya: An examination on Dropout and promotion rates in the school system.* Nairobi, Government printer

MOEST, (2005). *Education Sector Report 2005*. Nairobi: Government Printer.

Mugenda, O. M and Mugenda, A. G. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Acts Press, Nairobi.

Murugi, E. (2008, June 8). *One Million Children Not Attending School*. A Speech Delivered at Children's Voice Conference at St. Andrews Church. Unpublished Report. Nairobi: Daily Nation pg 5 col 3.

Mwaura, C. (2006). Role of Government bursary scheme in enhancing secondary school participation of the poor and the vulnerable learners in Thika District; Unpublished M.Ed Thesis, Kenyatta University

Mwawughanga, A. W. (2008). Impact of constituency bursary fund on girls' secondary education in Wundanyi Division of Taita District, Kenya. Unpublished MEd Project, Nairobi: Kenyatta University

Ngware, M, Onsomu, E. N ,Muthaka D &Kosimbei, G (2006). *Financing of Secondary Education in Kenya: Costs and Options.* Institute for Public Policy Research and Analysis –Discuss Paper No. 55 Nairobi.

Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.). New York: McGraw-Hill.

Nunnaly, J. (1978). *Psychometric theory*. New York :Mc Graw-Hill Companies.

Odebero, S. (2002). *Bursary as a Method of Financing Secondary School Education in Busia District-Kenya.* Unpublished M. Ed. Thesis Maseno University, Kenya

Orodho, A. J. (2005). Essentials of Education and Sciences Research method Nairobi; Masola Publishers.

Orodho, J. A. and Njeru, E. H. N. (2003). Education Financing in Kenya: The Secondary School Bursary Scheme. Institute of Policy Analysis and Research - Discussion Paper No. 35. Nairobi

Oso, W. O., & Onen, D. (2009). *A General Guide to Writing Research and Proposal and Report*: A Handbook for Beginning Researchers Revised Edition Jomo Kenyatta Foundation.

Oso, W.Y., & Onen, D. (2005). *A General Guide to Writing Research Proposal and Report: A Handbook for Beginning Researchers*. Kisumu, Kenya: Option Press and Publishers.

Oyugi , L.N. (2010). *Public Expenditure Tracking of Secondary Education Bursary Scheme in Kenya.* Nairobi: IPAR.

Psacharopoulous, G. (2007). *Education for Development; An Analysis of Investment Choices*. Washington: World Bank

Punch, F.K. (2010). *Introduction to Social Research: Quantitative and Qualitative Approaches.* Second Edition. New Delhi: Sage Publications Ltd.

Republic of Kenya (2005). Kenya Education sector support programme 2005-2010; Delivering Quality Education and Training to all Kenyans. (Ministry of Education) Government Press: Nairobi

Republic of Kenya. (2014). *Educational sector Strategic plan and implementation practices: 2010-2013. Nairobi:* Ministry of Education, Science and Technology. NBI: MOEST

Uma, S. (2007). *Research Method for Business and Skill Building Approach.* New York.

UNESCO (2011). Gender Responsive Budgeting in Education- Advocacy Brief Bangkok: UNESCO.

UNESCO, (2005). *EFA. Global Monitoring Report: The Role of the Organization and Social Context of Schools.* http://portal.org/education.

World Bank (2005): Priorities and Strategies for Education: A World Bank Review. Washington DC: The World Bank

World Bank (2006). *Expanding Opportunities and Building Competencies for Young People: A New Agenda for Secondary Education.* Washington DC: The World Bank

Young People Learning Agency (2012). Government Bursary Scheme.16-19 Education and Training. United Kingdom.

APPENDICES

Appendix I: Consent Letter

Maseno University
Private Bag
Maseno Kenya

SUBJECT: INFORMED CONSENT

Dear Respondent,

My name is Opiyo Festus Omolo. I am a student at Maseno University pursuing a Master's Degree in Planning and Economics of Education. As part of the fulfillment of the degree, I am conducting a study on the **Influence of Educational Funding on Students Retention and Dropout in Public Secondary Schools in Seme Sub-County, Kenya.** The findings will be utilized to strengthen the education systems in Kenya and other Low-in- come countries in Africa. As a result, countries, communities and individuals will benefit from improved funding strategies to sustain education. This research thesis is critical to strengthening health systems as it generates new knowledge in this area that will inform decision makers to make decisions that are research based.

