



# **Level of Government Funding and Their Distribution across Gender and the Beneficiaries of Public Funding of Education in Seme Sub-County, Kenya**

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## **ABSTRACT**

Kenya government has initiated a number of education investment fundings such as Free Tuition Secondary Education, Constituency Development Fund and District Education Board Bursary in secondary schools in an attempt to promote retention and reduce dropout rate among the students in public secondary schools. In Seme Sub-County, the proportion of 16 and 17 year old without access to education was 2,257 (9.1 percent) of the total number of secondary school going age which was 24,799 and of those who attended secondary schools which was 22, 542, of which 5,883 (26.1 percent) dropped out without completing secondary school in the sub-county. The objectives of the study were to; examine levels of education fundings schools. The study adopted descriptive survey research design. All the thirty (30) public secondary schools in the Seme Sub-County were included in the study through saturation sampling technique. A pilot study was conducted in two schools to establish both reliability and validity of the instruments. The study found that that the majority of the schools in Seme Sub County, had more than 500 students. The study also found that all the public secondary schools received the education funding which could be in form of CDF bursaries, DEBB or FTSE. Further, it was found that all the schools (100%) received FTSE funds. The number of the CDF applicants since 2009 have been on the upward trend and based on distribution by gender, more male students have be applying for the CDF than their female counterparts, save for the year 2011 when more than half of the applicants were females. The study recommends that the public should be adequately sensitized on the existence of various government education educational fundings including DEBB funds and when they are released to ensure that more students are able to apply for it. The amount allocated for the various government education funds should be increased so that more students can benefit as well as enough money to be given to deserving students to enable them clear their fees.

**Keywords:** Education, Funding, Gender, Schools

## **1.0 INTRODUCTION**

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, and 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 (UNESCO, 1998). 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 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 Kenya government laid down policies and allocated money in the National budget for provision of education to her people (MOEST, 2005). For instance, the Kenyan government has put in place several intervention measures and policies, which have been incorporated in its several initiatives and policies such as Free Tuition Secondary Education Fundings (FTSF), Constituency Development Fund (CDF) and District Education Board Bursary (DEBB).

### **1.2 Statement of the Problem**

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 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 Kenyan government have come up with various initiatives and government Public Fundings such as Free Primary Education (FPE) that was initiated in first time in 1974, the introduction of Free Tuition Secondary Education (FTSE) 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. 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. The present study therefore, assesses the Government Public Fundings and their beneficiaries in the public secondary schools within Seme Sub-County Kenya.

### **1.3 Objectives of the Study**

The objective guiding the study was Examine levels of Education Fundings and to determine the beneficiaries of education funding in public secondary schools in Seme Sub-County.

## **2.0 Literature Review**

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 duration, of basic education, has been raised to include secondary schooling in many countries (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).

In 1994, government of China directed bursaries to minority areas for their educational needs. 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.

In Zambia and Malawi, studies show that close to 70% 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 such as double orphans. Bursary schemes are also favored to improve retention of girls in the schools (Sutherland-Addy, 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.

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 both the free primary education and free tuition secondary education, secondary school cost-sharing policy and government funding such as CDF, BUSARY, LATIF are some of the government initiatives toward creating open access to education for all citizens and also to curb 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.

### **3.0 RESEARCH METHODS**

#### **Research Design**

Research design adopted for this study was descriptive survey research designs. This design is suitable for this study because they are 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).

### **3.2 Area of Study**

This study will be conducted among the public secondary schools in Seme Sub-County. Seme Sub-County is one of the newly founded 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 divisions called Kombewa division it has a geographical area of 190.20 sq Km, exclusive of water surfaces, it has a population of 98805 persons (KNBS, 2009).

### **3.3 Study Population and Sampling Techniques**

The study population was all the 30 public secondary schools in Seme Sub-County. The study was done in all the 30 public secondary schools in the Sub-County, implying that it involved all the 30 principals of these secondary schools as its major respondents. In addition, DEO official, CDF Secretary and DEBB Secretary was also be included in the study as key informants. Saturated sampling technique was used to sample 30 public secondary schools in the sub-county. Purposive sampling was used to select those students who have benefited from Constituency Bursary Fund and District Education Board Bursary fund. Kombo and Delma (2006) observed that the purposive sampling method is the best technique for those who have benefited from a phenomenon

### **3.4 Validity and Reliability of the Research Instrument**

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. The questionnaire recorded a reliability coefficient of 0.712. This shows that the measure had good reliability and high consistency

## **4.0 RESULTS AND DISCUSSION**

### **4.1 Levels of Government Funding**

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 1 shows the results.

