

**NATIONAL GOVERNMENT CONSTITUENCY DEVELOPMENT FUNDS AND  
RETENTION OF STUDENTS IN PUBLIC MIXED SECONDARY SCHOOLS IN  
EKERENYO SUB-COUNTY, KENYA**

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## DECLARATION AND APPROVAL

### Declaration by candidate

This research project is my original work and has not been submitted for the award of any degree in any college or university.

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## ABSTRACT

The Constituency Development Fund (CDF) was introduced with the aim of decentralizing development and addressing some of these challenges by providing funding to improve school infrastructure, offer bursaries to needy students, and enhance learning conditions. Despite efforts to improve access to education in Kenya, student retention in public secondary schools remains a significant challenge, particularly in rural areas like Ekerenyo Sub-County, Nyamira County. High dropout rates have been attributed to factors such as poverty, inadequate school infrastructure, and a lack of educational resources. This study aimed to ascertain the impact of NG-CDF bursary funding on the availability of school supplies and learning resources in public mixed secondary schools in Ekerenyo Sub-County, as well as the relationship between the bursary fund and student retention and dropout rates in the area. The study also compared the retention and dropout rates of students in public secondary schools before and after the introduction of the bursary in public mixed secondary schools in Ekerenyo Sub-County. The study theory were Human Capital Theory and the Theory of Educational Productivity and used mixed research methodology as research design. The target population consisted of 1,311 respondents, of whom 451 were student council members, 10 NG-CDF officials, 40 principals, 160 class teachers and 1 Sub County Director of education. The study's sample size consisted of 451 respondents, including 400 student council members, 10 CDF officials, 40 school principals, 16 class teachers and 1 Sub County Director of education. Students and school principals were given questionnaires for quantitative data, while NG-CDF officers were interviewed for qualitative data. Quantitative data was analyzed descriptively (frequencies, percentages, means) and Pearson correlation being used to test the relationship between the variables. Qualitative data was thematically examined along the goals and presented in narrative formats. The study found that before the introduction of the NG-CDF, the enrolment rates were relatively low, especially in rural and marginalized areas. However, after the introduction of NG-CDF funding policy in public high schools, the enrolment rates and retention rate increased significantly, with more students, including girls and those from poor backgrounds, gaining access to education. The study found that generally, the NG-CDF education funding policy improve the overall infrastructure and resources available in schools, which in turn enhances the learning environment. It was found that the fund provides for the construction and renovation of school facilities, acquisition of teaching and learning materials, and establishment of supportive resources such as libraries and laboratories. There was a strong positive correlation between retention rate and NG-CDF education funding being statistically significant at  $p < 0.05$ . Thus when the NG-CDF education fundings increases, the dropout rate decreases. The management of NG-CDF should implement stronger mechanisms for the monitoring and evaluation of bursary distribution to ensure that funds are allocated to the most deserving students. The government policy makers and NG-CDF should develop specific NG-CDF guidelines targeting the needs of girls and other vulnerable groups in mixed secondary schools to address dropout rates driven by gender-related issues. The government should also offer regular training to NG-CDF committees and school administrators on effective fund management, needs assessment, and student support systems.

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## LIST OF ABBREVIATIONS AND ACRONYMS

AIDS:	Acquired Immune–Deficiency Syndrome
CDFC:	Constituency Development Fund Committee
HIV:	Human Immunodeficiency Virus
EFA:	Education for All
IPAR:	Institute of Policy Analysis and Research
LATE:	Local Authorities Transfer Funds
M & E:	Monitoring and Evaluation
MOEST:	Ministry of Education Science and Technology
MDG :	Millennium Development Goals
MOE:	Ministry of Education
MP:	Member of Parliament
NG- CDF:	National Government Constituency Development Fund
NER:	Net Enrolment Rates
PA:	Parents Association
RGF:	Rwanda Genocide Fund
SPSS:	Statistical Package for Social Sciences
SQASO:	Sub-County Quality Assurance and Standards Officer
SEBF:	Secondary Education Bursary Fund
UK :	United Kingdom
UPE :	Universal Primary Education
UNESCO:	United Nation Educational Science and Cultural Organization
YIKE :	Youth Initiative Kenya

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

This section presents background of the study, statement of the problem, purpose of the study and objectives of the Study. It also highlights research questions, significance of the study, scope of the study and well as limitations of the study. The section also presents study delimitations, assumptions of the study and operational definition of terms.

### **1.1 Background of the Study**

Education is a crucial instrument for enabling people to succeed and for increasing the productivity of both men and women in the home and workforce (Koech & Kipruto, 2021). While many students cannot have enough money to pay for their education out of their own family's resources, education is a successful private investment (Mugambi, 2020). Therefore, in order to guarantee equality of opportunity and ultimately end poverty, governments must give funding to promote a wide-ranging, equitable extension of secondary education with inducements for private provisions and subsidies to underprivileged students (Veerspoor, 2017).

To be socially useful in society, one must have education, which is human capital (Schultz, 2021). An educated individual helps society as a whole in addition to themselves. It has been discovered that educating a populace accelerates a country's economic development. Government bursaries are given to worthy students so they may further their studies (Mwangi, 2019). Allocating bursaries effectively requires adherence to the ideals of efficiency and equality. In order to ensure equity, resources must be allocated properly, with more going to areas that are disadvantaged based on low allocation or more going to underprivileged groups in the community, such as orphans and the impoverished who live in severe poverty (Johnson & Keller, 2020).

Every student in the United Kingdom (UK) is eligible to apply to their school, college, academy, or other institution for a discretionary bursary (Nguyen, 2021). The qualifying requirements for bursaries must take into account the fact that these awards are meant for students who most need financial assistance (Liu, 2023). For instance, there are two degrees of eligibility used at Astley Cooper School: Medium priority, which covers all students receiving free school meals, and low priority, which covers kids whose home receives means-tested assistance (Smith, 2021). Furthermore, if a student can demonstrate a clear financial need, they may apply for a low priority grant irrespective of their personal or familial circumstances. If further help is needed, a student who receives a medium priority bursary is not prohibited from applying for a low priority scholarship (Smith & Yang, 2022). A 16–19 bursary fund committee comprised of important stakeholders is run by the school. Throughout the academic year, it meets as needed and authorises all awards.

Regarding low priority awards, each case is examined in detail, taking into account all relevant documentation as well as the student's unique circumstances, before determining the suitable award amount (Johnson & Keller, 2020). The prize is given in kind, including complimentary meals, travel tickets, and the required course supplies. This makes it more likely that the bursary will really be enough to satisfy the requirements of the student (Liu, 2023). Since the information is available on their websites, it is the obligation of individual providers or groups of providers to disseminate facts about the bursaries.

Kenya's government acknowledges that the primary pillar of the nation's entire development process is education (Kamau & Mwangi, 2022). As a result, it has created an education policy with the goal of educating everyone. In line with the

Millennium Development Goals (MDG) (UNESCO, 2019), the goal is to eradicate inequality in education at all levels by the year 2015. Nonetheless, the impoverished and orphans, as well as other marginalised segments of society, often lack access to education in developing nations. Particularly, low-income families and marginalised populations exhibit this more strongly (Green & White 2022). Due to sociocultural and economic circumstances, including poverty, only a small percentage of disadvantaged members of society, such as orphans and the impoverished, enroll in schools, and those who do often leave out before their time (Towett, 2014). As a result, the impoverished and orphans are deprived of their fundamental right to a worthwhile education.

Vulnerable kids in these communities who fall behind in their education have less opportunities in life, including work, health, and involvement in life-affecting political activities (Anderson & Roberts, 2020). This is in line with the finding that among the marginalised, limited opportunity is one of the most effective ways to pass down poverty from generation to generation (Flora, 2019). The Kenyan government established the Constituency Development Fund (CDF) bursary in 2016 with the intention of helping the underprivileged and marginalised segments of society to fulfil their fundamental requirements, including health and education (Omondi & Kariuki, 2022).

The Kenyan government has implemented a number of initiatives to provide the underprivileged and vulnerable access to education. Whether the underprivileged and vulnerable populations are aware of these actions is unknown (Okech & Auma, 2021). Free Day Secondary Education (FDSE); Free Primary Education, education bursaries, and Constituency Development Fund bursaries (CDF) are a few of these measures.

Increasing accessibility to secondary schools, guaranteeing student retention in secondary schools, boosting transition and completion rates, and minimising inequities and inequalities in the secondary education system were the four goals of the CDF bursary, one of the interventions (Omondi & Kariuki, 2022). The bursary program's beneficiaries include orphans, kids from semi-arid and arid regions, kids in challenging situations and other vulnerable groups, kids from low-income homes—especially the girls—and kids from poor households overall (GoK, 2018). This grant is available to Nyamira County students. Therefore, the purpose of this research was to determine how the CDF has aided Nyamira County pupils in receiving an education.

## **1.2 Statement of the Problem**

In recent years, the government has aimed to increase secondary school enrollment through initiatives such as NG-CDF education funding policies and the 100% transition policy from primary to secondary school. A number of constituencies manage secondary school bursary funds under the CDF policy as part of the Social Dimension of Development initiative aimed at funding education for impoverished and disadvantaged pupils. With a focus on the impoverished and vulnerable populations in particular, the program aims to increase retention and completion rates while guaranteeing all eligible Kenyans a high-quality secondary education (Sitati, 2015).

Despite efforts to improve access to education in Kenya, student retention in public secondary schools remains a significant challenge, particularly in rural areas like Ekerenyo Sub-County, Nyamira County. As of the latest reports, the Gross Enrollment Rate (GER) for public mixed secondary education in Nyamira County has risen to around 70.3%, while the Net Enrollment Rate (NER) stands at approximately

53.2% as of 2019. However, despite these gains, disparities are evident, especially across different regions in the county. For example, public mixed secondary schools in urban set up have higher enrollment rates (around 60-65%), while rural areas like - Ekerenyo Sub-County with rates as low as 49.3%.

High dropout rates have been attributed to factors such as poverty, inadequate school infrastructure, and a lack of educational resources. The Constituency Development Fund (CDF) was introduced with the aim of decentralizing development and addressing some of these challenges by providing funding to improve school infrastructure, offer bursaries to needy students, and enhance learning conditions.

However, the impact of CDF allocations on student retention in public mixed secondary schools remains unclear. Some schools in Ekerenyo Sub-County continue to experience high dropout rates, suggesting that the effectiveness of CDF interventions in this region needs to be investigated. This study seeks to examine the relationship between CDF allocations and student retention in public mixed secondary schools, focusing on whether the funds have helped reduce dropout rates and what factors may be influencing the effectiveness of these interventions.

### **1.3 Purpose of the Study**

The main aim of this study was to assess the effects of National Government Constituency Development Funding policy on retention of students in public mixed secondary schools in Ekerenyo Sub-County, Nyamira County, Kenya.

#### **1.4 Objectives of the Study**

This study was guided by the following objectives:

- i. To compare the retention and dropout rates of students in public secondary schools before and after the introduction of NG-CDF bursary in public mixed secondary schools in Ekerenyo Sub-County
- ii. To establish the contribution of NG-CDF bursary funding on the availability of school physical and learning resources in public mixed secondary schools in Ekerenyo Sub-County
- iii. To establish the relationship between NG-CDF bursary fund and students' retention and dropout rate in Ekerenyo Sub-County

#### **1.5 Research questions**

This study was guided by the following research questions:

- i. What is the comparison of the retention and dropout rates of students in public secondary schools before and after the introduction of NG-CDF bursary in public mixed secondary schools in Ekerenyo Sub-County?
- ii. What is the contribution of NG-CDF bursary funding on the availability of school physical and learning resources in public mixed secondary schools in Ekerenyo Sub-County?
- iii. What is the relationship between NG-CDF bursary fund and students' retention and dropout rate in Ekerenyo Sub-County?

#### **1.6 Justification of the Study**

The CDF initiative aims to address inequality in access to education by providing resources to public schools. Investigating its effects will reveal how well the fund has improved school facilities, provided scholarships, and reduced school dropout rates. This, in turn, will help in identifying the extent to which students especially in

marginalized areas benefit from the funds. Findings from the study may guide policymakers on how to optimize the allocation of CDF to ensure greater educational outcomes. This could lead to reforms in how funds are distributed and used in public schools, potentially enhancing equity in the education sector.

Understanding the correlation between CDF investments and student retention will highlight the challenges students face, such as financial hardships or inadequate learning resources. These insights will help schools and local authorities devise more effective strategies to ensure students complete their education. This study will serve as a foundation for further research on the broader impacts of CDF on education in other regions, as well as its impact on other sectors like health and infrastructure.

### **1.7 Scope of the Study**

This study was conducted in Ekerenyo Sub-County, Nyamira County and it investigated the influence of CDF on retention of students in public mixed secondary schools. The study was carried out between January 2024 to October 2024 and incorporated mixed methods research approach, together with concurrent triangulation design.

### **1.8 Limitations of the study**

- i. The study may be limited to Ekerenyo Sub-County, meaning its findings may not be generalizable to other regions of Kenya or different types of schools (e.g., private or single-gender schools). Factors influencing student retention could vary significantly in different contexts.
- ii. Given that the study relied on questionnaires and interviews, respondents might have provided biased or inaccurate information, either unintentionally or to portray themselves or their institutions in a favorable light. This might have compromised the validity of the findings.