Participation in this study will require that I ask you some questions and also access school financial records. I will record the information from you in a questionnaire check list. Please remember that participation in the study is voluntary. You may ask questions related to the study at any time. You may refuse to respond to any questions and you may stop an interview at any time. You may also stop being in the study at any time without any consequences to the services you are rendering. Note that, the interviews will be conducted in a private setting within the hospital. Your name will not be recorded on the questionnaire and the questionnaires will be kept in a safe place at the University.

There is no reward for anyone who chooses to participate in the study. However, your participation will help strengthen the education sector in Kenya and other Low-in- come countries in Africa.

If you agree to participate in the study, kindly sign below:

Name of Participant…… Date…… Signature……

[Optional]

Appendix II: Questionnaire for Principals

Introduction

Dear respondents,

I am student at Maseno University pursuing a degree in masters of education in planning and economics of education. In partial fulfillment of the award of my degree, I am required to carry out a research on educational fundings and their influence on students' retention and dropout in public secondary schools in Seme Sub-County. Your cooperation in completing this questionnaire is highly appreciated. The contents of this questionnaire will be treated with utmost confidentiality and be used solely for academic purposes.

Thank you for your cooperation and participation.

SECTION A

Demographic Information

Name of the school……

Enrolment

Provide enrolment in your school for the following years

YEAR	DETAIL	F1	F2	F3	F4
2009	Enrolment Repeaters				
2010	Enrolment Repeaters				
2011	Enrolment Repeaters				
2012	Enrolment Repeaters				
2013	Enrolment Repeaters				
2014	Enrolment Repeaters				

SECTION B
Level of Government Funding of Education in Seme Sub-County

1. What is the total number of students in this school?
   a) Below 200 students [ ]
   b) 200-500 students [ ]
   c) 500-700 students [ ]
   d) Above 700 students [ ]

2. How many students are female (If the school is mixed)?
   a) Less than one half of the total students' population [ ]
   b) One half of the total students' population [ ]
   c) More than one half of the total students' population[ ]

3. How many students are male (If the school is mixed)?
   a) Less than one half of the total students' population [ ]
   b) One half of the total students' population [ ]
   c) More than one half of the total students' population [ ]

4. Do you receive any of the government Public Educational fundings?
   a) Yes [ ]
   b) No [ ]

5. If yes, which of the following do you receive?
   a) FDSE [ ]
   b) CDF [ ]
   c) DEBB [ ]
   d) All of the above [ ]
   e) None of the above [ ]

6. How many students benefited from any of the of the following government fundings of education in last batch of allocation? *Please indicate the number in the table below*

Level of funding	**Form one**	**Form Two**	**Form Three**	**Form Four**
FDSEF				
CDF				
DEBB				

7. The following relates to CDF. Please fill in the details

Year	Number of students applied for CDF		Number of students that received the funds	
	Males	**Females**	**Males**	**Females**
2009				
2010				
2011				
2012				
2013				

8. The following relates to DEBB. Please fill in the details

Year	Number of students applied for DEBB		Number of students that received the funds	
	Males	**Females**	**Males**	**Females**
2009				
2010				
2011				
2012				
2013				

9. In your opinion, who benefit more from the public educational fundings?
   a) Orphan and Needy students [ ]
   b) Students from destitute background [ ]
   c) Students from single parents [ ]
   d) None of the above [ ]
   e) Others specify_____

SECTION C

Retention and Dropout Rate in Seme Sub-County

1. What is the total number students who have been sent home for school fees more than thrice in the following years?

Number students who have been sent home for school fees			
Years	**Males**	**Females**	**Total**
2009			
2010			
2011			
2012			
2013			
Total			

2. How many students have dropped out of school because of lack of school fees since 2009-2013?

Year	Number of students dropped out of school because of lack of school fees		
	Males	**Females**	**Total**
2009			
2010			
2011			
2012			
2013			
Total			

3. In terms of percentages, how would you rate the dropout rate in your school?

a) Less than 25% [ ]

b) 25%-50% [ ]

c) 50%-75% [ ]

d) More than 75% [ ]

4. If less than 25% do you attribute this to existence of Educational fundings?

a) Yes [ ]

b) No [ ]

c) Can't tell [ ]

5. In terms of percentages, how would you rate retention rate in your school?

a) Less than 25% [ ]

b) 25%-50% [ ]

c) 50%-75% [ ]

d) More than 75% [ ]

……

6. How many students were admitted in your school in form one in 2009?
   _____

7. Of the students admitted in Form one in 2009 (as above), what percentage was retained up to Form Four until completion in 2013?

