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Influence of National Government Constituency Development Fund (NG-CDF) Support on Students Enrolment in Muhoroni Constituency in Kisumu County, Kenya

By

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Abstract

The National Government Constituencies Development Fund (NG-CDF) bursary was created by the Constituencies Development Fund Act, 2003 with the primary objective of reducing the financial burden of poor families in financing education and cushioning them against the high and increasing cost of secondary education, therefore reducing inequalities, increasing enrolment and completion of secondary school. Despite this huge investment, a large number of students are not sustained in the schools once they are enrolled. The purpose of this article therefore is to investigate the influence of national government *Constituencies Development Fund (NG-CDF)* support to secondary school students in Muhoroni Constituency of Kisumu County. The article was guided by the following research questions; what criteria determine the students' qualification for NG-CDF bursary support in Muhoroni Constituency? What is the adequacy of funds allocated to each deserving student?, and what extent has the constituency bursary fund contributed to enrolment of students in secondary schools. The article was guided by the theory of justice and fairness developed by John Rawls in 1971. The article was conducted in Muhoroni Constituency and adopted descriptive research design. The sample size was 137, comprising of 120 NG-CDF bursary beneficiary students, 12 principals and 5 NG-CDF secretaries. Two types of research instruments; questionnaires and interview schedules, was used for data collection. Pilot study was conducted in four schools to establish reliability and validity of the measuring instrument used. Both descriptive statistics in form of percentages and frequency distribution tables and inferential statistics in form of Pearson correlation analysis was used to analyze the quantitative data, while qualitative data was placed under themes consistent with the research questions and conclusions made based on trends and patterns of responses. The study found that NG-CDF bursary was awarded mostly to students who were either orphaned, bright and needy students or those from humble background. Although there was high successful rate of CDF allocation to students who applied, the bursary was never enough to cater for all the applicants. The number of students both males and females who have been enrolling in schools has been on the increasing trend since 2014 to 2018. The numbers of students who have dropped out of school due to lack of school fees between 2014 through to 2018 have been decreasing. Pearson moment correlation returned an r value = 0.745 with $P < 0.05$ (at 95% confidence level), showing a strong positive correlation between NG-CDF bursary and enrolment rate of students. The government should increase allocation of funds for FDSEF and the NG-CDF kitties to allow for more beneficiaries. The public should be adequately sensitized on the existence of various government educational funding including NG-CDF bursary funds and when they are released to ensure that more students are able to apply for it. The article will add to new knowledge in the field of education especially on the disbursement of CDF to students in secondary schools.

Key Words: Constituency Development Fund, Support, Student Enrolment, Muhoroni, Kisumu, County, Kenya

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Influence of National Government Constituency Development Fund (NG-CDF) Support on Students Enrolment in Muhoroni Constituency in Kisumu County, Kenya

By

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Introduction

In order to mitigate the negative impact of cost of education especially among the family with poor economic background, various education funding policies have been put in place across different countries globally. These funding schemes have either been on merit basis or on need basis. In England, non-repayable forms of financial support for lower income students constitute a key component of the government's higher education policy according to Lewin (2012), and higher education bursaries are an important element of such support with Higher Education Institutes (HEIs) spending some £295m on bursaries and scholarships in 2012. In Singapore, the government through the Ministry of education has a bursary scheme in place known as Edusave Merit Bursary that is meant for students whose household income is less than \$4000 a month. They provide \$300 for secondary 1 to 5.

Eligibility, according to UNESCO (2015), is for students who are already in secondary school and whose performance is good, that is, 25% in a stream. This goes a long way to retain students who could have otherwise dropped due to lack of school fees. Either ways Woodhall, (2014) notes that education funding policies such as bursaries improve participation rates amongst the economically less privileged in the society since in effect they pay less or nothing during the duration of their study. For instance, in China, education financing mechanisms include local taxes levied on business turnover and payroll, fees, the use of work-units to contribute to labor and finances, and the entrepreneurial use of school buildings. In Zimbabwe, relatively high secondary participation rates were achieved through a significant commitment of public funds, now also by levying of fees, as well as the employment of untrained teachers. However, in Kenyan, according to Ministry of the Education (MOE) (2009) report, despite the government contribution in education through various education funding policies such as NG-CDF, students' participation in education still remain low.