- iii. The study focused only on the NG-CDF's direct impact on retention and did not account for other factors such as family background, economic conditions, quality of teaching, or school infrastructure, which could also affect retention rates.

### **1.9 Study Delimitations**

The study was confined to public mixed secondary schools within Ekerenyo Sub-County, Nyamira County, Kenya. Schools outside this specific sub-county were not part of the study, which might have limited generalization to other regions. The study only compared the retention and dropout rates of students in public secondary schools before and after the introduction of NG-CDF bursary in public mixed secondary schools in Ekerenyo Sub-County, established the contribution of NG-CDF bursary funding on the availability of school physical and learning resources in public mixed secondary schools in Ekerenyo Sub-County and established the relationship between NG-CDF bursary fund and students' retention and dropout rate in Ekerenyo Sub-County

The research focused exclusively on public mixed secondary schools. It excludes private schools, single-gender schools, and primary schools. This focus narrowed the scope but ensures a detailed exploration of the selected category of schools. Based on time period, the study covered 6 months to completion. However, the timeframe could limit the study to certain financial years or educational policies in place during that time.

### **1.10 Assumptions of the study**

- i. It was assumed that accurate and reliable data on student retention rates, allocation of CDF, and the specific expenditures on education within the sub-county were available and accessible.
- ii. It was assumed that financial constraints, particularly the lack of school fees, uniforms, and other educational materials, were significant factors contributing to student dropout rates, and that CDF is used to address these financial barriers.
- iii. It was assumed that CDF allocations to the schools have been consistent over a period long enough to assess their impact on student retention



### 1.11 Operational definition of terms

**Student Retention Rate:** This is the percentage of students who remain enrolled in a school or educational program over a specific period of time, typically from one year or grade level to the next. It is an important indicator of how well a school or education system is able to keep students engaged and enrolled until they complete their studies.

**Student Dropout Rate:** This is the key educational metric that measures the percentage of students who discontinue their education and leave school before completing a specific level or grade within a defined period. This rate is crucial for assessing the effectiveness of educational systems and identifying areas that require intervention to improve student retention and overall educational outcomes.

**National Government Constituency Development Fund (NG-CDF):** This is a government initiative in Kenya that allocates a portion of the national budget directly to each parliamentary constituency for local development projects. The primary objective of the NG-CDF is to address localized needs by enabling Members of Parliament (MPs) to identify and fund community-based projects, particularly in areas such as education, health, infrastructure, and water supply. The NG-CDF was established by the Constituencies Development Fund Act of 2003.

**Education funding policy:** This refers to the set of laws, regulations, guidelines, and practices that govern how financial resources are allocated, managed, and utilized to support education systems at various levels, including primary, secondary, and tertiary education. The policy ensures the equitable distribution of funds to enhance access to quality education, improve

infrastructure, provide learning materials, and support the welfare of students and educators.



## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter reviews the various literature sources related to the influence of CDF bursaries and funding policies on students retention in government learning institutions. It also underscores the theoretical models and foundations that underpinned the present study.

### **2.1 Empirical literature review**

This section contains a scientific and empirical analysis of how government funding policies influence the students' retention and dropout rate in secondary schools.

#### **2.1.1 National Government Constituent Development Funds and Retention of Learners**

The expense of secondary school completely moved to the parents with the implementation of the cost-sharing program. Poor families are disproportionately affected by this fee-paying secondary education since they are unable to afford to educate their children (Okech, & Auma, 2021). Children from marginalized and underprivileged groups participate poorly in secondary school as a result of these educational costs (RoK, 2019). The administration established three different kinds of bursaries at the constituency level in this respect. The first is the Secondary Education Bursary Fund (SEBF), which was established in the 2013–1994 fiscal year and is a government-funded program that assists low-income secondary school pupils. The second is the CDF for generalized development in 2016, which will prioritize social amenities, health, and education. Local government bursaries come in third. In 2019, Local Authorities Transfer Funds (LATF) will include a kitty for low-income students. 10% of the overall constituency allocation was set aside for education under the CDF Policy, which gave it particular consideration (Wanjala, & Kaburi, 2021).

This funding has been used to equip schools, develop more classrooms, libraries, and labs, as well as to build dorms. More precisely, bursaries for secondary schools and other post-school educational programs, such as teacher preparation, technical training, various forms of vocational training, and university education, have been awarded using the educational allocation (Kurgat, & Chepkwony, 2018). Specifically, this strategy has helped a large number of students by providing access to the CDF Bursary Fund, which has helped them finish school and gain independence.

### **2.1.2 Retention of students**

Student retention refers to the ability of an educational institution to keep students enrolled and progressing towards the completion of their studies. It is an essential measure of the institution's effectiveness and the students' success in navigating academic, social, and personal challenges (Chege, Njihia & Otieno, 2020). Student retention is a critical issue in higher education, reflecting the effectiveness of institutions in maintaining student enrollment through graduation. Understanding factors that influence retention rates helps institutions create strategies to improve student success and reduce dropout rates (Kurgat & Chepkwony, 2019). Retention rates are often seen as key performance indicators for schools, colleges, and universities, as high retention often correlates with a positive academic environment, student satisfaction, and academic achievement (Kiprono, Omamo & Too 2020).

Improving retention rates is essential for both institutions and students. For educational institutions, high retention rates are crucial because they reflect positively on the institution's quality and reputation (Mwangi, & Muthoni, 2020). Institutions with low retention rates may struggle to maintain their credibility, attract new students, or receive funding. For students, high retention signifies that they are progressing well towards completing their education, which directly impacts their

future career prospects and financial stability. Additionally, addressing retention is a matter of equity and access (Wanjala & Kaburi, 2021). Marginalized students—such as first-generation students, students from low-income backgrounds, or those from underrepresented racial or ethnic groups—often face greater challenges in completing their studies (Mutegi, Waweru & Mwangi 2017). By improving retention rates, institutions can help close these equity gaps.

### **2.1.3 Provision of Bursary and Students Retention in Schools**

The Edusave bursary program in the United Kingdom, launched by the Ministry of Education, clearly stipulates that a student must have a gross monthly family income of less than \$4000 in order to be eligible for funding. To make sure that this is followed, regulations are placed in place. The program makes sure the recipients stay in school. Every kid who leaves school does so voluntarily (MOE, 2012). There is still the so-called 16-19 Bursary fund in the UK.

The bursary fund guidance for 2012–2013 highlights the significance of making sure that funding is directed toward students who are most in need of it, that the amounts allotted are enough to allow those students to engage in education, and that information about funding availability is effectively conveyed to both prospective and actual students before and after they enroll. Various bursary providers have made this their goal. For instance, eligibility for the funding at Brandford Academy is predicated on the family income not exceeding 16,100 pounds or the parents of the pupils receiving financial help from Jobseekers Allowance or a comparable program.

According to Opon (2017), eligibility for bursaries in China and the Philippines will be based on the official poverty level. The eligibility limit, which is an income threshold above the official poverty line, allows many students who are not among the

very poor to qualify. In Thailand, eligibility is determined by a family's income alone, which ignores a variety of considerations, including the number of dependents living in the home. In Rwanda, children who still have both of their parents are more likely to attend school than children who have lost one or both of their parents. Children who have lost their moms, even if they haven't lost their dads, are more likely to miss school, according to World Bank research from 2017. Social and economic divides become much more pronounced after elementary school. This degree of education is the focus of the Rwanda Genocide Fund (RGF), which was established by the government. These payments go toward helping orphaned children, and money will keep coming in as long as these youngsters are enrolled in the system. Consequently, orphans have a comparatively high representation in secondary education.

Based on data from the Conseil protestant du Rwanda (CPR), an umbrella organization of schools run by different churches, the percentage of orphans enrolled in secondary education increased to 41 percent. This is because the children were specifically targeted for aid under the Rwanda Genocide Fund (RGF). In an analysis of Kenyan bursary programs' public expenditure tracking, Oyugi (2019) notes that the main goal of the bursary program is to provide children from low-income households with access to school. He claims that there is inconsistent assistance for underprivileged youngsters. Such pupils are not assured of financing indefinitely until they graduate from high school. Students who need financial assistance must apply and renew. They are evaluated with other candidates upon reapplying. Many continuing students are eligible for additional money, although this is contingent upon reapplying. The decline in poverty and rising educational expenses are the key reasons why secondary school transition and completion rates have stayed below 50% (Republic of Kenya, 2016).

In an attempt to improve the transition from primary to secondary education, the Kenyan government launched the secondary school bursary program during the 2013 fiscal year. The bursary was intended for vulnerable populations, such as females, orphans, impoverished people living in high-risk locations, and those living in arid or semi-arid regions, as well as children from slums. The research did discover, however, that the scholarship distribution process would be heavily criticized for excessive bureaucracy and for maintaining injustice by awarding bursaries to students who are not eligible and to those with strong connections.

Bursary funding was greater for those from affluent socioeconomic backgrounds than for those from lower socioeconomic ones. This oddity will be ascribed to the bursary winners' selection criteria being incorrect, which is why the area's transition rates remained low. According to the findings of an IPAR (2016) assessment on Kenya's education finance system, schools were not provided with sufficient guidance by the Ministry of Education on the identification of students in need of bursaries. The Ministry's general recommendations did not specify how much financing should be given to each student in order to make a significant difference; instead, they just told the schools to distribute the funds to the underprivileged, intelligent, and well-behaved children.

Schools employed a variety of criteria and techniques to distribute the bursaries in the absence of defined standards. Consequently, a large number of head teachers misused the opportunity by giving bursaries to their relatives, some of whom came from less worthy families. In other instances, head teachers are said to have been unfairly pressured by DEOs and politicians to provide bursaries to their family members, depriving less fortunate kids of access to the facility. The effect of the bursary plan

was examined in four districts—Kiambu, Kisumu, Bungoma, and Garissa—by Njeru and Orodho (2016). The study's findings demonstrated that the impoverished pupils in the research districts had differing levels of unpaid fees, a sign that the bursary money was inadequate to cover their educational expenses. The study also revealed that, despite the bursary scheme's intention to protect the poor and vulnerable from the swings of declining economic indicators, it did not appear to have a significant impact on students' access to secondary education and had not done much to sustain higher rates of participation and retention in secondary education.

According to Kiragu (2018), nepotism, corruption, and inadequate selection criteria prevented the government-instituted secondary school bursary from always going to the most deserving pupils. Bursary distribution to schools will be consolidated at the Ministry of Education (MOE) Headquarters at Jogoo House prior to 2016. Head teachers and school administrators distributed the money to kids in need at this time. Nonetheless, the following objections were made: First, it should be mentioned that students who weren't worthy of the bursary money received it. Bursary monies were given to pupils from wealthy families by the managers and head teachers, who in turn withheld the cash from worthy students. Second, relatively few beneficiaries are contacted due to inadequate communication with parents or guardians and the recipients themselves. Thirdly, children of well-connected people and ghost students will get scholarships because of widespread corruption in the administration of bursary monies. Fourthly, it will be seen that insufficient funds are being allotted. Because it is so little, the bursary fund is unable to provide needy students with the assistance they need. Fifth, it will be noted that there aren't any precise guidelines for awarding bursaries. There won't be any accountability or transparency from MOE or the schools as a consequence of the lack of clearly defined standards (MOE bursary

section data, 2016). Lastly, it will be noted that the bursary monies were not distributed on time, which had an impact on school operations and resulted in the expulsion of deserving pupils.

In 2016, the MOE delegated these to the constituencies in response to these and other difficulties. This devolution would be justified by the need to increase the number of beneficiaries and enhance the accountability and delivery of education services. The new strategy makes it easier for the relevant parties to become involved at the local level, which enhances accountability and governance. This is also consistent with the 2018 Poverty Reduction Strategy Paper (PRSP), which emphasizes the need for policies and initiatives to promote both poverty reduction and national development. The Ministry of Education issued a revised circular on April 22, 2015, REF.NO.G9/1/V11/101, which was sent to all District Education Officers and outlined new procedures for the distribution of secondary school bursaries via constituencies. This policy will be put into effect starting with the 2016–2014 fiscal year, and all District Education Officers will distribute circular Ref.No. G9/1/(61) dated 22/9/2016 to stakeholders.

The Kenyan government determined in 2016 that the Secondary Schools Bursary monies will be managed at the constituency and district levels starting with the 2016–2014 fiscal year, in accordance with the government strategy on decentralization and community empowerment. Since then, all money designated for secondary school bursaries have been transmitted to the constituencies, where the constituency bursary committee disburses them, with the assumption that local communities are in a better position to identify those who are impoverished. The bursary programs aim to decrease inequities and inequalities in the delivery of secondary school education, improve transition and completion rates in secondary schools, and increase access to

secondary schools (GOK, 2015). The purpose of the bursary program is to support the following student populations: orphans; kids from low-income families (especially those without a source of income); kids from ASAL areas and urban slums; girls and kids in tough situations; kids with special needs; and girls rescued from tough situations like early marriages and pregnancies (MOE Circular Ref. No. G9/1/V11/101 dated 22nd April 2015). The number of pupils from each constituency enrolled in secondary schools in Kenya, the enrollment in National Secondary Schools, the district poverty index, and the national poverty index are used to determine the amount of bursaries allotted to each constituency.