Number of students

a) Form one (2009) ----------

b) Form two (2010) ----------

c) Form three (2011) ----------

d) Form four (2012) ----------

SECTION D

Relationship between Public education fundings and students' retention and dropout

1. The following is A five item 4-point likert scale developed to measure various aspects of government education funding. Please indicate your level of agreement with the following statement on a scale of 1 to 5 where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 strongly agree.

	SA	**A**	**N**	**D**	**SD**
There are students who depend entirely on Public Educational fundings for their school fees					
There are students who had dropped out of school but were reinstated in school due availability of these educational fundings					
The various government education funding policies contributed to the retention of some students in your school					
Government education funding influence positively the retention rate of their beneficiaries					

Appendix III: Interview Schedule for the DEO

Dear respondent,

I am student at Maseno University pursuing a degree in masters of education in planning and economics of education. In partial fulfillment of the award of my degree, I am required to carry out a research on educational educational fundings and their implication on students' retention and dropout in public secondary schools in Seme Sub-County. Your cooperation in completing this questionnaire is highly appreciated. The contents of this questionnaire will be treated with utmost confidentiality and be used solely for academic purposes.

Thank you for your cooperation and participation.

Enrolment

Provide enrolment in your Sub-County in the following years

YEAR	DETAILS	F1	F2	F3	F4
2009	Enrolment Repeaters				
2010	Enrolment Repeaters				
2011	Enrolment Repeaters				
2012	Enrolment Repeaters				
2013	Enrolment Repeaters				
2014	Enrolment Repeaters				

What is the retention rate of students in public secondary school in your sub-county?

1. In your onion, how does implementation of government Public Educational fundings affect the dropout rate of students in your sub-county?
   _____
   _____
2. In your onion, how does implementation of government Public Educational fundings affect the retention rate of students in your sub-county?
   _____
   _____
3. Are the public secondary schools receiving adequate and prompt allocation of government Public Educational fundings?

_____
_____

4. Since the introduction of government Public Educational fundings, what are some of the challenges attached to these policies?

_____
_____

5. What are some of the challenges faced by principals in implementing government Public Educational fundings?

_____
_____

6. What are some of the interventions and measures that can be put in place for the successful implementation of government Public Educational fundings?

_____
_____

Thank you

Appendix IV: Interview Schedule for the CDF Secretary

Dear respondent,

I am student at Maseno University pursuing a degree in masters of education in planning and economics of education. In partial fulfillment of the award of my degree, I am required to carry out a research on educational educational fundings and their implication on students' retention and dropout in public secondary schools in Seme Sub-County. Your cooperation in completing this questionnaire is highly appreciated. The contents of this questionnaire will be treated with utmost confidentiality and be used solely for academic purposes.

Thank you for your cooperation and participation.

1. What criteria do you apply in giving the CDF bursaries to the students?
   _____
   _____
2. Who are the major beneficiaries of this public funding policy?
   _____
   _____
3. Are the funds always enough for its intended objectives?
   _____
   _____
4. What are some of the problems you encounter during the disbursement of these funds to students in this sub-county?
   _____
   _____
5. In your opinion, do you think CDF funding policy to the needy students has had an effect on retention rate among these students in public secondary schools? *Please explain your answer*

Appendix V: Interview Schedule for the DEBB Secretary

Dear respondent,

I am student at Maseno University pursuing a degree in masters of education in planning and economics of education. In partial fulfillment of the award of my degree, I am required to carry out a research on educational educational fundings and their implication on students' retention and dropout in public secondary schools in Seme Sub-County. Your cooperation in completing this questionnaire is highly appreciated. The contents of this questionnaire will be treated with utmost confidentiality and be used solely for academic purposes.

Thank you for your cooperation and participation.