The National Constituencies Development Fund (NG-CDF) bursary was created by the Constituencies Development Fund Act, 2003 with the primary objective of reducing the financial burden of poor families in financing education and cushioning them against the high and increasing cost of secondary education, therefore reducing inequalities, increasing enrolment and completion of secondary school. Education equips citizens with understanding and knowledge that enables them to make informed choices about their lives and those facing Kenya Society. The education sector therefore, is expected to provide the skills that will be required to steer Kenyans to economic and social goals (Republic of Kenya, 2010). Notwithstanding the vision 2030, education sector in Kenya is faced with a number of challenges. It is against this background that the article sought to investigate the influence of National Government

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Constituency Development fund on enrolment rate of secondary school students in Muhoroni Constituency of Kisumu County.

Statement of the Problem

According to 2014-2018 report by Kenyan Ministry of Education on Muhoroni Sub-County, the proportion of 16 and 17 year olds without access to education is 9.1% (2,257) and of those who attend public primary school, 26.1% (5,883) drop out without completing secondary school. The ministry therefore recommends that this figure should be reduced if not eliminated for any meaningful education development to take place in the sub-county. As a result, the Kenyan government has come up with various initiatives and government Public Funding such as National Government Constituency Development fund (NG-CDF) for awarding bursaries to students, which was began in 2003.

Despite this effort by the Kenyan government to improve the enrolment and retention of students in secondary schools, evidence shows that this funding policy has not been effective given that a number of children of school going age are still at home or are dropping out of school due to inability to pay the school fees (Ministry of Education, 2018). For instance, a study on the secondary school bursary scheme by Njeri and Orodho (2003) identified major weakness of National Government Constituency Development fund as lack of transparency, inadequacy of funds, fluctuations of amount allocated, disbursement delays, lack of uniform criteria for identifying the poor students and inadequate equity consideration. Okoth (2009) also shows that thousands of poor students in the country still do not benefit from NG-CDF, owing to several loopholes in allocation of NG-CDF. Further, according to Odebero (2012) concerns have been raised that students from poor families are unable to access secondary school even after showing good performance in their national examination. These evidence shows that the influence of NG-CDF bursary to students enrollment and retention has not been felt. It is against this gap that the present study seeks to investigate the influence of National Government Constituency Development fund support on students' enrolment rate in secondary schools in Muhoroni Constituency of Kisumu County.

Research Questions

The study was guided by the following research questions

- i. What criteria determine the students' qualification for NG-CDF bursary support in Muhoroni Constituency?
- ii. What is the adequacy of NG-CDF funding allocated to each deserving student in Muhoroni Constituency?
- iii. What is the relationship between NG-CDF and enrolment rate of students in secondary schools in Muhoroni Constituency?

Theoretical Framework

This study is anchored on the theory of justice and fairness as developed by John Rawls (1971), which advocates for the principles of justice to govern modern social order. It provides a

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framework that explains the significance, in a society assumed to consist of free and equal persons of political and personal liberty of equal opportunity and cooperative arrangement that benefit the more and less advantaged members of the society. It develops a conception of justice from the perspective that persons are free and equal. Thus, educational system should be designed so as to remove external barriers of any nature (economic, cultural, and geographical) that prevents bright students from low economic backgrounds from taking advantage of inborn talents which accelerates them to social promotion. The theory is justified as it advocates for the equitable distribution of resources fairly and justly which in this case is the Bursary fund to all students who deserve the assistance. If all needy students get the funding fairly and justly, then the society will develop and grow thus meeting what the CDF was initially intended for.