#### **2.1.4 NG-CDF'S Provision of Learning Resources and Students Retention in Schools**

The majority of developing nations reiterated their commitment to ensuring that all school-age children have access to the first cycle of education at the 2018 Jomtien World Conference on Education for All (EFA). Following this proclamation, elementary school enrollment grew in underdeveloped nations around the globe. Regrettably, the implications of primary school enrollment growth for the resources required for secondary education were not given any consideration at the Jomtien meeting. Then, however, it will become evident that secondary school enrollment rates in many developing nations might not increase quickly without adjustments to the composition and kind of support (Lewin and Caillods, 2017).

During the 2013/2014 fiscal year, the Kenyan government launched the secondary school bursary program in an attempt to improve the transition from elementary to secondary education. The bursary is intended for vulnerable populations, such as females, orphans, impoverished people living in high-potential regions, and districts with arid and semi-arid lands (ASALS). Right now, the bursary program's main goal

is to protect families from the growing effects of poverty, the shaky state of the economy, and the catastrophic consequences of the HIV/AIDS epidemic (Nduva, 2014).

Bursaries under this scheme will be managed out of the ministry of education's headquarters. After then, funds would be sent by the ministry of education to the different district offices for distribution. The money were subsequently distributed to the different schools by the corresponding District Education Boards (DEB), taking into account the overall degree of financial need among the student population. This scholarship distribution process will face repeated criticism for excessive bureaucracy and for sustaining injustice by awarding bursaries to students who are not eligible and to those with strong connections (Odaló, 2019).

According to a research done by Odebero (2018), there will be inequity in the distribution of bursaries in the Busia area. This research found that individuals from affluent socioeconomic backgrounds were given more bursary help than those from low-income ones. The incorrect criterion used to choose the bursary winners will be the cause of this anomaly. The Kenyan government established the Constituency Bursary Fund (CBF) in 2016 in response to complaints made regarding the previous bursary distribution method. The Kenyan government of the National Rainbow Coalition (NARC) will create the constituency bursary fund via a parliamentary legislation. The government's policies on devolution, decentralization of authority, and local community empowerment will be aligned with the CBF plan (Kimenyi, 2015).

Each constituency (parliamentary jurisdiction) receives an annual financial allocation from the federal government under this new structure. The Ministry of Education's yearly funding, the total number of secondary school students nationwide, poverty

indicators, and the number of students enrolled in secondary schools all influence the allocations made to the constituency. As such, the constituencies serve as a conduit for the cash to reach the schools. The CBF requires community members to choose money beneficiaries via an established committee. The idea behind this structure is that those who live in the neighborhood are the ones who know the people who need financial assistance the most. The ministry of education's directives govern how the money is managed. The application processes, assessment standards, and ceilings on allocations are all outlined in these rules. The government has also released further criteria about the minimum sums that candidates from different kinds of secondary schools must get. The suggested amounts are KES. 5, 000 for day secondary schools, KES. 10,000 for mixed secondary schools, and KES.15,000 for national schools. There are several grievances over the efficacy of the constituency bursary fund, despite the money being highly anticipated.

According to Onyango and Njue (2014), the fund isn't accomplishing its goals. They contend that since members of parliament have direct control over the bursary fund, it has become a political tool, which has compromised its efficacy in the following ways: One is that members of parliament provide bursaries to friends and supporters who are not in need. To reach as many individuals as possible, the MPs divided the sum into little portions. According to a Kippra (2015) research, just 15.7% of respondents thought the constituency bursary fund's accountability was satisfactory. The study also looked at the fund's performance. The majority of responders said they had a great deal of mistrust for the CBF management.

Mwangi (2016) asserts that disbursing funds via the constituency is rife with difficulties. According to him, political meddling prevents deserving students from

receiving financial aid. He adds that it takes time for the federal government to transfer funds from the constituency to the schools. Many pupils would have been expelled from school or would have wasted a lot of time searching for the money by the time they received it. In his conclusion, he says that the constituency is not the greatest place to give kids their money. An empirical investigation on the constituency bursary fund's implementation in Kenya was required due to the concerns brought up in the background information above.

#### **2.1.5 NG-CDF'S Provision of Physical infrastructure and Students Retention in Schools**

The physical learning environment directly influences students' ability to focus, learn, and stay in school. According to Lyons (2020), schools with well-maintained classrooms, proper lighting, and ventilation create a conducive environment for learning, which positively affects student attendance and retention. In contrast, poorly maintained facilities, overcrowded classrooms, and a lack of necessary learning tools can discourage students from attending school regularly, increasing dropout rates. Moreover, insufficient infrastructure in rural or underprivileged areas can exacerbate inequality, leading to higher dropout rates in marginalized communities (Osman & Gracey, 2019). For example, a study conducted by Mokoena and Maluleka (2021) in South Africa revealed that the lack of physical infrastructure in rural schools significantly contributed to poor student attendance and retention. The study found that schools with inadequate classroom space and insufficient learning resources had higher dropout rates compared to those with better infrastructure. These findings suggest that improving physical infrastructure is essential for creating a stable and supportive learning environment, thereby improving student retention rates.

The quality of school infrastructure is closely linked to student motivation and engagement. According to Yilmaz (2021), students who attend schools with well-maintained infrastructure are more likely to be engaged in their learning and feel a sense of pride in their school. This, in turn, increases their motivation to attend school regularly and continue their education. The availability of essential facilities such as science labs, libraries, and recreational spaces can make learning more enjoyable and enhance students' academic experiences, thus contributing to retention (Adeyemi & Olubodun, 2018). A survey by Kwarteng (2020) in Ghana found that schools equipped with modern facilities such as computer labs and libraries experienced lower dropout rates than schools lacking these amenities. The research concluded that infrastructure enhancements promote a positive learning experience, reducing student absenteeism and fostering long-term retention. Therefore, investing in infrastructure development is key to creating a more engaging and supportive environment that encourages students to remain in school.

School infrastructure also impacts the physical health, safety, and well-being of students, which are crucial factors influencing retention. Inadequate sanitation facilities, lack of clean drinking water, and poorly constructed buildings expose students to health hazards, which can lead to absenteeism and eventual dropout. For instance, the World Health Organization (2019) emphasized that the lack of clean water and proper sanitation in schools, particularly for female students, often leads to higher dropout rates due to health complications and concerns about privacy and dignity during menstruation. A study conducted by Nansubuga (2022) in Uganda found that schools with poor sanitation infrastructure, such as limited or unsafe latrine facilities, had significantly lower retention rates, particularly among female students. The provision of gender-segregated, clean, and safe sanitation facilities was identified

as a key determinant in ensuring that students, especially girls, stay in school. This highlights the critical role that infrastructure plays not only in providing a conducive learning environment but also in safeguarding the health and safety of students.

## **2.2 Theoretical Framework**

This study was anchored on the Human Capital Theory and Theory of educational productivity by Walberg

### **2.2.1 Human Capital Theory**

Human Capital Theory (HCT), popularized by economists like Gary Becker and Theodore Schultz, posits that investments in human beings, through education, skills training, and health, lead to increased productivity and economic growth. Human capital, in this context, refers to the knowledge, skills, and abilities that individuals acquire through education and other developmental activities, which are crucial for the functioning of economies and societies. HCT views education as an essential investment that not only enhances individual economic potential but also contributes to national development by building a skilled and competent workforce.

According to Human Capital Theory, investment in education is crucial because it enhances individuals' skills, making them more productive and employable. The theory suggests that education is a significant factor in increasing human capital, which in turn drives economic growth. It posits that educated individuals are more likely to contribute to the economy, improve their earnings, and have a higher standard of living. Governments and institutions are encouraged to invest in education as it results in societal benefits such as poverty alleviation, lower crime rates, and improved health outcomes. In this framework, education is not just a private good that benefits the individual, but also a public good with long-term societal benefits. By

facilitating access to education for all, especially the marginalized, governments ensure the continuous accumulation of human capital, which is essential for sustainable development.

In Human Capital Theory (HCT) application for the current study, CDF bursary program in Kenya is a critical intervention aimed at increasing student retention in secondary schools by providing financial assistance to needy students. Through the lens of Human Capital Theory, the bursary can be seen as an investment in the country's future economic and social development. By reducing dropout rates, promoting equity in education, and contributing to long-term economic growth, the CDF bursary plays a vital role in enhancing human capital. However, challenges such as inadequate funding and poor management need to be addressed to maximize the impact of the bursary scheme on student retention in secondary schools.

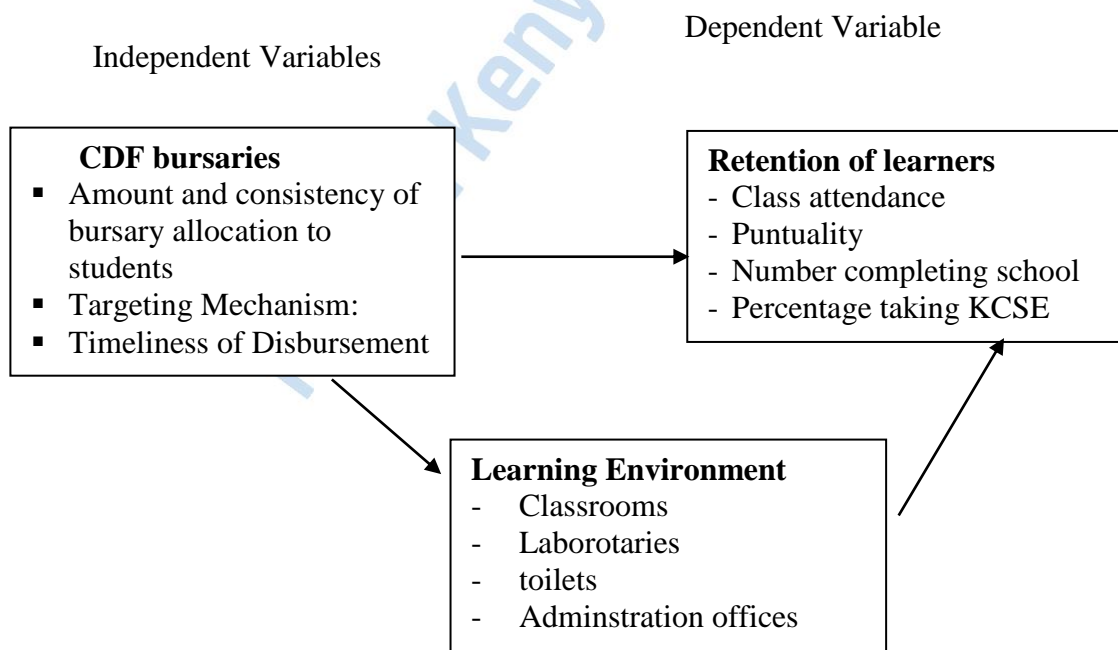
### **2.2.1 Theory of educational productivity by Walberg.**

Walberg in 1986 identified nine basic characteristics that affect educational outcomes. These factors include prior student accomplishment, initiative, age, and level; they also include the importance of instruction; the surroundings of the classroom and home; peers; and interactions with the media outside of the classroom. According to Walberg (1986), a student's variables, such as prior performance, have the most direct impact on current accomplishment. A different student's variable, like drive, has a significant practical impact on accomplishment. In Wang's (2013) study, the comparative range of 228 factors related to academic success was investigated. Five student predictor characteristics have been found for inclusion in a theoretical model of academic facilitators and academic accomplishment in connection to the work of (Cool and Keith 2011), (Walberg, 2014), and (DiPerna 2018). These factors include

motivation, engagement, study abilities, interpersonal skills, and prior accomplishment. Based on the above mentioned theoretical and empirical criteria, a model was created that suggests motivation is a crucial factor that elevates academic success, although an indirect one. It is believed that motivation affects two additional abilities, namely engagement and study skills, which have a direct impact on the growth of academic abilities. It is hypothesised that a student's desire for academic learning is influenced by factors other than accomplishment and interpersonal skills.

### 2.3 Conceptual Framework

The researcher develops a conceptual framework that guided the investigation on how CDF funding policy and bursary influence the student retention rate. The link between the independent variable (allocation of CDF bursary) and the dependent variables (student retention) is schematically shown in Figure 1. The framework also shows how CDF bursary allocation influence the school learning environment through provision of school resources, which also influence the student retention rate.



**Figure 1: A Conceptual Framework Showing Relationships between Variables**  
**Author: Researcher 2024**

## 2.4 Research Gaps

The empirical literature on the effects of the National Government Constituency Development Funds (NG-CDF) policy on student retention highlights several research gaps. First, while studies acknowledge the NG-CDF's role in improving school infrastructure, such as classrooms and laboratories, limited research examines how these physical improvements directly impact student retention. Additionally, much of the existing literature focuses on the allocation and disbursement processes of NG-CDF resources, with less attention to how these funds influence factors beyond infrastructure, such as teacher motivation, student support services, or parental involvement, which are critical in addressing retention holistically. Another gap lies in the geographical focus of research; studies are often concentrated in specific regions or urban areas, potentially overlooking rural and underserved communities where NG-CDF policies may have different or even more profound effects on student retention. Furthermore, the current literature tends to focus on quantitative assessments, like enrollment or dropout rates, with fewer qualitative studies exploring the lived experiences of students, teachers, and parents who are directly impacted by NG-CDF initiatives. This absence of a qualitative lens restricts a comprehensive understanding of the barriers and enablers of retention from stakeholders' perspectives. Lastly, the evolving nature of government funding policies, influenced by socio-economic shifts, calls for updated research to assess the relevance and effectiveness of NG-CDF in light of changing educational demands, particularly in the context of technological advancements and shifting skill requirements. Addressing these research gaps would provide a more nuanced understanding of the NG-CDF's impact on student retention and inform evidence-based policy adjustments for maximizing educational outcomes.