1. What criteria do you use in giving DEBB funds to the needy students in secondary schools in this sub-county.

   _____

   _____

2. Who are the major beneficiaries of this public funding policy?

   _____

   _____

3. Are the funds always enough for its intended objectives?

   _____

   _____

4. What are some of the problems you encounter during the disbursement of these funds to students in this sub-county?

   _____

   _____

5. In your opinion, do you think DEBB funding policy to the needy students has had an effect on retention rate among these students in public secondary schools? *Please explain your answer***?**

Appendix VI: Correlation Data

School Code	Public Education Funding	Student Retention Rate	Dropout Rate
01	14	66.9	29.4
02	19	91.3	7.8
03	20	96.4	7.5
04	18	92.8	10.9
05	19	89.2	8.9
06	18	89.7	11.9
07	17	78.7	18.2
08	12	67.5	28.7
09	17	85.2	18.6
10	17	73.8	20.3
11	16	80.7	22.0
12	19	95.3	15.6
13	13	65.4	19.1
14	16	97.0	25.8
15	16	82.1	22.1
16	17	83.3	26.7
17	16	70.8	27.4
18	20	95.4	15.9
19	18	86.6	8.6
20	20	91.3	16.9
21	18	79.8	20.3
22	18	86.9	22.3
23	18	87.2	19.3
24	13	62.4	20.7
25	18	92.7	21.6
26	17	83.6	25.6
27	19	89.0	20.3
28	18	82.4	19.9

Appendix VII: Research Clearance Permit

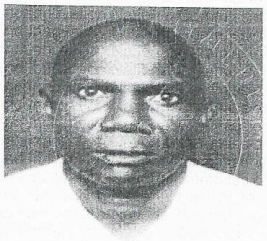
THIS IS TO CERTIFY THAT:
MR. OPIYO FESTUS OMOLO
of MASENO UNIVERSITY, 0-40100
KISUMU,has been permitted to conduct
research in *Kisumu County*

on the topic: *INFLUENCE OF EDUCATIONAL FUNDINGS ON STUDENTS RETENTION AND DROPOUT IN PUBLIC SECONDARY SCHOOLS IN SEME SUB-COUNTY, KENYA*

for the period ending:
9th October,2018

.....
Applicant's Signature

Permit No : NACOSTI/P/17/00797/19547
Date Of Issue : 10th October,2017
Fee Recieved :Ksh 1000



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

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 16074

CONDITIONS: see back page

Appendix VIII: Research Authorization from NACOSTI

NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
0713 788787,0735404245
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/00797/19547**

Date: **10th October, 2017**

Opiyo Festus Omolo
Maseno University
Private Bag
MASENO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of educational fundings on students retention and dropout in public secondary schools in Seme Sub-County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **9th October, 2018.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GP Kalerwa

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisumu County.

Appendix IX: Ethical Review from Maseno University

MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya
Email: muerc-secretariate@maseno.ac.ke

FROM: Secretary - MUERC

DATE: 16th January, 2017

TO: Mr. Opiyo Festus Omolo
PG/MED/00026/2011
Department of Educational Management and Foundations
School of Education, Maseno University
P. O. Box, Private Bag, Maseno, Kenya

REF: MSU/DRPI/MUERC/00348/16

RE: Influence of Educational Fundings on Students Retention and Dropout in Public Secondary Schools in Seme Sub-County, Kenya. Proposal Reference Number: MSU/DRPI/MUERC/00348/16

This is to inform you that the Maseno University Ethics Review Committee (MUERC) determined that the ethics issues raised at the initial review were adequately addressed in the revised proposal. Consequently, the study is granted approval for implementation effective this 16th day of January, 2017 for a period of one (1) year.

Please note that authorization to conduct this study will automatically expire on 15th January, 2018. If you plan to continue with the study beyond this date, please submit an application for continuation approval to the MUERC Secretariat by 16th December, 2017.

Approval for continuation of the study will be subject to successful submission of an annual progress report that is to reach the MUERC Secretariat by 16th December, 2017.

Please note that any unanticipated problems resulting from the conduct of this study must be reported to MUERC. You are required to submit any proposed changes to this study to MUERC for review and approval prior to initiation. Please advice MUERC when the study is completed or discontinued.

Thank you.