**Table 1: Types and Size of secondary Schools Enrolment in Schools**

<b>Total number of students in a school</b>	<b>Frequency</b>	<b>Percentages</b>
Below 200 students	5	17.9
200-500 students	6	21.4
500-700 students	9	32.1
Above 700 students	8	28.6
<b>Describing the total number of students in a sub county</b>		
<b>Females</b>		
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
<b>Males</b>		
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
<b>Receive Any of The Government Public Educational Fundings</b>		
Yes	28	100.0
No	0	0.0
<b>Form of Government Public Educational Fundings</b>		
FTSE	28	100.0
CDF	24	85.7
DEBB	14	50.0
None of the above	00	0.0

Table1 shows that most 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. This shows that cumulatively, over two thirds 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 another 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 FTSE. Further, it was found that all the schools (100%) received FTSE funds, 85.7% received CDF, while 50.0% could receive DEBB. This shows that all the schools in the sub county received educational fundings.

#### 4.2 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 2 shows the result.

**Table 2: Percentage Distribution of Education funds across the classes**

Level of funding	Form one	Form Two	Form Three	Form Four
FTSE	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 level 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 FTSE, 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 award the FTSE 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 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. Low accessibility and disbursement rate of the DEBB funds could be explained by lack of awareness of this level of education funding among the students.

#### 4.3 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 2009-2013. Table 3 shows the result.

**Table 3: CDF distribution across gender and the number of beneficiaries (2009-2013)**

Year	Number of students applied for CDF					Number of students that received the funds				
	Males	Perce.	Females	Perce.	Total	Males	%	Females	%	Total
2009	3304	53.0%	2,931	47.0%	6,235	2261	68.4%	2105	71.8%	4366
2010	3659	51.4%	3,463	48.6%	7,122	2540	69.4%	2871	82.9%	5411
2011	3820	48.8%	4,003	51.2%	7,823	2902	76.0%	3469	86.7%	6371
2012	4689	55.4%	3,772	44.6%	8,461	3426	73.1%	2861	75.8%	6287
2013	5026	52.1%	4,625	47.9%	9,651	4259	84.7%	3862	83.5%	8121

Table 3: 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.

#### 4.4 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 2009-2013. Table 4 shows the result.

**Table 4: DEBB distribution across gender and the number of beneficiaries (2009-2013)**

Year	Number of students applied for DEBB				Number of students that received the funds					
	Males	%	Females	%	Total	Males	%	Females	%	Total
2009	2789	61.80%	1,721	38.20%	4,510	956	34.3%	766	44.5%	1722
2010	3026	62.90%	1,787	37.10%	4,813	986	32.6%	796	44.5%	1782
2011	2699	53.70%	2,324	46.30%	5,023	1056	39.1%	863	37.1%	1919
2012	3241	52.00%	2,990	48.00%	6,231	1063	32.8%	897	30.0%	1960
2013	4122	59.80%	2,770	40.20%	6,892	1072	26.0%	956	34.5%	2028

According to the study findings in Table 4 it is evidenced 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 the 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 level 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. Low rate of allocation of the DEBB funds could be explained by inadequate allocation of such funds to the district education office and few number of applicants due to low accessibility of its information.

#### 5.0 Who benefit more from the public educational fundings

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

Table 5 shows the response.

**Table 5: Who benefit more from the public educational fundings**

Beneficiaries	Freq.	percentages
Orphan and Needy students	11	39.3
Students from humble 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 humble 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, humble background or from single parenthood could get the education funding. However, a study by Odalo, (2000) found that recipients from high socio-economic backgrounds received more bursary support than their counterparts. 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 humble backgrounds.

## 6.0 CONCLUSION

The study concluded that all the public secondary schools received the education funding which could be in form of CDF bursaries, DEBB or FTSE. Further, it was concluded that all the schools (100%) received FTSE funds. All the students in all the classes were allocated the funds due to education funding policy of the government which award the FTSE to all the students in public secondary schools. However, there was low accessibility and disbursement rate of the DEBB funds and this could be explained by lack of awareness and information of this level of education funding. Further, the number of the CDF applicants since 2009 have been on the upward trend and based on distribution by gender, more male students have been applying for the CDF than their female counterparts, save for the year 2011 when more than half of the applicants were females.

## 7.0 RECOMMENDATION

The public should be adequately sensitized on the existence of various government education educational fundings including DEBB funds and when they are released to ensure that more students are able to apply for it. The allocations of the bursary to needy students should be done transparently and fairly to ensure that deserving students benefit from the scheme. The timing of the release of the various government education funds should be in line with the school academic calendar so that students can get the funds at the right time. The amount allocated for the various government education funds should be increased so that more students can benefit as well as enough money to be given to deserving students to enable them clear their fees. All the various government education funds should be harmonized to enhance equitable distribution of fund to needy students.

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