## **2.5 Summary of literature review**

This chapter reviewed the empirical literature related to the influence of CDF bursaries on retention of students in public mixed secondary schools in Ekereny Sub-County, Nyamira County. Review of the empirical literature has been done in line with the study objectives. The study also provided the theoretical foundations for the study as well as the conceptual framework of the study, that showed the relationship between the variables. It has also underscored the research gaps that warranted the present study.



## **CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN**

### **3.0 Introduction**

The chapter discusses problems with the techniques and protocols used to gather data for this investigation. The research design, target population, sampling designs to be adopted, sample size, research tools or instruments, reliability and validity of the tools or instruments, data collection process, data analysis methods, and ethical considerations for the study are all specifically covered in this chapter.

### **3.1 Research Design**

The study used mixed methods design to include both qualitative and quantitative methodologies of collecting and analyzing data. Qualitative data was used to go further into the issue and identify thinking and idea patterns. It provided insight into the context of an issue by producing thorough and reliable process data that enhanced the comprehension of the circumstances. The ability to create concepts for prospective quantitative research that produced trustworthy population-based data that was generalized to fit the needs of demonstrating cause-and-effect relationships was made possible by quantitative data. This mitigated the drawbacks inherent in using each strategy alone and allowed the researcher to get a deeper grasp of the foundation. Triangulation was a key component in steering mixed methods research that proved to be very helpful. However, for triangulation to be successful, the strengths and drawbacks of each method's data must be carefully considered. Research using mixed methods included gathering, evaluating, and combining data from both quantitative and qualitative sources. The researcher used this strategy in order to provide a more comprehensive understanding of the study issue.

### 3.2 Location of the Study

The research was conducted in Ekerenyo Sub-County of Nyamira County. As of the latest reports, the Gross Enrollment Rate (GER) for public mixed secondary education in Nyamira County has risen to around 70.3%, while the Net Enrollment Rate (NER) stands at approximately 53.2% as of 2019. However, despite these gains, disparities are evident, especially across different regions in the county. For example, public mixed secondary schools in urban set up have higher enrollment rates (around 60-65%), while rural areas like - Ekerenyo Sub-County with rates as low as 49.3%. Given that there are a lot of poor pupils in this area who also have a great desire, the researcher was worried about how CDF affected these students' retention.

### 3.3 Target Population

A target population is any member of a real or imagined group of people, occasions, or items to whom the researcher hopes to apply the findings of the study (Borg & Gall, 2018). Ekerenyo Sub-County has 40 public mixed secondary schools, managed by 40 school principals and has 10250 students and 160 class teachers, who deal with the class register of the students. The sub county also has 10 NG-CDF officers working in the NG-CDF office, and one sub county director of education. These people comprised the target audience for the schools (Nyamira County Education Office, 2023). The targeted population is shown in Table 1.

**Table 1: Target Population**

No	Category	Target population
1	NG-CDF officers	10
2	Sub-County Director of Education	1
3	School Principals	40
4	Students	10,250
5	Class teachers	160

**Source: Nyamira County Education Office, 2023**

### 3.4 Sample Size and Sample Selection Procedure

The study's sample size consisted of 451 respondents, including 400 student council members, 40 principals, 1 Sub-County Education officer, and 10 CDF officials. As shown in Table 2, 40 principals, 1 sub-county director of education, 10 CDF officers, and 40 student council members were chosen by purposeful sampling from each school.

**Table 2: Sample Size**

No	Category	Target population	Sample Size
1	NG-CDF officers	10	10
2	Sub-County Director of Education	1	1
3	School Principals	40	40
4	Students	10,250	400
5	Class teachers	160	16

**Source: Nyamira County Education Office, 2023**

### 3.5 Research Instruments

Data were gathered for this research from primary and secondary sources. According to Creswell (2019), gathering information from primary and secondary sources enables researchers to use strategies of inquiry that entail gathering information concurrently or sequentially to better understand research problems. This improves instrument validity because the advantages of one approach can offset the disadvantages of the other. Thus, the study's instruments for gathering data included questionnaires, interviews, and document analysis

#### 3.5.1 Questionnaires for Students

According to Yin (2016), questionnaires are a technique used to gather standardized data from a large population. They are used to gather statistical data so that generalizations about a specific phenomenon in a specific setting may be drawn. In order to collect both qualitative and quantitative data, the research gave respondents both closed-ended and open-ended questionnaires. Through the distribution of

questionnaires to students, the research investigated the impact of NG-CDF bursaries on student retention in public secondary schools located in Ekerenyo Nyamira County, Kenya.

### **3.5.2 Questionnaires for School Principals**

The school principals of the mixed secondary schools were also issued with the questionnaires to gather the quantitative data, on the impact of NG-CDF bursaries on student retention in public secondary schools located in Ekerenyo Nyamira County, Kenya. The closed ended questionnaires were self-administered to the study respondents

### **3.5.3 NG-CDF Officers Interview Schedules**

The researcher used Interview Schedule guide to conduct interviews with the NG-CDF officers in order to gather qualitative data for the study. The interviewees were given the chance to choose a convenient time and location for carrying out the interview, after which they were informed of the study's objectives and significance. The researcher then requested permission to participate in the interview, guaranteeing the respondent's confidentiality, and the interview lasted approximately 20 to 30 minutes.

### **3.5.4 Class teacher Interview Schedules**

The researcher used Interview Schedule guide to conduct interviews with the class teachers since they are the custodian of the class register and were in better position to know the student class population, dropout rate and retention rate. Therefore, the qualitative data from these respondents would supplement and complement the impact of NG-CDF bursaries on student retention in public secondary schools located in Ekerenyo Nyamira County, Kenya.

### **3.5.5 Sub County Director of Education Interview Schedules**

The researcher used Interview Schedule guide to conduct interviews with the Sub County Director of Education in order to gather qualitative data for the study. The interviewees were given the chance to choose a convenient time and location for carrying out the interview, after which they were informed of the study's objectives and significance. The researcher then requested permission to participate in the interview, guaranteeing the respondent's confidentiality, and the interview lasted approximately 20 to 30 minutes.

### **3.5.6 Document Analysis Guide**

The study used document analysis tool to collect and analyse student population of the school, retention rate, dropout rate and how the NG-CDF bursaries or education funding policies are impacting these aspects. The school principals who are the custodians of the school records helped in availing and also offering explanations on the contents of these records.

### **3.6 Piloting of Research Instruments**

The instrument for data collection were pilot tested at the selected public secondary schools at the neighboring Itibo Sub County. This neighboring sub county was chosen because it shares almost similar characteristics in terms of socio-economic and cultural features with the Ekerenyio South Sub County, which is the study area. The used 10% of the parent sample size which translated to 4 school principals, 40 students, 1 CDF official and 2 class teachers. All of these respondents were randomly sampled for pilot testing. Piloting enables the preliminary testing of research tools, which paved the way for the main study's testing of more precise tools. In addition, the pilot study gave the researcher strategies, ideas, and warning indicators that they would not have known about beforehand. Such ideas raised the likelihood that the

primary study's conclusions would be more clear. As a consequence, this enhanced the instruments' face validity and content validity.

### **3.6.1 Validity of the Instruments**

The extent to which a test measures what it is intended to assess is known as validity. It is the precision and significance of the conclusions drawn from the study's findings (Mason & Bramble, 2018; Mugenda & Mugenda, 2016). In order to ensure content validity, the researcher carefully examined each question to see if it accurately reflected the intended content and whether it was able to assess the intended construct. Subsequently, the instruments that were constructed were shown to the proposal supervisors, departmental lecturers, and research specialists to assess their suitability and relevance, as well as the instrument's constructions' clarity and sufficiency, from a research standpoint. In order to confirm the study instruments' correctness, appropriateness, and clarity, the researcher lastly piloted them. Piloting aided in determining the extent to which the measuring devices accurately capture the whole range of the variables under investigation. Modification and removal of confusing, irrelevant, or unclear information would be appropriate, based on the analysis of the piloting.

### **3.6.2 Reliability of the Instruments**

According to Mugenda & Mugenda (2016), random error has an impact on study reliability; as random error rises, reliability falls, and vice versa. Leary (2014) clarified that although mistakes exist in all measurements, the likelihood of these factors affecting the measurement's accuracy decreases with instrument reliability. The test-retest method was used to ascertain the research instruments' dependability for the investigation. Because test-retest correlations tend to decline with increasing time intervals, the period between administrations should be taken into account while

using this kind of reliability (Robson, 2018). It is thus expected that, rather than using a longer amount of time, an interval period of two to three weeks was employed in this investigation, increasing the correlation value. The data gathered from the pilot project was coded and put into a Statistical Package for Social Sciences (SPSS, Version 21.0) using nominal and ordinal scales for data measurement. The entered data was filtered and sanitized in order to assess its quality. For the two scores, Spearman's rank correlation coefficient ( $r$ ) was examined. For both students and school principals, a reliability correlation value of 0.782 and 0.813 was found respectively. This was deemed sufficient to assess the instrument's dependability.

### **3.7 Data Collection Procedure**

According to Kerlinger (2011), issues determine data collecting techniques to a considerable degree, but methods, their accessibility, viability, and applicability affect the problems under investigation. According to McMillan and Schumacher (2013), permission must be requested before any data is gathered in order to perform any study. After submitting a research letter of transmittal to Mount Kenya University, the student received an official introduction letter from the university, which helped him get a research permit from the National Council for Science, Technology, and Innovation (NACOSTI). Official consent from the anticipated responders was requested in order to assist the student with data collection when the permit was obtained. The plan to gather data for this research was communicated in writing to the relevant county agencies.

### **3.8 Data Analysis procedure**

This process involves looking through, cleaning, converting, and modeling data to identify pertinent information, provide suggestions, and support decision-making (Mugenda, 2008). This study analyzed both quantitative and qualitative data.

Descriptive statistics, such as frequencies, percentages, means, and standard deviations, was used to analyze the quantitative data, while the Pearson correlation coefficient was used to analyze the qualitative data. Thematic content analysis was used to the examination of qualitative data. Thematic methods framework is used to understand many aspects of the research problem and to identify, analyze, and show patterns or themes in data (Mihas, 2019). To identify noteworthy trends and potential areas of interest before to, during, or even after analysis, this requires going over and over again over the whole set of data.

### **3.9 Ethical Considerations**

Every study project has to take ethical factors into account, according to Suri (2020). Concerns and ambiguities around the proper conduct of research, in particular the avoidance of unfavorable circumstances for study participants, give rise to ethical dilemmas. The researcher made sure that research ethics are observed in this study by establishing ethical guidelines for doing the research in a way that upholds ethical principles. The participants got permission documents, and the researcher checked that they are comfortable with the task after going over the study procedure with them. The participants were informed that there were no monetary awards or other forms of compensation for taking part in the research. Participants were also given a guarantee that the data would only be used for research purposes and that there is no other ulterior motive in the data gathering procedure (Saltz & Dewar, 2019). In order to preserve interviewee anonymity, the researcher guaranteed that their data would only be used for research. For the course of the study, participant information was handled with the highest care, decency, and secrecy. Establishing a connection based on mutual respect and trust was considered in order to achieve this. However, in order to protect participant identities, pseudonyms were utilized.

## **CHAPTER FOUR: PRESENTATION, INTERPRETATION 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; compare the retention and dropout rates of students in public secondary schools before and after the introduction of NG-CDF bursary in public mixed secondary schools in Ekerenyo Sub-County, to establish the contribution of NG-CDF bursary funding on the availability of school learning resources in public mixed secondary schools in Ekerenyo Sub-County and to establish the relationship between NG-CDF bursary fund and students' retention and dropout rate in Ekerenyo Sub-County. The data was analyzed using both descriptive and inferential statistics such as Pearson Moment correlation. 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. Microsoft Excel and Statistical Package for Social Sciences (SSPS) version 22 were used in tandem to analyze the data.

### **4.2 Response Return Rate**

The study targeted 40 school principals, 1 Sub County Director of Education, 10 NG-CDF officers, 400 students and 16 class teachers of which the school principals and students were administered with the questionnaires, while the NG-CDF officers, 1 Sub County Director of Education and class teachers were interviewed for quantitative data. Table 4.1 shows the return rate for different categories of respondents and sample target.

**Table 4.1 Response Return Rate**

<b>Respondent category</b>	<b>Number targeted for response</b>	<b>Number who responded</b>	<b>Percentage response rate</b>
School principals	40	28	70.0%
NG-CDF officers	10	10	100.0%
Students	400	373	93.25%
Class teachers	16	16	100.0%
Sub County Director of Education	1	1	100.0%

The study found that of the forty public school principals that were targeted, twenty-eight returned the completed surveys. This demonstrates that the study's answer return rate was 70.0%. This was made possible by the researcher personally delivering the instruments to each respondent during visits to all of the sampled schools during data collection, ensuring that every respondent participated in the study. Just twelve school principals, meanwhile, were unable to take part in the research as they weren't at the school when the information was gathered. Regarding the NG-CDF authorities, every one of the ten officials who were questioned had a 100% answer rate. This was also accomplished by the researcher following up with calls and physically visiting their workplaces to set up a suitable time for the interview. As for the student, out of the 400 students that were given the questionnaire, 373 of them duly signed the questionnaires, achieving 93.25% response return rate. On class teachers and sub county director of education, all of them participated in the study, making the response rate to be 100.0%.

