FACTORS CONTRIBUTING TO THE EFFECTIVENESS OF PRESIDENTIAL SECONDARY SCHOOL BURSARY AS A SOCIAL ASSISTANCE PROGRAMME: A CASE OF BORABU CONSTITUENCY, NYAMIRA COUNTY, KENYA

BY

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DECLARATION

This dissertation is the product of my own work and is not the result of anything done in collaboration. It has not been previously presented to any other institution.

SIGNATURE **DATE** 14th August 2020

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We confirm that the work reported in this dissertation was carried out by the student under our supervision.

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DEDICATION

This dissertation is dedicated to my Mum, Mary for her wit, grace, candour, and unerring ability to motivate and spur my best impulse, my husband and children for their undying love and support.

TABLE OF CONTENTS

DECLARATION ..... **Error! Bookmark not defined.**
ACKNOWLEDGEMENT iii
DEDICATION iv
LIST OF TABLES viii
LIST OF FIGURES ix
ABREVIATIONS x
ABSTRACT xii
CHAPTER ONE 1
1.1 Chapter Overview 1
1.2 Background of the study 1
1.3 Problem Statement 6
1.4 Objectives of the Study 7
1.5 Research Questions 7
1.6 Justification 7
1.7 Scope 8
1.8 Limitation 8
1.9 Assumptions 8
1.10 Definition of Key Terms 8
CHAPTER TWO 10
LITERATURE REVIEW 10
2.1 Introduction 10
2.2 Theoretical Review 10
2.3 Empirical Review 14
2.3.1 The Concept Social Assistance 14
2.3.2 The Effectiveness of PSSB as a CT-OVC Complementary Programme in Promoting Education 14
2.3.3 The PSSB Programme in Kenya 17
2.3.4 PSSB Distribution logistics 19
2.3.5 PSSB Implementation Legal Framework 21
2.3.6 Household Socio-Economic Status 23

2.4 Conceptual Framework 27
2.5 Summary and Gaps 28
CHAPTER THREE 29
METHODOLOGY 29
3.1 1ntroduction 29
3.2 Research Design 29
3.3 Study Site 29
3.4 Target Population 30
3.5 Sampling 30
3.6 Data Collection Tools 31
3.7 Pre-Testing of the Research Tools 32
3.8 Reliability 32
3.9 Validity 33
3.10 Data Analysis 33
3.11 Ethical Considerations 33
CHAPTER FOUR 35
FINDINGS, ANALYSIS AND DISCUSSION OF THE STUDY 35
4.1Introduction 35
4.2 Demographic background 35
4.3 Distribution Logistics 37
4.4 Legal Framework 41
4.5 Analysis of household socio-economic status 41
4.6 Effectiveness of PSSB 45
CHAPTER FIVE 53
SUMMARY, CONCLUSION AND RECOMMEDATIONS 53
5.1 Introduction 53
5.2 Summary 53
5.3 Conclusion 56
5.5 Recommendations 58
5.6 Areas of further studies 59
REFERENCES 60
APPENDIX 1 65
APPENDIX 2 69

APPENDIX 3……..67

LIST OF TABLES

Table 1; Amount of money disbursed per Constituency per financial year in Kshs 18

Table 2; List of the respondents clustered per location 30

Table 3 ; Analysis of gender of students..... 35

Table 4; Analysis of the student's age..... 36

Table 5; analysis of the student's current class 36

Table 6; Analysis of the publicity source 38

Table 7; Analysis of eligibility 38

Table 8; Analysis of the orphan hood status..... 42

Table 9; Analysis of the literacy levels..... 43

Table 10; Analysis of frequency of absenteeism 46

Table 11; Analysis of time taken to resume school after absenteeism 46

Table 12; Analysis of the amount of bursary awarded 47

Table 13; Analysis of means of clearing outstanding fee balances 49

Table 14; Analysis of the extent to which lack of other school requirements affects learning 51