The theory of justice and fairness according to Rawls emphasizes that all social primary goods i.e. liberty and opportunity, income and wealth and the base of self-respect are to be distributed equally so that everyone in the society would be equally able to fulfill their interests. Any unequal distribution of any or all of these goods is to the disadvantage of the least favored. Social and economic inequalities are to be arranged so that they are to the greatest extent benefit the least advantaged and also be attached to office and positions open to all under conditions of fair equality of opportunity. Rawls contends that the theory of justice and fairness emphasize that every citizen should be given, through education, an opportunity to exercise freedom and improve their social status. By making secondary education available to children from all social classes, it is hoped that one removes the handicaps that are inherited in being born poor on the level of education policy, the problem is mainly seen as one providing grants for the poor but able students as per Republic of Kenya, (1996). This theory, as Rawls puts it, advocates that children should have equal opportunity at secondary and higher levels of education disregarding their socio-economic background. This will ensure that ideal conditions are created to implement the vision of equal opportunity, where everybody has access to the kind and amount of education that suits him. However, the status quo was to be established by the study to demonstrate fairness in distribution of CDF and whether all the targeted students got the funding as required.

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Conceptual Framework

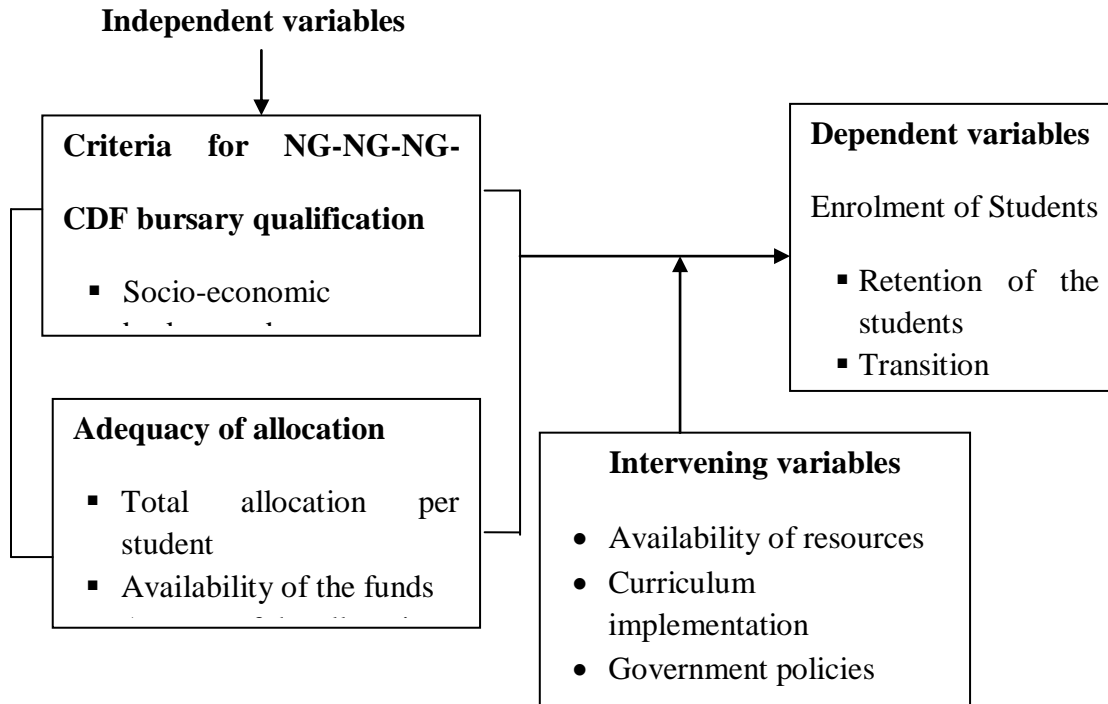


Figure 1: Conceptual Framework

The conceptual framework is used to explain the nature of national government constituency development fund support to secondary school students in Muhoroni Constituency of Kisumu County. According to the framework, nature of NG-CDF bursary defined by criteria for its application either through socio-economic background or academic strength; amount of allocation in terms of total allocation per student, availability and adequacy of funds and number of the beneficiaries; frequency of its disbursement based on promptness in disbursement, and challenges facing its allocation and disbursement (independent variables) influence its support to secondary school education through promoting retention of the students and reduction of the dropout rate among the students (dependent variables). However, for this relationship to hold, intervening variables such as availability of resources, curriculum implementation, government policies, political interference and level of awareness among the beneficiaries must come into play. This implies that effective educational funding policies through NG-CDF bursary is one where all needy students are identified, information about the bursary is effectively communicated to the needy students and the society, funds are adequate and where these funds are effectively procured to benefit the target group.