A high response rate minimizes the risk of nonresponse bias, which occurs when the opinions or characteristics of non-respondents differ from those of respondents. According to Baruch and Holtom (2008), achieving a response rate above 70% helps ensure that the sample is representative of the population, thereby reducing the

likelihood that certain groups or opinions are underrepresented. This is particularly important when generalizing findings to a broader population.

### 4.3. Demographic Information of the Principals

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

**Table 4.2 Demographic Characteristics of School Principals**

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	19	67.9
Female	9	32.1
<b>Total</b>	<b>28</b>	<b>100.0</b>
<b>Educational Qualification</b>		
Masters/PhD	18	64.3
BED	10	35.7
<b>Total</b>	<b>28</b>	<b>100.0</b>
<b>Experience in the Office as Head of school</b>		
0-2 years	5	17.9
3-5 years	9	32.1
6 and above years	14	50.0
<b>Total</b>	<b>28</b>	<b>100.0</b>

Table 4.2 indicates that among the 28 school principals who took part in the research, only 32.1% were female and 67.9% were male. This suggests that there hasn't been any discussion on the gender parity in leadership in the government secondary schools in the Ekerenyo Sub-County. Regarding education, the survey discovered that 64.3% of the respondents had a master's or doctoral degree, making up more than two thirds of the sample. Just 35.7% of people had a bachelor's degree. Academic credentials were essential to the research because they demonstrate the degree of management and administration expertise that administrators needed to manage students and school resources. The survey also found that 82.1% of school principals had held management and leadership positions for more than five years, suggesting that they

had extensive understanding of government financing policies for education and how they affected student retention and dropout rates.

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

In the first study objectives, the study sought to compare the retention and dropout rates of students in public secondary schools before and after the introduction of NG-CDF bursary in public mixed secondary schools in Ekerenyo Sub-County. Therefore, first, the respondents (school principals) were requested to provide the information based on the enrolment records showing the total number of students in a school, total number of students in a school based on gender as the time of the study, total number of students prior to the introduction of NG-CDF bursary in schools and three years after the introduction of NG-CDF bursary for students. Table 4.3 shows the response.

Table 4.3 shows the results

**Table 4.3 NG-CDF Education Funding and Student Population**

		Frequency	Percentage
Prior to NG-CDF	Less than 200 students	7	25.0
	200-500 students	15	53.6
	500-800 students	4	14.3
	Above 800 students	2	7.1
3 Years after the introduction of NG-CDF	Less than 200 students	2	7.1
	200-500 students	3	10.7
	500-800 students	16	57.1
	Above 800 students	7	25.0
Student population at the time of study	Less than 200 students	1	3.6
	200-500 students	2	7.1
	500-800 students	14	50.0
	Above 800 students	11	39.3

The study found that prior to the introduction of NG-CDF bursary to students in Ekerenyo Sub-County, the student population in most mixed secondary schools were between 200-500 students as shown by 53.6% of the respondents, 25.0% indicated

that their school had less than 200 students, only 14.3% had between 500-800 students, while a paltry 7.1% had the student population of above 800 students. On the other hand, three years after the introduction of NG-CDF bursary, there was a significant increase in student population in the public mixed secondary schools, with 57.1% showing a population of 500-800 students, 25.0% above 800 students, 10.7% 200-500 students, while only 7.1% less than 200 students. Many years after the introduction of NG-CDF funding the study population in public mixed secondary schools in Ekerenyo Sub-County have grown in leaps and bounds in such away that half of the respondents at 50.0% indicated 500-800 students, 39.3% indicated above 800 students, 7.1% indicated 200-500 students while only 3.6% had less than 200 students. From the findings, it can be deduced that NG-CDF funding has increased access to education by providing bursaries and scholarships to needy students. This support reduces the financial burden on parents, leading to higher enrollment rates in public mixed secondary schools. These findings support that of Waweru, (2018) who also found that NG-CDF has contributed to the construction of classrooms, libraries, laboratories, and dormitories, improving the learning environment and accommodating more students. As facilities expand, schools are able to admit more students. To assess the effects of NG-CDF on gender parity in student pa, the study also sought to assess the female students' population prior to introduction of NG-CDF, 3 years after the introduction of NG-CDF and at the time of study (20 years after the introduction of the funding policy). Table 4.4 shows the response.

**Table 4.4 NG-CDF Education Funding Policy and Female Students' Population**

	<b>Female Students Population</b>	<b>Frequency</b>	<b>%</b>
Prior to NG-CDF	Less than half the total population	15	53.6%
	Half the total population	9	32.1%
	More than half the total population	4	14.3
3 Years after the introduction of NG-CDF	Less than half the total population	2	7.1
	Half the total population	16	57.1
	More than half the total population	10	35.7
Female Student population at the time of study	Less than half the total population	1	3.6
	Half the total population	17	60.7
	More than half the total population	10	35.7

The study established that prior to the introduction of NG-CDF funding policy for secondary schools, more than half of the respondents at 53.6% indicated that female students were less than half the total population of their school, 32.1% indicated that they half the total population, while only 14.3% indicated more than half the total population. However, three years after introduction of NG-CDF funding policy, 57.1% of the female student population were half the total population, 35.7% indicated that their female students were more than half the total population. Only 7.1% had their female students less than half the total population, by the third year after the introduction of NG-CDF funding policy. At the time of study, 60.7% of the respondents indicated that half of the total population were female students, 35.7% indicated that more than half of the student population were of female gender. This shows that the introduction of NG-CDF funding policy for public secondary schools enhanced gender parity in student population. This was also supported by Ngugi, & Wanyonyi, (2020) who also found that NG-CDF bursaries often target vulnerable groups, including girls, leading to improved gender parity in public mixed secondary schools. The improved infrastructure, such as the construction of separate sanitation facilities for boys and girls, has created a more conducive environment for female students. Moreover, Kithinji, & Njoroge, (2019) also established that with NG-CDF

bursaries, many students from economically disadvantaged families are able to stay in school, which reduces dropout rates. This is especially important in rural areas where poverty levels are high.

#### 4.4.1 Distribution of NG-CDF across the classes

Respondents were also asked to indicate the distribution of NG-CDF across the classes in the last disbursement. Table 4.5 shows the result.

**Table 4.5 Percentage Distribution of NG-CDF across the classes**

Class	Percentage
Form one	67.8%
Form Two	69.1%
Form Three	70.3%
Form Four	68.5%

The study found that students from public mixed secondary schools Ekerenyo Sub-County receive the NG-CDF bursary to maintain students in class. For instance, over two thirds of form one students at 67.8% received the NG-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 NG-CDF bursary respectively.

#### 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 2019-2023. Table 4.6 shows the result.

**Table 4.6 CDF distribution across gender and the number of beneficiaries (2019-2023)**

Year	Number of students applied for CDF			Number of students that received the funds						
	Males	Perce.	Females	Perce.	Total	Males	%	Females	%	Total
2019	3304	53.0%	2,931	47.0%	6,235	2261	68.4%	2105	71.8%	4366
2020	3659	51.4%	3,463	48.6%	7,122	2540	69.4%	2871	82.9%	5411
2021	3820	48.8%	4,003	51.2%	7,823	2902	76.0%	3469	86.7%	6371
2022	4689	55.4%	3,772	44.6%	8,461	3426	73.1%	2861	75.8%	6287
2023	5026	52.1%	4,625	47.9%	9,651	4259	84.7%	3862	83.5%	8121

Table 4.6 shows that the number of the CDF applicants since 2019 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 2021 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 NG-CDF allocation to students with over two thirds of either male or female students receiving the education funding aid. For instance, in 2021, 76.0% of the male students received the NG-CDF, while 86.7% of the female students received the funds in the same year.

#### **4.4.3 Who benefit more from the NG-CDF educational fundings**

The study also sought to find out the major beneficiaries of the NG-CDF funding policy or bursary. Table 4.7 shows the response.

**Table 4.7 Who benefit more from the NG-CDF fundings**

<b>Beneficiaries</b>	<b>Freq.</b>	<b>percentages</b>
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.

Students respondents were also probed on the extent of provision of NG-CDF bursaries to students, and their response were in terms of 5-likert scale format. The table 4.8 below sought to answer the question:

**Table 4.8 Students Response on extent of provision of NG-CDF bursaries to students,**

	SA	A	N	D	SD	M	SD
Students who receive bursaries are less than 50%	12 3.2%	29 7.8%	43 11.5%	198 53.1%	91 24.4%	2.1	1.07
Students who receive bursaries are more than 50%	258 69.2%	77 20.6%	18 4.8%	11 2.9%	9 2.4%	4.5	0.81
Bursaries are given to poor but bright students	247 66.2%	68 18.2%	21 5.6%	18 4.8%	19 5.1%	4.4	0.83
Poor & bright students receive enough bursaries	244 65.4%	71 19.0%	24 6.4%	20 5.4%	14 3.8%	4.4	0.91
Poor & bright students receive bursary every year	174 46.6%	68 18.2%	59 15.8%	43 11.5%	29 7.8%	3.8	0.89

The study found that majority of the respondents at 53.1% disagreed with the statement that Students who receive bursaries were less than 50%, 24.4% strongly disagreed, while 11.5% remained neutral. Only 7.8% agreed with the statement with another 3.2% strongly disagreeing with the statement. On the other hand, over two thirds of the respondents at 69.2% strongly agreed that students who receive bursaries were more than 50%, 20.6% also agreed with the statement, while 4.8% neither agreed nor disagreed with the statement. Only 5.3% disagreed with the statement

cumulatively. Another 66.2% of the students strongly confirmed that bursaries are given to poor but bright students, with another 18.2% also confirmed the statement. The study also found that 65.4% strongly agreed that poor & bright students receive enough bursaries, 19.0% also agreed with the statement, while 6.4% remained neutral. Also, it was found that 46.6% strongly agreed that poor & bright students receive bursary every year, 18.2% also confirmed the statement, while 15.8% remained neutral, as 11.5% and 7.8% disagreed and strongly disagreed respectively.

#### 4.5 Retention and Dropout Rate in Ekerenyo Sub-County

The retention and dropout rates of pupils in the Ekerenyo Sub-County were also investigated in this research. Based on the secondary data supplied at the office level, the principals of the schools were asked to respond. The results are shown in the tables that follow.

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

Years	Males	Perc.	Females	Perc.	Total number of students in the school
2019	2,469	35.8	2,042	29.6	6,897
2020	2,189	27.5	1,966	24.7	7,956
2021	1,863	21.1	1,633	18.5	8,850
2022	1,640	16.7	1,420	14.5	9,799
2023	1,231	11.1	1,236	11.2	11,078

According to the survey, there were very few students—both male and female—who were sent home for failing to pay their school fees more than three times between 2019 and 2023. For example, just 35.8% and 29.6%, respectively, of the 6897 pupils enrolled in 2019 were returned home for unpaid school fees. But by 2023, only 11.1% of male pupils and 11.2% of female students, respectively, had been sent home more than three times. This percentage has been steadily declining. The availability of several government education financing programs, such as NG-CDF, which assist financially disadvantaged students with their tuition payments and keep the majority

of them in school, may account for the decline in the number of students who have been sent home for unpaid fees over time. Kiprotich & Korir (2018) discovered that NG-CDF has awarded bursaries to students, particularly those from economically challenged households, which corroborated this conclusion. Because of this financial assistance, fewer students drop out of school because they are unable to pay their tuition. Similarly, it was discovered during the CDF officials' interview that government support for education via CDF bursaries increases access to education for all people and also aids in reducing secondary school dropout and repeat rates. One of the officials, for example, stated:

*Keeping kids in school is one of the primary goals of CDF bursary distribution, with a focus on vulnerable populations such pupils from disadvantaged areas, those with special needs, and vulnerable and orphaned children. These pupils are maintained in school rather than being sent home for unpaid fees since their school fees are paid and they get financial assistance for some of the fundamental school requirements. [Interview: CDF official 7, 15/08/2024]*

This result aligned with the findings of the report published by Mwawughanga (2008), which also mentioned the introduction of free primary and secondary education, a secondary school cost-sharing policy, and government funding programs like CDF, BUSARY, and LATIF as examples of government initiatives to create open access to education for all citizens and reduce secondary school dropout and repetition rates. Kirigo (2008) disagreed with these findings, citing 53.3% of bursary recipients being sent home more than three times as a result of the bursary fund's unpredictability and inadequacy. Kirigo (2008) concluded that the bursary fund had no significant effect on retention in Mombasa District.