LIST OF FIGURES

Figure 1; Conceptual Framework 27

Figure 2 ; Analysis of the application procedure 39

Figure 3 ; Analysis of the parents/guardians occupation 44

Figure 4 ; Analysis of absenteeism due to school fees 45

Figure 5 ; Analysis of the adequacy of the amount awarded 48

Figure 6 ; Analysis of beneficiaries with outstanding school fees balances after bursary award .....**Error! Bookmark not defined.**

Figure 7 ; Analysis of the ability of parents to provide other school requirements 50

ABREVIATIONS

CDF	Constituency Development Fund
CSAC	Constituency Social Assistance Committee
CT-OVC	Cash Transfer for Orphans Vulnerable Children
CT	Cash Transfer
DCC	Deputy County Commissioner
EFA	Education for ALL
FY	Financial Year
FDSE	Free Day Secondary Education
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
MDGs	Millennium Development Goals
MGC&SD	Ministry of Gender Children and Social Development
ML&SP	Ministry of Labour and Social Protection
MLSS&S	Ministry of Labour Social Security and Services
MOE	Ministry of Education
MOES&T	Ministry of Education Science and Technology
NACC	National Aids Control Council
NCCS	National Council for Children Services
NESP	National Education Sector Plan
NPA	National Plan of Action
OVC	Orphans and Vulnerable Children

PSSB	Presidential Secondary School Bursary
SCCO	Sub County Children Officer
SDG	Sustainable Development Goal
SEBF	Secondary Education Bursary Fund
SITAN	Situational Analysis
SPSS	Statistical Package for Social Science
UNICEF	United Nation Children's Fund

ABSTRACT

Since the financial year 2013/2014 to date, the Presidential secondary school bursary fund (PBSS) in Kenya which aims at enhancing secondary school enrolment, attendance and completion by the Orphans and Vulnerable Children (OVC) has continued to identify and support these categories of students. However, despite this support system, there are cases of absenteeism and dropout among such children. This study therefore aimed at establishing the factors contributing to the effectiveness of this fund as a social assistance programme in Borabu Constituency. The objectives were: to examine the influence of distribution logistics on the effectiveness of the Presidential secondary school bursary fund; to assess the effect of the legal framework on the effectiveness of the Presidential secondary school bursary fund; to evaluate the influence of household socio-economic status on the effectiveness of the Presidential secondary school bursary fund. The study was guided by John Rawls' theory of social justice and the human capital theory and applied the descriptive research design. The target population for the study was the PSSB beneficiaries for the 2019/2020 FY and the bursary committee members. The sample size was 74 respondents comprising of 70 PSSB beneficiaries and 4 sub-committee members. A pilot test was carried out in Masaba North Sub-county in order to determine the reliability of the instrument. Data collection and data analysis applied both qualitative and quantitative approaches. The study found out that Presidential secondary school bursary publicity was high within Borabu Constituency and it reached out to the target population of orphans and vulnerable children. The timely release of funds from the national treasury had a great bearing in enhancing effectiveness of Presidential secondary school bursary (PSSB) in terms of reducing absenteeism. The study also found out that the amount allocated for PSSB was not adequate to cater for all the school fees and beneficiaries still had outstanding fee balances even after getting the Presidential secondary school bursary award. The study concluded that this fund has supported parents/guardians in taking care of orphans and vulnerable children by catering for their school fees needs and thus fulfilling their right to education. The study attributes this fund to the reduction of dropout cases among these children. The study recommends that the amount allocated for this fund per beneficiary be increased in order to cater not only for the tuition but for all other education needs. Further, the study recommends that the National treasury should prioritize timely release of funds to facilitate timely bursary distribution to beneficiaries to avoid being sent home.

CHAPTER ONE
INTRODUCTION

1.1 Chapter Overview

This chapter will cover the background of the study, the problem statement, and the objectives of the study, the research questions, and justification of the study, the scope, limitations and assumptions and end with the definition of terms.