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Review of Related Literature

Criteria and Amount of Education Loan Disbursement

Over the years, both public and private learning institutions in developed countries such as United States and United Kingdom have developed financial assistance programs that focused both on students with financial need, as well as those who were deemed academically meritorious. For instance, Lemann (2009) describes how Harvard's decision to introduce scholarships based on merit in the 1930s helped lead to the creation of the Scholastic Aptitude Test, as a mechanism for identifying high-achieving public school students. Still in American aid for education, the federal grant aid is predominantly in the Pell Grant program, where 78 percent of the federal grants awarded are from the Pell program, with the remainder in other federal grants including Supplemental Educational Opportunity Grants, as well as veterans' and active duty military grants. The Pell program highly target students from low- and moderate-income families, where 90 percent of dependent Pell Grant recipients (i.e., those under the age of 24, unmarried, and not military veterans) had parents with family incomes below \$47,000 in 2006. In contrast, the 90th percentile for all dependent students that year was an income level of approximately \$150,000.

In Tanzania, a study by Parameeta, (2014) established that eligibility of the students to be given education bursary is selected on the basis of their academic performance as well as personal characters. The primary school head-teacher and school committee holds a meeting and nominate six girls. The names are then forwarded to the village government for discussion and final selection. The village government approves three girls from among the six from each school who deserve the bursary. After selection the girls are posted to either government or private schools depending on their performance in the Primary School Leaving Examinations. The schools send joining instructions showing school requirements. The funds are then disbursed to schools depending on the number of girls under the GSES program. The bursaries cover all items which are needed by the girls as well as school.

In Kenya, The Ministry of Education (MOE, 2012) at inception of the education bursary scheme-1993/1994, disbursed funds directly to secondary schools from the Ministry of Education Headquarters based on the schools' student enrolment. Schools were expected to distribute the bursary funds in accordance with Guidelines issued by the Ministry of Education. The general MOE guidelines directed schools to allocate money to poor students on the basis of academic record and discipline. However, due to lack of clear guidelines to schools on how to identify needy students for bursary awards, beneficiaries were identified through a number of ways including; School Management Boards assisted by teachers; School Bursary Committees comprising of stakeholders such as parents through the PTAs and BOGs, class teachers, religious leaders, NGO representatives and area chiefs. However in most cases the head teachers ultimately decided on who was to be awarded the bursary and the amounts to be allocated.

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Adequacy of the National Government Constituency Development Fund Bursaries

In Britain, for example education up to secondary school level is fully financed by the government and parents are only required to ensure that children attend school, (Young People Learning Agency 2012). The department of education in Canada works with school boards, parents, teachers, and other partners to ensure that policies governing school fees are implemented so as to ensure that a child is not denied access to education because of an honest inability of the parents to pay the mandatory school fees (Young People Learning Agency, 2012).

In Zambia and Malawi, studies show that close to close to 70% of secondary school students are entitled to bursary schemes as a form of government education funding policies, which are supposed to cover 75% tuition fees for most beneficiaries and up to 100% for vulnerable groups such as double orphans. Bursary schemes are also favored to improve retention of girls in the schools (Sutherland-Addy, 2008; World Bank 2016). Even though bursary schemes are designed to improve retention of students in public secondary schools some students drop out of school because of extreme poverty levels which the scheme does not address like provision uniform and other personal effects.

According to a study conducted in Busia District by Odalo (2000), 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, in a study on bursary allocation in Busia district revealed that, contends that the bursary allocation in Busia district was not equitable. According to this study, recipients from high socio-economic backgrounds were awarded more bursary support than their counterparts from the poor families. This anomaly was attributed to the faulted criteria of nominating the bursary fund beneficiaries. Complaints raised against the foregoing style of bursary allocation, provoked the government to introduce the Constituency Bursary Fund (CBF) in 2003.