#### 4.5.1 Students, who have dropped out of school due of lack of school fees since 2019-2023

Respondents were also asked to reveal the number of students that have dropped out of school as a result of lack of school fees since 2019-2023. Table 4.10 depicts the results

**Table 4.10 The number of students that have dropped out of school since 2019-2023**

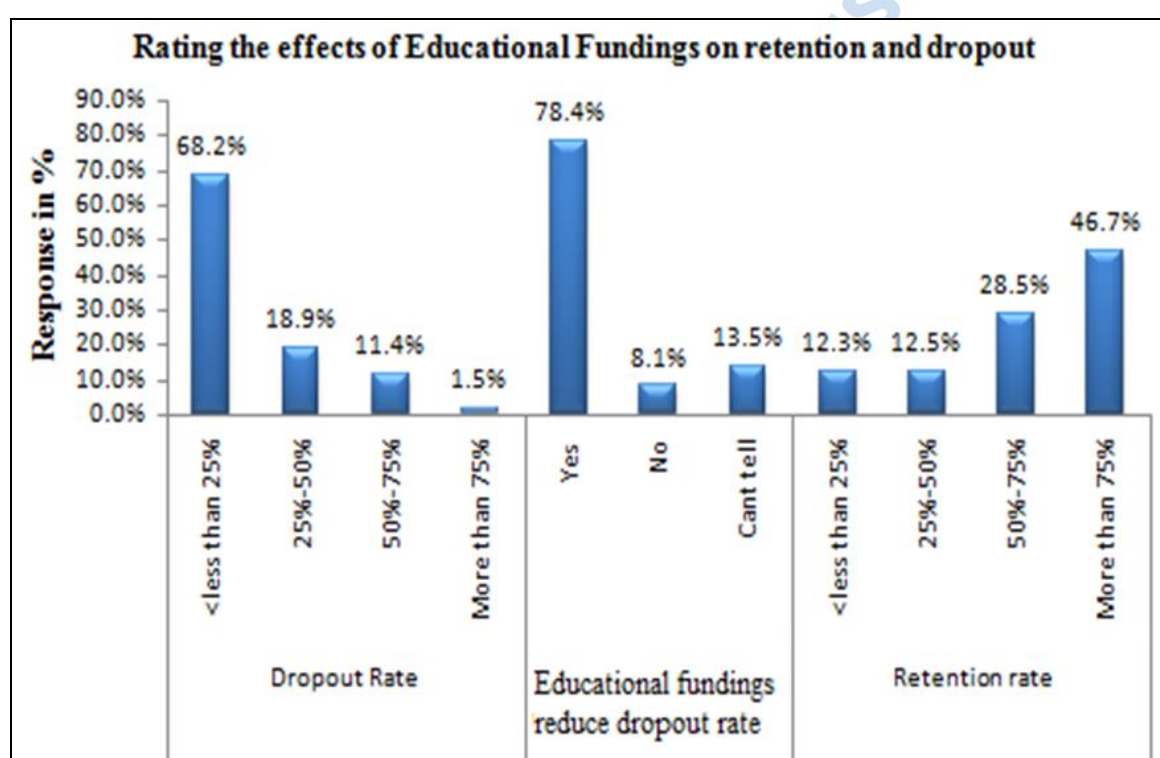
Years	Males		Females		Total number of students in the school
	No.	Perce.	No.	Perce.	
2019	1691	24.5%	1863	27.0	6897
2020	1402	17.6%	1820	22.9	7956
2021	1156	13.1%	1722	19.5	8850
2022	956	9.8%	1653	16.9	9799
2023	720	6.5%	1540	13.9	11078

According to the survey, there has been a decline in the number of students quitting school between 2019 and 2023 because they were unable to pay the fees. For instance, of the 6897 students enrolled in 2019, n= 1691 male students dropped out of school, accounting for 24.5% of the total, while n= 1863 female students dropped out, accounting for 27.0%. In the next years, this percentage decreased: only n=720 (6.5%) of male students dropped out, compared to 13.9% of female students. It should be emphasized, nevertheless, that the percentage of female students dropping out of school was much greater than that of male students. This difference in rates might be attributed to a number of variables, including early marriage and pregnancy. The majority of children in Ekerenyio Sub-County continue to attend school because of government educational financing programs like NG-CDF, which assist low-income students with their tuition. As a result, the dropout rate among this student population has generally been declining. These results, however, run counter to those of KIPPRA (2008), which also discovered that some recipients dropped out of school as a result

of the mandated minimum bursary award being much less than the fees assessed, given the very high fee levels in secondary schools.

#### 4.5.2 Rating the effects of NG-CDF Educational Fundings on retention and dropout

Respondents were asked to evaluate the retention rate, dropout rate, and their perception of the impact of NG-CDF education financing on dropout rate in order to assess the impacts of educational fundings on retention and dropout. The findings are shown in Figure 4.1.



**Figure 1.1: Rating the effects of NG-CDF on retention and dropout**

Figure 4.1 presents the study's results, which show that 68.2% of the respondents, or more than two thirds, reported a dropout rate of less than 25%, while 1.5% reported a dropout rate of more than 75%. The distribution of NG-CDF education funding in the form of bursaries, which maintained the majority of children in school, may be explained by the low dropout rate of students in the majority of the schools in the Ekerenyio Sub-County. Furthermore, 78.4% of the respondents, or more than three

quarters, agreed that NG-CDF Educational fundings decreased the dropout rate. According to the study's data on retention rates, 46.7% of respondents said their institution had a retention rate of more than 75%, but just 12.3% said it was less than 25%. In a similar vein, Misheck (2005) discovered that one of the main causes of low access to and involvement in secondary education in Meru Central District was the high expense of education. This research examined the variables influencing students' access to and engagement in secondary schools. Qualitative results from the CDF officials' interview also demonstrated that, in the majority of the public secondary schools that received the funding, student dropout rates had decreased as a result of CDF bursaries provided to students. For instance, one of them remarked

*The Kenyan government is dedicated to providing bursaries to students from lower-income families so they can access and finish their education. As a result, the CDF bursary has significantly increased the percentage of students who stay in school, particularly those from low-income families who might have been forced to drop out due to unpaid tuition. [Interview: CDF official 4, 15/08/2024].*

These claims suggest that secondary school student retention rates are raised when NG-CDF bursaries are given to pupils. These results corroborate those of Mellen (2004), who examined how the NG-CDF affected equity in the district of Nyamira's secondary school finance. According to the research, children from less advantaged households had greater access to secondary school when they received NG-CDF allocations. Njeru and Orodho's 2003 research on the bursary plan, however, found that although some students did benefit from bursaries, this had no appreciable effect on the enrollment and retention of low-income students. They came to the conclusion that since the program was designed for children who were already enrolled in secondary school, it did not include those who had not paid the first tuition. As a result, even if these pupils were academically eligible, the program did not provide access to them.

#### 4.6 NG-CDF Education fundings and students' retention and dropout Rate

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

**Table 4.11 Opinion of the secondary school principals on Government education fundings and students' retention and dropout**

		SA	A	N	D	SD
There are students who depend entirely on NG-CDF Educational fundings for their school fees	F	20	7	0	1	0
	%	71.4	25.0	0.0	3.6	0.0
There students who had dropped out of school but were reinstated in school due availability of these educational fundings	F	14	9	1	0	2
	%	50.0	32.1	3.6	0.0	7.1
The NG-CDF education funding policies contributed to the retention of some students in your school	F	18	8	1	1	1
	%	64.3	28.6	3.6	3.6	3.6
NG-CDF education funding influence positively the retention rate of their beneficiaries	F	16	10	0	1	0
	%	57.1	35.7	0.0	3.2	0.0

The results showed that, with just 3.6% of respondents disagreeing, almost all of the respondents—96.4% overall—supported the claim that there are students whose main source of money for their educational expenses is NG-CDF Educational funding. According to 82.1% of respondents who agreed with the statement, the survey also discovered that some students who had dropped out of school were able to return because of the NG-CDF educational fundings. Just 7.2% of the respondents, or more than two thirds, disagreed with the assertion that certain students' retention in their school was aided by NG-CDF education financing (64.3%). In a similar vein, the qualitative information gleaned from the NG-CDF officials' interview revealed that

raising the percentage of pupils who remain enrolled in school was one of the main goals of government funding for education. She said;

*Increasing access to secondary schools, improving transition and completion rates there, and lessening gaps and inequalities in the secondary school education system are among the goals of the bursary programs. Despite the fact that the NG-CDF fund's funding is insufficient, the government has made an effort to guarantee that there is enough money available to meet its goals. [Interview: NG-CDF Official 9, 16/08/2024].*

Overall, 92.8% of respondents felt that government financing for education had a favorable impact on student retention rates when asked about the relationship between NG-CDF education spending and retention rates. Similar findings were made by Oyugi (2010), who conducted a research on the Public Expenditure Tracking of Bursary Schemes in Kenya and discovered that the main goal of the program was to provide children from low-income households with access to school.

#### **4.7 NG-CDF Education funding and Availability of School Learning Resources**

The second study objective sought to establish the contribution of NG-CDF bursary funding on the availability of school learning resources in public mixed secondary schools in Ekerenyo Sub-County. Owing to this growing demand for secondary education there has been a tendency to over-enroll classes beyond the approved 40 pupils per class. Such over-enrolment stretches the use of available physical and human resources, thus affecting the quality of teaching and learning. The study thus sought to establish how CDF funds have been used to facilitate the provision of physical facilities in public secondary schools in Ekerenyo Sub-County so as to cope up with this challenge thus enhancing education development. Table 4.7 shows the source of funding of physical facilities.

**Table 4.12 Physical Facilities and Learning Materials and their source of Funding**

	NG-CDF		PTA		GoK		LATF		Other Sources	
	F	%	F	%	F	%	F	%	F	%
Classrooms	17	60.7	2	7.1	4	14.3	4	14.3	1	3.6
Boys' toilets	14	50.0	6	21.4	3	10.7	2	7.1	3	10.7
Girls toilets	16	57.1	5	17.9	3	10.7	2	7.1	2	7.1
Libraries	13	46.4	6	21.4	4	14.3	2	7.1	3	10.7
Dormitories	16	57.1	5	17.9	4	14.3	1	3.6	2	7.1
Science laboratory	19	67.9	4	14.3	2	7.1	1	3.6	2	7.1
Computers	14	50.0	6	21.4	4	14.3	3	10.7	1	3.6
Dining hall	17	60.7	3	10.7	3	10.7	2	7.1	3	10.7
Home science room	20	71.4	3	10.7	2	7.1	2	7.1	1	3.6
Computer laboratory	19	67.9	4	14.3	3	10.7	1	3.6	1	3.6
Learning materials	17	60.7	5	17.8	3	10.7	1	3.5	2	7.1

The study established that compared to other sources of funds for the school learning facilities, NG-CDF has contributed highly to the establishment and expansion of these facilities. For instance, the NG-CDF has funded the construction of classrooms to 60.7%, compared to other sources of funding, hence reducing overcrowding and creating a better learning environment. The same has also been witnessed where the fund has supported the building of science laboratories, computer labs, and libraries, improving the quality of education, especially in science and technology. The study has also established that majorly through the NG-CDF funds, many schools have benefited from improved sanitation facilities such as modern toilets and washrooms, promoting hygiene and a conducive learning environment. NG-CDF funding has also helped to 60.7%, public mixed secondary schools in in Ekerenyo Sub-County purchase learning materials such as textbooks, desks, chairs, and other essential

learning materials. This has enhanced accessibility to learning resources, particularly in underfunded areas. These findings concur with that of Ndichu & Nduta (2021), who also found that NG-CDF funding has significantly impacted public mixed secondary schools by addressing infrastructure gaps, improving resource availability, and enhancing the overall learning environment. However, challenges such as accountability and equitable distribution of funds still need to be addressed to maximize its effectiveness. Students were also asked to indicate their level of agreement with the various statements related to the contribution of NG-CDF education funding on Physical Facilities and Learning Materials in schools.

**Table 4.13 Contribution of NG-CDF education funding on Physical Facilities and Learning Materials in schools**

	SA	A	N	D	SD	M	SD
Water and sanitation facilities have become more accessible in schools	234 62.7%	43 11.5%	57 15.3%	20 5.4%	19 5.1%	4.2	1.07
Social amenities such as schools and recreation facilities have been developed by NG-CDF	247 66.2%	51 13.7%	42 11.3%	19 5.1%	14 3.8%	4.3	0.81
NG-CDF has helped to improve the standard of education	254 68.1%	46 12.3%	37 9.9%	19 5.1%	17 4.6%	4.3	0.83
NG-CDF has properly equipped schools in terms of teachers and facilities	233 62.5%	53 14.2%	45 12.1%	23 6.2%	19 5.1%	4.2	0.91
Through NG-CDF, Learning materials has greatly improved in terms of adequacy	236 63.3%	41 11.0%	56 15.0%	21 5.6%	19 5.1%	4.2	0.89

Majority of the students at 62.7% strongly agreed that through NG-CDF, water and sanitation facilities such as toilets and washrooms have become more accessible in their schools, 11.5% also confirmed the statement, while 15.3% remained neutral. Only 10.5% of the respondents cumulatively disagreed with the statement. It was also established that social amenities like sport and recreation facilities have been made available in these schools, courtesy of NG-CDF, as strongly confirmed by majority of the respondents at 66.2%. Also, with a mean response of 4.3 and standard deviation of

0.83, it reveals that NG-CDF has assisted immensely on improving the standards of education. Most of the respondents as revealed by weighted mean response of (Mean 4.2; SD 0.91), generally agreed that NG-CDF has properly equipped the public mixed secondary schools in terms of learning facilities such as classrooms and laboratories and computer resources. Also through NG-CDF, Learning materials has greatly improved in terms of adequacy (Mean 4.2; 0.89). Similarly, during the interview session with the Ekerenyo NG-CDF officials, one of them had this to say;

The availability of bursary funds has ensured that schools are not only able to accommodate more students but also provide them with an environment conducive to learning. Improved classrooms mean less overcrowding, which directly improves student performance and engagement, as teachers can offer more personalized attention ( Interview: SCED official, 15/08/2024).