Yours faithfully,

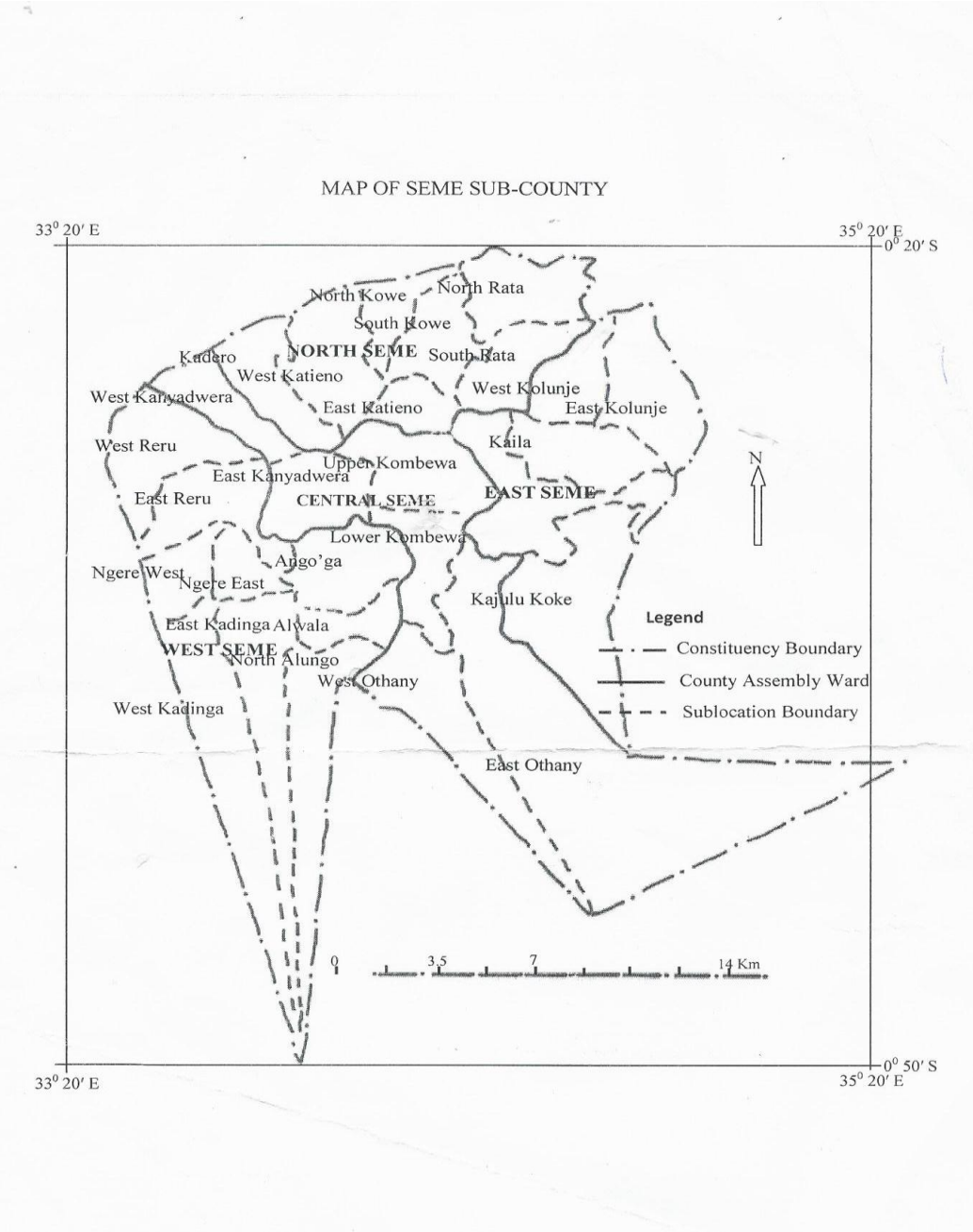
DIRECTORATE OF RESEARCH PUBLICATION & CONSULTANCIES 16 JAN 2017 MASENO UNIVERSITY

Dr. Bonuke Anyona,
Secretary,
Maseno University Ethics Review Committee.

Cc: Chairman,
Maseno University Ethics Review Committee.

MASENO UNIVERSITY IS ISO 9001:2008 CERTIFIED

Appendix X: Map of Study Area



Source: Independent Electoral and Boundaries Commission (IEBC*)*