Contribution of Bursary on Retention of Students in Secondary Schools

In United States of America, Ontario; Dooley; Payne; Robb; (2013), did a research to explain whether scholarships and bursaries had an impact on persistence and academic success in university. The study used ex post facto design, where data from two universities in Ontario were used to analyze the relationship between entrance financial aid awards and success in university. Inferential statistics inform of simple regressions analysis was adopted to bring out association between the two variables. The study found that first-year (entrance) scholarships and bursaries at both universities have only modest effects on student grades and credits earned and generally no association with persistence and degree completion among students as a whole. However, reviewing this study shows that the study had a weakness in data analysis given that simple regression analysis had limited set of controls for the variables correlated with both financial awards and persistence. Hence, omitted variables may cause these coefficients to be biased in explaining the causal impact of financial aid on university outcomes. Besides, using ex post facto design, there were limited and restricted data, which could not provide peoples'

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opinion and views on the research questions. The present study intends to fill this gap by adopting descriptive statistics as well as inferential statistics such as regression discontinuity analysis to obtain estimates of the causal effects that is freer of bias. This will help in providing the reality that happens on the ground.

In Nigeria, Babalola (2008) carried out a study in attempts to offer practical explanations on how to move recurrent resources from areas where there is overspending to where there is underfunding with respect to the costing parameters recommended for Nigerian Universities by the National Universities Commission (NUC). Supplementing available data from files and documents of universities as well as from the NUC with an interview with top officials from six of the ten sampled universities stratified according to age and geographical location, a regression model was used to relate the 1991/92 expenditures per student with eight explanatory variables; namely: enrolment size, junior/teacher ratio, goods costs per student, type of curriculum offered, grant-effectiveness ratio, and spending deviation. Using a descriptive statistics, it has been revealed that there were overspending on general administration, general academic and retirement benefits at the expense of research and public service. Furthermore, the study shows that non-NUC grants, gifts and external aid require further tapping to supplement the NUC which supplied over 80 percent of the total revenue. The regression equations predict that by increasing the enrolment size as well as the junior staff ratio; and by reducing non-academic/academic staff ratio; the student/teacher ratio, the goods cost per student, the curriculum cost and the spending deviation, it will be possible to increase the average expenditure on research and public service hitherto neglected and simultaneously reduce unit administrative supports costs. Reviewing this study shows that it was majorly concerned with impact of education funding on learning environment, and failed to provide any information on effects of education funding on the individual students based on retention and academic achievement. The present study will fill this gap by focusing on how bursary funds influence students' retention as one of its study objectives.

According to Kosgeo and Kurgat (2014), subsidized Education in Kenya targeted economically challenged families who certainly found it difficulty in payment of cost, out-of-pocket expenses for clothes, transportation, books or other learning materials. The initiative started to a realization that poor families on average tend to have more school age children than higher income families hence the parents had to look after the many children in the family as the case of many poor developing countries. Kosgeo and Kurgat contended that in Kenya, the government conducts a uniform allocation criterion for the secondary tuition, meaning that education is accessible to every qualifying student graduating from primary school. The study continues to argue that in Kenya, poverty has contributed as a major barrier to education access for many students, and this led to the government introducing subsidized education. However, the funds are not enough to meet all the students' fee issues at the secondary schools.

Constraints Facing the Disbursement of CBF Bursary

In Malawi, Muhindi (2012) conducted a study on challenges facing the implementation of free day secondary education. The researcher adopted a descriptive survey research design to conduct

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the study. The target population consisted of all public secondary schools in Mwanza District. The district had a total of 33 public secondary schools with a student enrollment of 11,094 students and 403 teachers. A stratified random sample of 18 schools was selected. Data was collected using two sets of instruments, a questionnaire for the principals and an observation guide. Data was analyzed using Statistical Package for Social Sciences (SPSS). The analyzed data was presented using frequency distribution tables, bar graphs, pie charts and frequency polygons.

The study found that the government FDSE subsidies were inadequate and were not disbursed in time, cost of compulsory items and other direct payments by parents were prohibitive, all schools were facing an acute shortage of teaching staff, textbook/pupil ratios are adequate, physical facilities directly related to classroom teaching are adequate others are not. Reviewing this literature shows that it only used descriptive statistics to analyzed its data. The present study will use both descriptive and inferential statistics for data analysis.