The provision of textbooks has also improved the teacher-student ratio concerning learning materials. In the past, students had to share textbooks, limiting the effectiveness of lessons and student comprehension. NG-CDF bursary funding has contributed to purchasing enough textbooks for students, aligning with the government's policy of ensuring that each student has access to the required materials.

#### **4.8 Relationship between NG-CDF Education Fundings and students' retention**

The third study objective sought to establish the relationship between NG-CDF bursary fund and students' retention and dropout rate in Ekerenyo Sub-County. A Pearson moment correlation between the two variables was conducted to see if there is a link between NG-CDF Education fundings and student retention and dropout rates. The results are shown in table 4.14.

**Table 4.14 Correlation between NG-CDF education fundings and students' retention**

		NG-CDF education fundings		students' retention
<b>NG-CDF fundings</b>	Pearson Correlation	1		.845
				.040
	Sig. (2-tailed)			.040
	N	28		28
<b>students' retention</b>	Pearson Correlation	.845		1
				.040
	Sig. (2-tailed)	.040		
	N	28		28

Source: Field data, 2024 ( $p = 0.05$ )

Pearson moment of correlation returned an  $r$  value = 0.845 with  $p=0.05$  (at 95% confidence interval). This finding shows that there is a strong positive correlation which was statistically significant as  $p<0.05$ . Thus there is steady positive increase in retention rate as the NG-CDF education fundings increases. Similarly, it was found that during the interview session with the class teachers, that NG-CDF funding policies has greatly increased the student retention rate in schools. One of the class teachers had this to say;

NG-CDF provides bursaries and scholarships, targeting students from financially disadvantaged backgrounds. This financial aid helps reduce dropout rates by covering school fees and other expenses, making it more feasible for families to keep their children in school. When students from low-income households receive this support, they are more likely to complete their secondary education, thereby improving retention rates. (Interview, Class Teacher 11, 17/08/2024)

#### **4.8.1 Relationship between Public education fundings and Dropout rate**

In order to determine if student dropout rates among learners and NG-CDF Education fundings were related. After calculating the Pearson moment correlation between the two variables, the results are shown in table 4.15.

**Table 4.15 Correlation between NG-CDF education fundings and Dropout rate**

		NG-CDF funding	Dropout rate
<b>NG-CDF funding</b>	Pearson	1	-.618
	Correlation		
	Sig. (2-tailed)		.011
	N	28	28
<b>Dropout rate</b>	Pearson	-.618	1
	Correlation		
	Sig. (2-tailed)	.011	
	<b>N</b>	<b>28</b>	<b>28</b>

*Source: Field Data, 2024*

According to the results, the Pearson moment of correlation yielded a 95% confidence interval value of  $r = -0.618$  at  $p = 0.05$ . The results indicate a substantial negative connection with a statistical significance level of  $p < 0.05$ . Therefore, the dropout rate falls when NG-CDF education funding rises. This was also consistent with Republic of Kenya (2010) results, which showed that government support for education increases the involvement of the underprivileged in secondary school. The Secondary Education Bursary Fund (SEBF), according to Njeru and Orodho (2003), was established in the 1993–1994 fiscal year as a safety net to protect the impoverished and vulnerable populations from the negative consequences of cost sharing in education. Similarly, during the interview session with the class teachers, it was found that NG-CDF funding has immensely helped in reducing the student dropout rate in secondary schools. One of the class teachers had this to say;

NG-CDF funds lessen the dropout rate of students because typically, it helps in covering essential educational costs, including tuition fees, school uniforms, books, and other supplies. Therefore, by alleviating these financial burdens on students and their families, NG-CDF funding make education more accessible and affordable, which often leads to lower dropout rates, especially in low-income areas (Interview, Class teacher, 7; 17/08/2024).

## **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This section offers a synopsis of the study in the following order: goals, methods, main conclusions, and purpose of the research. On the basis of the study's results, it also offers suggestions for policy and academia.

### **5.2 Summary of the Study**

Kenya government has initiated a number of education investment fundings such as Free Tuition Secondary Education, National Government 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. However, according to the existing data of public mixed secondary school attendance of 2023, 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 Ekerenyo 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 purpose of this study therefore was to find out the influence of NG-CDF on retention and dropout of students in public secondary schools in Ekerenyo Sub-County. The study adopted descriptive survey research design. All the forty (40) public mixed secondary schools in the Ekerenyo Sub-County were involved in the study of which a sample size of 40 school principals, 400 students and 10 NG-CDF officials were involved in the study as respondents. Descriptive statistics such as percentage and frequency counts, mean and standard deviation and inferential

statistics such as Pearson Correlation was used to analyze the quantitative data, while qualitative data was analyzed thematically.

### **5.3 Summary of study findings**

The first study objective sought to compare the retention rate, enrolment rate and dropout rate of student prior to the introduction of NG-CDF funding of schools and after the introduction of NG-CDF for public mixed secondary schools. The study found that before the introduction of the NG-CDF, the enrolment rates were relatively low, especially in rural and marginalized areas. However, three years and many years after the introduction of NG-CDF funding policy in public high schools, the enrolment rates increased significantly, with more students, including girls and those from poor backgrounds, gaining access to education. Similarly, on retention rate, the study found that prior to NG-CDF, retention rates were low due to poor infrastructure, long distances to schools, and lack of financial support. However, three years and many years after the introduction of NG-CDF funding policy in public high schools, retention rates improved as better infrastructure and financial support were made available to students. On dropout rate, the study established that before NG-CDF, dropout rates in secondary schools were high, especially among secondary school students and girls, due to economic and social challenges. However, three years and many years after the introduction of NG-CDF funding policy in public high schools, dropout rates decreased as NG-CDF helped to address some of the financial and infrastructural barriers that previously caused students to leave school prematurely.

The second objective of the study was to establish the contribution of NG-CDF bursary funding on the availability of school facilities, teaching and learning resources in public mixed secondary schools in Ekerenyo Sub-County. The study found that generally, the NG-CDF funding policy offer financial support to students from

underprivileged backgrounds to enable them to stay in school and improve the overall infrastructure and resources available in schools, which in turn enhances the learning environment. It was found that the fund provides for the construction and renovation of school facilities, acquisition of teaching and learning materials, and establishment of supportive resources such as libraries and laboratories. These improvements have collectively boosted educational outcomes, particularly in regions that previously suffered from limited access to resources. Before the introduction of NG-CDF, many public mixed schools in Ekerenyu Sub-County, particularly in rural and semi-urban areas, struggled with overcrowded classrooms, dilapidated buildings, and a lack of basic infrastructure. The study found that NG-CDF has contributed significantly to addressing this issue by financing the construction of new classrooms, renovation of old buildings, and upgrading of school compounds. The study also found that prior to NG-CDF, many schools lacked basic learning materials, including textbooks, exercise books, and stationery, especially in public schools located in disadvantaged areas. NG-CDF funding has helped bridge this gap by supplying textbooks and essential learning materials, ensuring that every student has access to the tools they need for effective learning. The study also found that through NG-CDF, many schools have been able to construct science labs and purchase laboratory equipment such as microscopes, Bunsen burners, and chemical reagents. This has improved the teaching and learning of science subjects, enabling students to perform practical experiments rather than relying solely on theoretical learning.

The third study objective sought to establish the relationship between NG-CDF education fundings and students' retention and dropout Rate of students. Pearson moment of correlation returned an  $r$  value = 0.845 with  $p=0.05$  (at 95% confidence interval). This finding shows that there is a strong positive correlation which was

statistically significant as  $p < 0.05$ . Thus there is steady positive increase in retention rate as the public education funding increases. In establishing the relationship between NG-CDF education fundings and Dropout rate, 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 NG-CDF education fundings increases, the dropout rate decreases. The NG-CDF education funding had a substantial impact on improving retention rates and reducing dropout rates in Kenya. By addressing financial barriers, improving school infrastructure, and providing necessary learning resources, NG-CDF has created a more supportive and conducive environment for students to stay in school. Despite some challenges, the fund has played a key role in improving access to education, especially for students from low-income households and marginalized regions. To sustain and amplify these gains, continued efforts to ensure transparency and equitable distribution of funds are essential.

#### **5.4 Conclusions**

The introduction of NG-CDF funding for schools has had a positive impact on Kenya's education sector. It has contributed to increased enrolment rates, improved retention, and reduced dropout rates. The fund's focus on improving infrastructure and providing financial support has been critical in promoting access to education for marginalized and disadvantaged communities. However, while NG-CDF has made significant strides, there is still room for improvement, particularly in ensuring the equitable distribution of funds and further reducing dropout rates in certain regions. Continued investment in education through initiatives like NG-CDF is essential for Kenya's long-term development.

The NG-CDF bursary funding has made a significant contribution to the availability of school facilities, teaching, and learning resources in Kenya. Through the construction of classrooms, laboratories, dormitories, and the provision of textbooks, ICT equipment, and other learning aids, NG-CDF has improved the quality of education in both urban and rural areas. The enhanced infrastructure and resources not only create a conducive learning environment but also increase access to education for students from marginalized and low-income communities. As the program continues, it is crucial to ensure that the funds are used efficiently and equitably to maximize the positive impact on Kenya's education system.

The NG-CDF education funding has had a substantial impact on improving retention rates and reducing dropout rates in Kenya. By addressing financial barriers, improving school infrastructure, and providing necessary learning resources, NG-CDF has created a more supportive and conducive environment for students to stay in school. Despite some challenges, the fund has played a key role in improving access to education, especially for students from low-income households and marginalized regions. To sustain and amplify these gains, continued efforts to ensure transparency and equitable distribution of funds are essential.

### **5.5. Recommendations**

Based on the study findings, the study recommends that the management of NG-CDF should implement stronger mechanisms for the monitoring and evaluation of bursary distribution to ensure that funds are allocated to the most deserving students. In many cases, the NG-CDF bursaries may not reach the intended beneficiaries due to mismanagement, corruption, or poor targeting. Strengthening accountability measures, such as requiring transparent beneficiary selection criteria and regular

audits, will ensure that students who are most at risk of dropping out due to financial constraints receive timely support.

The government policy makers and NG-CDF should develop specific guidelines within NG-CDF targeting the needs of girls and other vulnerable groups in mixed secondary schools to address dropout rates driven by gender-related issues. This is because in mixed secondary schools, girls face unique challenges such as early pregnancies, child marriages, and the lack of menstrual hygiene management facilities. Therefore, by setting aside funds for gender-sensitive infrastructure (such as sanitary facilities) and providing scholarships for female students, dropout rates among girls can be significantly reduced.

The government should also offer regular training to NG-CDF committees and school administrators on effective fund management, needs assessment, and student support systems. Proper training on how to assess student needs and allocate resources effectively will ensure that NG-CDF is used more strategically to address retention and dropout challenges. By building the capacity of those managing NG-CDF at the constituency level, there can be better alignment between community needs and the allocation of funds.

The Allocate a larger portion of NG-CDF towards the improvement of school infrastructure, including the construction of classrooms, laboratories, libraries, and boarding facilities. The physical condition of schools plays a key role in retention rates. Crowded classrooms, inadequate sanitation, and lack of facilities such as science labs and libraries are contributing factors to low student retention. Improving school infrastructure can create a more conducive learning environment, making students more likely to stay in school.

## 5.6. 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. While NG-CDF has been shown to improve overall retention and reduce dropout rates, certain vulnerable groups may benefit differently. Understanding the unique challenges faced by these groups will help in tailoring NG-CDF interventions to their needs. There, more studies should be done on how NG-CDF affects specific student demographics, such as girls, students with disabilities, and those from minority or marginalized communication
- ii. The study was conducted in Ekerenyo Sub-County only which means that it cannot be generalized for other parts of the country. Therefore, a similar study should be conducted in wider areas for example covering the whole of Nyamira County or the entire country.
- iii. A comparative study should be conducted to analyze the differential impact of NG-CDF on retention and dropout rates between rural and urban public mixed secondary schools. Rural schools often face more challenges in terms of access, infrastructure, and socio-economic factors compared to urban schools. Investigating these differences could provide insights into how NG-CDF can be better structured to address the unique needs of rural areas.

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## **APPENDICES**

### **APPENDIX I: INTRODUCTORY LETTER**

**GEOFFREY OSOGO NYAMWANDA**

**SCHOOL OF POST GRADUATE STUDIES**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND LEADERSHIP**

**MOUNT KENYA UNIVERSITY**

**KISII CAMPUS**

**P.O BOX**

**KISII**

**Dear Respondent,**

I am a student of Master of Education, Leadership and Management at Mount Kenya University currently conducting a research titled: **NATIONAL GOVERNMENT CONSTITUENCY DEVELOPMENT FUNDS AND RETENTION OF STUDENTS IN PUBLIC MIXED SECONDARY SCHOOLS IN EKERENYO SUB-COUNTY, KENYA**, as part of the course requirement, For this reason, therefore have identified your institution to take part in the study, and you have been selected as a respondent. kindly answer the questions as candidly as possible. There is no right or wrong answer, Do not indicate your name on the questionnaire.