1.2 Background of the study

Obtaining a quality education is the corner stone to creating sustainable development. Education is universally recognized as a form of investment in human capital and yields economic benefits and contributes to a country's future wealth by increasing the productive capacity of its people (Woodhall, 2004). Kofi Annan asserted that "education is a human right with immerse power to transform. On its foundation lay the cornerstone of freedom, democracy and sustainable human development" (UNICEF, 1999). Education fosters economic growth and leads to reduction in poverty by enhancing human capital and improving labour productivity while reinforcing the innovative capacity of the economy (Hanushek et al, 2010). When access to knowledge is improved, education becomes a key to better health and nutrition thus leading to greater financial capability within households. Education has the power to pluck societies out of poverty. Developing skilled citizens is not only beneficial for individual wellbeing, it also influences other dimensions of development, including increased civic engagement, and economic growth and livelihood generation (Common Wealth Education Hub, 2016). Further, the higher the levels of education achievement the greater the gender equality and levels of social participation.

The Jomtien conference was a key turning point in the world's collective approach to education, giving a wider perspective on the concept of quality basic education as well an understanding of its delivery. Jomtien is hailed for marking the materialization of a worldwide accord that education is one of the very crucial elements in fighting poverty, empowering women, promoting human rights and democracy, protecting the environment and preventing population growth. That accord led the donor communities in 1996 to commit themselves to help developing countries ensure universal primary education by 2015 as per the Millennium Development Goal (MDG) number two.

The expiry of the MDGs in 2015 ushered in the post 2015 development agenda giving rise to the Sustainable Development Goals (SDG) which will carry the momentum generated by the MDGs and fit into the global development framework beyond 2015. The SGD goal 4 aims to guarantee comprehensive and unbiased quality education that helps in promoting learning opportunities for all. For this quality education to be availed to the children from poor families, investment is needed in educational scholarships. Indeed, the SGD agenda 4 categorically prioritized education financing as a specific target in SDG 4b and it states "By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, Small Island developing States and African countries" (International Council for Science (ICSU), 2015). This is because education is a key pillar for realization of sustainable development. The SGD 4 is also very specific to that end and in that specific target 4.7 it states "by 2030 make sure all students acquire knowledge and skills required to bring about sustainable development, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development" (International Council for Science (ICSU) (2015).

World over, governments are duty-bound to sure make they provide basic education to its country's population and to make all adjustments in law policy as well as practice towards this crucial end. The UNICEF annual report of 2017 documents various initiatives by different governments to finance education. Among the highlighted initiatives is the Cash Transfers (CTs). CTs forms part of the social safety nets. The shifting focus towards social safety nets points to a progressive evolution in the understanding of the potential of social safety nets in alleviating poverty and vulnerability. Evidence demonstrates that these programs can contribute extensively and powerfully to reducing poverty, building resilience, and boosting opportunities among the poorest (Kathleen et al., 2018).

Cash transfers were first initiated in Brazil and Mexico in the mid-1990s and have been replicated across the world. Millions of poor households are beneficiaries of these programmes which have been attributed with helping to scale down poverty rates in Latin America and in other parts of the world. Mexico's Progressa (Progress) programme is documented as the first cash transfer experience. Launched in 1997, it had two key goals; to improve child education and healthcare and to transfer resources to the country's poor. Progressa produced tremendous

increase in school enrolment more so in middle school, posted reduction in child malnutrition and illness and also it led to decline in poverty. Brazil's Bolsa Familia (Family Allowance) is the biggest Conditional Cash Transfer programme serving 11 million people. It gives money upon fulfilment of given programme objectives and its main goal is resource transfer to the poor. Argentina's Programa Familias (Families Programme) puts prominence on poverty eradication and income redistribution by giving cash stipend to families with children below 18 years whose household head is unemployed and is not a recipient of unemployment benefits.