A ministerial seminar on education for Rural People in Africa hosted by the government of Ethiopia (2005) indicated that in the absence of free basic education and in the case of secondary education which was generally not free, provision of bursary proved very successful in giving education access to girls and keeping them in school. The bursaries had saved girls from dropping out of school and also from early marriages. In Guinea the United Nations Educational Scientific and Cultural Organization (UNESCO) and the Forum for African women Educationists (FAWE) granted, educational bursaries on the basis of a programme of excellence initiated by UNESCO to reward and enhance performance among girls. This is because girls and women represent more than half of the population of Guinea. The bursary scheme has had a considerable positive impact since the number of drop outs due to lack of school fees has reduced. With the support of the American Embassy, Gambia introduced a bursary scheme for girls to address some of the poverty issues affecting girl-child education in the country. The scheme provides payments of school fees and hire of textbooks for junior secondary school students to the tune of \$27 per year.

Methodology

The study was conducted in Muhoroni. This area of the study was chosen due to the high rate of drop out from schools by secondary school students yet the government has given CDF funds for such students. Research design adopted for this study was descriptive survey research designs. This design involves the selection of a sample of respondents and administering questionnaires or conducting interviews (Creswell, 2014) with the purpose of answering questions concerning the current status of the variables under study. According to Cohen and Manion, (2012), the design determines and reports how things are at that point in time. The target population of this study was 600 NG-CDF bursary student beneficiaries, 24 principals of the public secondary schools, and 5 NG-CDF officials in Muhoroni Constituency. The study adopted simple random sampling technique to select 120 NG-CDF bursary beneficiaries in the constituency (both the students and their respective parents) from the sample frame of 600. As for the principals, out of the 24 target population, 12 were purposively selected representing 50% of the target population.

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On the other hand, all the 5 NG-CDF secretaries were selected purposively and through saturation sampling to participate in the study. The total sample size was therefore = 137.

Table 1: Stratified Distribution of Sample Size

Category	Target populations	Sample size	Percentages
Students	600	120	20.0
School principals	24	12	50.0
Total	629	137	

Source: Muhoroni NG-CDF report, 2018

Questionnaires and interview guides were used to obtain both quantitative and qualitative data. One questionnaire was developed for the students. The interview guide was for the principals as well as the 5 NG-CDF secretaries. The cross-checking of data through multiple method approach made the data collected valid. To test the reliability of the instruments, questionnaire from the pilot study was subjected to split half technique as Mugenda and Mugenda (2003) puts it. Data from questionnaires were analyzed by descriptive statistics (percentages and frequencies) as well as inferential statistics which was Pearson Correlation to test the hypothesis stated. Therefore the quantitative data was cleaned, and then coded into specific categories. Coding organizes and reduces the research data into management summaries. The coded items were fed into the computer and analyzed using a computer programme Statistical Package for Social Sciences (SPSS). The researcher used descriptive statistics particularly frequency and percentages, and presented findings using tables, graphs, and pie-charts. The findings were then interpreted. Inferential statistics was analyzed using Pearson Product Moment Correlation. Qualitative data was transcribed, organized into codes and themes for generalization of findings. In this study, the researcher informed the selected participants about the purpose of the study. The participants were given the freedom to choose to participate or not in the study.

Results and Discussion

From the first research question, findings established that, NG-CDF bursary committee award this education funds to most of the students who were either orphaned, bright and needy students or those from humble background were the major beneficiaries as indicated by 77.6% and 56.1% of the respondents respectively. Bright but needy students from single parenthood were also considered for the bursary as indicated by more than half of the respondents (58.2%). As a procedure of application for this bursary, one must be above average student, orphaned and attach fee structure 55(55.1%). Another 68(69.4%) mentioned that for orphaned students, they must attach death cert with area chief and school principal to sign their application forms. Students were also expected to attach report form to prove good performance in school as indicated by 39(39.8%) student respondents. Further, applicants must give reasons why they needed the bursary.

The second objective of the study was to examine the adequacy of NG-CDF funding allocated to each deserving student in Muhoroni Constituency. The article found that although

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the number of the NG-CDF applicants since 2014 have been on the upward trend, not all the applicants of either males or females received the bursary. Based on distribution by gender, the study findings show that more male students have been applying for the NG-CDF than their female counterparts, save for the year 2016 when 51.2% of the applicants were females, while the males were 48.8%. Based on the number of beneficiaries, the study found that there was high successful rate of CDF allocation to students with over two thirds of either male or female students receiving the education funding aid. The study also established from over 60.40% of the respondents that NG-CDF bursary was never adequate although it was allocated to students.