Note that all responses obtained shall be purely used for the purposes of the study.

Thank you

Yours faithfully,

**Geoffrey Osogo Nyamwanda**

**CELL PHONE:0793698973**

## APPENDIX II: INFORMED CONSENT FORM

Researcher Name: \_\_\_\_\_

I appreciate your willingness to participate in this study. This form highlights the parameters and requirements for your participation. The study asks your opinion on the research issue as a whole. It is essential that you obtain clarification on the study's criteria and feel free to proceed. In the succeeding phases of this study, your perspectives and recommendations are vital.

This study's findings will be compiled and shown in a report that will be accessible to the public upon request. As a result, the final document will not contain any identity information, including actual name, character name, or personal identification number. Throughout, codes and bogus identity will be utilized.

Overall, your involvement and the information you offer are optional and uncompelled. You have the option of continuing with the study to its conclusion or withdrawing from the study at your own discretion, in which case material gathered from earlier interview phases will be discarded.

Your name \_\_\_\_\_

[Optional]

### APPENDIX III: PRINCIPAL QUESTIONNAIRE

#### SECTION A: Demographic Information

Name of the school.....

What category does your school belong to

National ( ) County ( ) Sub-County ( )

Is the school Public ( ) or Private ( )

Is your school Boarding ( ) or Day ( )

**Gender** \_\_\_\_\_

**Education qualification** \_\_\_\_\_

#### Enrolment

Provide enrolment in your school for the following years

Year	F1	F2	F3	F4
2019				
2020				
2021				
2022				
2023				
2014				

How long have you served as a Principal in this school?

- a) Below 5 years [ ]
- b) 6-10years [ ]
- c) 11-15years [ ]
- d) 16years and above [ ]

#### SECTION B

#### Introduction of NG-CDF funding policy and Retention and Dropout rate

Using a tick, please indicate the school population prior to the introduction of the NG-CDF, 3 years after the introduction of NG-CDF and presently.

	Approx. School Population	Tick appropriately
Prior to NG-CDF	Less than 200 students	
	200-500 students	
	500-800 students	
	Above 800 students	
3 Years after the introduction of NG-CDF	Less than 200 students	
	200-500 students	
	500-800 students	

	Above 800 students	
Student population at the time of study (20 years later)	Less than 200 students	
	200-500 students	
	500-800 students	
	Above 800 students	

Using a tick, please indicate the female student population prior to the introduction of the NG-CDF, 3 years after the introduction of NG-CDF and presently.

	<b>Approx. School Population</b>	<b>Tick appropriately</b>
Prior to NG-CDF	Less than 200 students	
	200-500 students	
	500-800 students	
	Above 800 students	
3 Years after the introduction of NG-CDF	Less than 200 students	
	200-500 students	
	500-800 students	
	Above 800 students	
Female Student population at the time of study (20 years later)	Less than 200 students	
	200-500 students	
	500-800 students	
	Above 800 students	

How many students benefited from the last NG-CDF disbursement, *Please indicate the number in the table below*

<b>Form one</b>	<b>Form Two</b>	<b>Form Three</b>	<b>Form Four</b>

The following relates to NG-CDF. Please fill in the details

Year	Number of students applied for NG-CDF for the last 5 years		Number of students, who received the funds	
	Males	Females	Males	Females
2019				
2020				
2021				
2022				
2023				

In your opinion, who benefit more from the public educational fundings?

- a) Orphan and Needy students [  ]
- b) Students from economically down background [  ]
- c) Students from single parents [  ]
- d) None of the above [  ]
- e) Others specify \_\_\_\_\_

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
2019			
2020			
2021			
2022			
2023			
Total			

How many students have dropped out of school because of lack of school fees since 2019-2023?

Year	Number of students who have dropped out of school due to lack of school fees		
	Males	Females	Total
2019			
2020			
2021			
2022			
2023			
Total			

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% [  ]

If less than 25% do you attribute this to existence of NG-CDF?

- a) Yes [  ]
- b) No [  ]
- c) Can't tell [  ]

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% [ ]

.....  
 Of the students admitted in Form one in 2019 (as above), what percentage was retained up to Form Four until completion in 2023?

Number of students

- a) Form one (2020) -----
- b) Form two (2021) -----
- c) Form three (2022) -----
- d) Form four (2023) -----

**Section C: Contribution of NG-CDF bursary funding on the availability of school learning resources**

Kindly indicate the major sources of funds for the following physical facilities and learning resources

	NG-CDF	PTA	GoK	LATF	Other sources
Classrooms					
Boys' toilets					
Girls toilets					
Libraries					
Dormitories					
Science laboratory					
Computers					
Dining hall					
Home science room					
Computer laboratory					
Learning materials					

**SECTION D: Relationship between NG-CDF fundings and students’ retention and dropout**

The following is A five item 5-point likert scale developed to measure various aspects of NG-CDF 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 students who depend entirely on NG-CDF Educational <u>fundings</u> for their school fees					
There students who had dropped out of school but were reinstated in school due availability of these educational <u>fundings</u>					
The various NG-CDF education funding policies contributed to the retention of some students in your school					
NG-CDF education funding influence positively the retention rate of their beneficiaries					

What was the highest amount awarded to an applicant?

-----  
 -----

7. Depending on the type of funding policy, how much money is allocated each student in 12 above in one fiscal year? *Please specify*

-----  
 -----

10. Do you give any contributions and suggestions on financial needs assessment of your students? -----

## APPENDIX IV: STUDENT QUESTIONNAIRE

### SECTION A: Background Information

Gender: \_\_\_\_\_

Age \_\_\_\_\_

Form \_\_\_\_\_

### SECTION B: NG-CDF Educational Funding

Kindly indicate using a tick on your response to the following statement relating to NG-CDF Educational Funding, where SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

Statement	SA	A	N	D	SD
Students who receive bursaries are less than 50%					
Students who receive bursaries are more than 50%					
Bursaries are given to poor but bright students					
Poor & bright students receive enough bursaries					
Poor & bright students receive bursary every year					

### SECTION C: Contribution of NG-CDF education funding on Physical Facilities and Learning Materials in schools

Kindly indicate using a tick on your response to the following statement relating to contribution of NG-CDF education funding on Physical Facilities and Learning Materials in schools, where SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

	SA	A	N	D	SD
Water and sanitation facilities have become more accessible in schools					
Social amenities such as schools and recreation facilities have been developed by NG-CDF					
NG-CDF has helped to improve the standard of education					
NG-CDF has properly equipped schools in terms of teachers and facilities					
Through NG-CDF, Learning materials has greatly improved in terms of adequacy					

*Thank you*

## APPENDIX V: NG-CDF INTERVIEW SCHEDULE

1. How would you describe the retention rate of students before NG-CDF funding was introduced? Were students leaving the school at a high rate?
2. Have you noticed any changes in the retention rate since the introduction of NG-CDF funding? Can you attribute this to the financial support provided by NG-CDF (e.g., bursaries, infrastructure improvements)?
3. What factors, in your opinion, have contributed to the increase or decrease in retention? (Probe for financial barriers, academic performance, school environment, etc.)
4. What improvements in school infrastructure (if any) have been funded by NG-CDF? Do you think these improvements have had an impact on student retention?
5. Do you believe that the school environment (e.g., improved classrooms, labs, libraries) influences whether students stay in school or drop out?


## APPENDIX VI: CLASS TEACHER INTERVIEW SCHEDULE

1. How would you describe the retention rate of students before NG-CDF funding was introduced? Were students leaving the school at a high rate?
2. Have you noticed any changes in the retention rate since the introduction of NG-CDF funding? Can you attribute this to the financial support provided by NG-CDF (e.g., bursaries, infrastructure improvements)?
3. What factors, in your opinion, have contributed to the increase or decrease in retention? (Probe for financial barriers, academic performance, school environment, etc.)
4. What improvements in school infrastructure (if any) have been funded by NG-CDF? Do you think these improvements have had an impact on student retention?
5. Do you believe that the school environment (e.g., improved classrooms, labs, libraries) influences whether students stay in school or drop out?

## APPENDIX VII: SCDE INTERVIEW SCHEDULE

1. How would you describe the retention rate of students before NG-CDF funding was introduced? Were students leaving the school at a high rate?
2. Have you noticed any changes in the retention rate since the introduction of NG-CDF funding? Can you attribute this to the financial support provided by NG-CDF (e.g., bursaries, infrastructure improvements)?
3. What factors, in your opinion, have contributed to the increase or decrease in retention? (Probe for financial barriers, academic performance, school environment, etc.)
4. What improvements in school infrastructure (if any) have been funded by NG-CDF? Do you think these improvements have had an impact on student retention?
5. Do you believe that the school environment (e.g., improved classrooms, labs, libraries) influences whether students stay in school or drop out?

## APPENDIX VIII: UNIVERSITY APPROVAL LETTER

  
**Mount Kenya University**

REF: MKU/ERC/2215 Date: 24 May 2022

TO: GEOFFREY OSOGO NYAMWANDA

REG: MED/2019/52805

Dear Sir/Madam,

**RE: CONSTITUENCY DEVELOPMENT FUNDS ON RETENTION OF STUDENTS IN PUBLIC MIXED SECONDARY SCHOOLS IN EKERENYO SUB-COUNTY, KENYA**


This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1288**. The approval period is **24/05/2022 - 23/05/2023**.


This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

  
**Dr. Peter G. Kirira**  
Chairman, Mount Kenya University IERC

  
The Chairman  
Mount Kenya University  
Ethics Review Committee  
P. O. Box 342 - 0100, Thika

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Main Campus, General Kago Road, P.O. Box 342-01000 Thika, Tel: +254 67 2820 000,  
Cell: +254 720 790 796, 0709 153 000  
Email: info@mku.ac.ke, Web: www.mku.ac.ke

## APPENDIX IX: TURNITIN REPORT

Osogo Chapter 1 TO 5 7.10.2024.doc

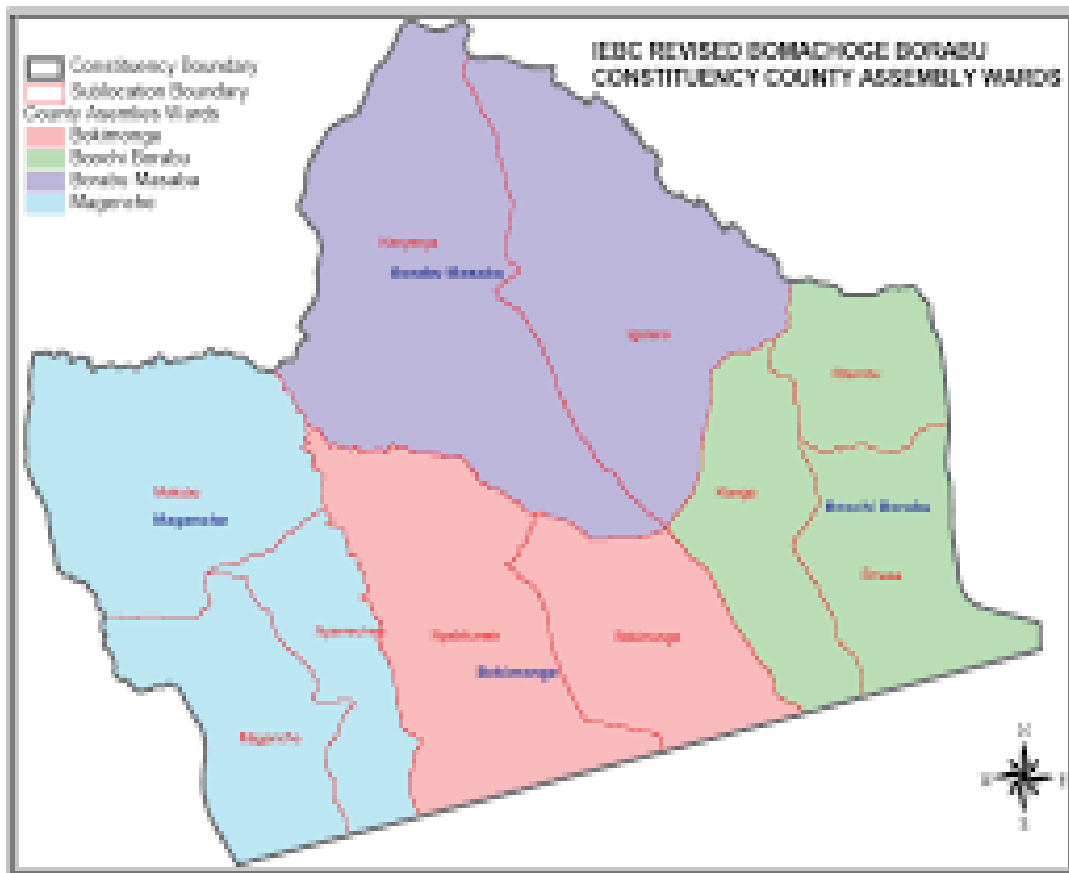
### ORIGINALITY REPORT

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**APPENDIX X: A MAP OF EKERENYO SUB- COUNTY**



Mount Kenya