In the third study objective, the study sought to find out the relationship between NG-CDF and enrolment rate of students in secondary schools in Muhoroni Constituency. The study found that the number of students both males and females who have been enrolling in schools has been on the increasing trend since 2014 to 2018. The study also found that the number of students who have dropped out of school due to lack of school fees between 2014 and 2018 had been decreasing. However, those who had dropped out of school were returned through what the government coined to be under reinstatement policy. This was found to enable most students who had been locked out of educational activities to come back in order to complete their studies. In rating the effects of NG-CDF educational funding on retention and dropout rate, the study found that majority of the school (68.2%) had registered less than 25% of dropout rate, while only 1.5% indicated more than 75% dropout rate. Moreover, over three quarters of the respondents at 78.4% confirmed that NG-CDF Educational funding reduced the dropout rate. Based on retention rate the study found that almost half of the school (46.7%) registered more than 75% retention rate, while only 12.3% registered less than 25% retention rate

The findings revealed that over two thirds of the students (69.4%) depended entirely on NG-CDF Bursary for their school fees. The study also found that more than three quarters of the students (76.5%) had dropped out of school but were reinstated in school due availability of NG-CDF. Further, the study found that NG-CDF Bursary funding policies contributes to high enrolment rate (84.7%) and that NG-CDF educational funding influence positively the retention rate. The study found a strong positive correlation ($R = 0.745$; $p < 0.05$) between NG-CDF Bursary Funding and student enrolment rate.

Conclusion and Recommendations

In the first research question, study concluded that, NG-CDF bursary committee awarded education funds to most of the students who were either orphaned, bright and needy students or those from humble backgrounds were the major beneficiaries. Therefore, NG-CDF committee used vulnerability of students in terms of orphanage, academic strength and their socio-economic background as criteria for the award of NG-CDF bursary. As a procedure of application for this bursary, one must be above average student orphan and attach fee structure and for orphan students, they must attach death certificates, with the chiefs and principals to sign their CDF application forms.

The second objective of the study was to examine adequacy of NG-CDF funding allocated to each deserving student in Muhoroni Constituency. The study concluded that

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although the number of the NG-CDF applicants since 2014 have been on the upward trend, not all the applicants of either males or females received the bursary. Based on distribution by gender, the study findings show that more male students have been applying for the NG-CDF than their female counterparts, save for the year 2016. Based on the number of students that receive the funds, the study concluded that there was high successful rate of CDF allocation to students with over two thirds of either male or female students receiving the education funding aid. Generally, NG-CDF bursary was never enough to cater for all the applicants.

In the third study question, the study sought to find out the relationship between NG-CDF and enrolment rate of students in secondary schools in Muhoroni Constituency. The study concluded that the number of students both males and females who have been enrolling in schools has been on the increasing trend since 2014 to 2018. Increase in enrolment rate over the years could be explained by the existence of NG-CDF bursary that helped in the needy students in fee payment hence keeping most of them in school. The number of students dropping out of school due to lack of school fees between 2014 and 2018 decreased. Pearson moment of correlation returned an r value = 0.745 with $P < 0.05$ (at 95% confidence interval), showing a strong positive correlation which was statistically significant as $p < 0.05$. Thus there is steady positive increase in NG-CDF Bursary funding which translates to increase in students' enrolment rate.

Recommendations

The following recommendations were made based on the findings and conclusions that were made; the government should increase allocation of funds for FDSEF and the NG-CDF kitties to allow for more beneficiaries. The public should be adequately sensitized on the existence of various government educational funding including NG-CDF bursary funds and when they are released to ensure that more students are able to apply. Government educational funding should be made available to all students regardless of whether they apply for it or not. This is because not all the students apply for the fund due to various reasons as so fail to benefit from it. In view of the delimitations of the in the research, the article recommends further research to be conducted in the wider areas for example covering the whole of Kisumu County or the entire country on disbursement of CDF. Other studies could be conducted on challenges facing accessibility of public education funding in Kisumu County.

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