The bulk of social safety nets in Africa mostly target children since they support households with minors. Of all the CT programs, 29 % directly target children through nutrition interventions, remuneration aimed at orphans and other vulnerable children, school feeding programs, the provision of school supplies, and education benefits or fee waivers (Katheleen et.al, 2018).The cash transfers are many times credited for enabling households to keep children in school. CTs recipients in Gaza are granted fee waivers at the university, which encourage enrolment of their children (although other costs such as transport still act as barriers to access). Teachers willingly keep benefiting students in school as they know there is potential to clear the bills. (UKAIDS, 2018). In Madagascar, CTs enabled 21,000 out-of-school girls to attend catch-up classes, including 5,000 in lower-secondary education. Similarly, in Yemen, the Social Welfare Fund helps some families keep their children in school (UNICEF, 2017).

The Kenyan Constitution (2010) articles 43(1)(f), 53(1)(b) and 55(a) guarantees education as a right to every Kenyan and the Kenya Vision 2030 emphasises education as a key pillar in ensuring relevant human and social capital for sustainable development. In particular, the Constitution gives assurance of free and compulsory basic education to every child. Education is an integral human right provided for by the Constitution of Kenya 2010, It is also important for the fiscal and social welfare of the populace and for the long-term development of the country.

The realization of the place of human capital development in a nation's overall development has led the government to come up with tailor made initiatives targeting the Orphans and Vulnerable Children (OVC). The OVCs are recognized as one of the vulnerable population in Kenya by the Kenya vision 2030 which is a key development blue print for the country. In the vision 2030 CT-OVC is enumerated as one of the flagship projects targeting the OVC. In response to the HIV/AIDs epidemic the government launched the CT-OVC in 2004 with an aim of supporting households living with and taking care of orphans. The overall objective of the programme as

documented by the operations manual for Consolidated Cash transfer programmes 2017 is to promote fostering and retention of OVCs within their families and communities and to enhance their human capital development. It continues further by expounding that the focus for human capital development is to increase the enrolment and attendance of OVCs in basic school. It is against the backdrop of this that the Presidential Secondary School Bursary (PSSB) was initiated in 2013/2014 financial year as a complementary of the Cash Transfer for Orphans and Vulnerable Children (CT-OVC) program.

PSSB is however not the only bursary that the government operates. The National Government Constituency Fund runs a bursary scheme as well as the Secondary Education Bursary Fund (SEBF). As much as orphan-hood is one of the aspects considered for allocation of those funds, the bursaries are not specifically meant for them and this is the gap that PSSB was meant to fill considering the challenges faced by orphans and the risk they face of being excluded from the education system due to the prohibitive costs. Further various studies conducted around those bursaries have highlighted their ineffectiveness in reaching out the OVC. For instance, Boit (2015) observed that the "bursary allocation mechanism was ineffective in targeting the vulnerable children and in disbursing bursary funds to those most in need. Additionally, the guidelines issued for bursary disbursement from the Ministry of Education appear to have been flouted. Thus, the fund has had little impact on lives of the majority of the poor and vulnerable students" (Boit, 2015). Mwai, et.al 2007 as quoted by Obiero, (2014) observed that the Constituency Development Fund (CDF) bursary has experienced many challenges which include failure by CDF committee to formulate disbursement guidelines and to create awareness of disbursement guidelines, mismanagement of funds, they are given to students who do not deserve and frequently the CDF committee members grant bursary to relatives (Obiero, 2014).

Further, these bursaries are normally a one-off award whereas currently secondary school education within the 8-4-4 system takes four years. Seroney (2015), in his study of the factors influencing effectiveness of constituency bursary fund in enhancing access and retention of needy students in public boarding secondary schools in Eldoret East Constituency ,Uasin Gishu County Kenya, established that the amount of bursary fund awarded to needy students was not enough to cater for all the educational needs of the beneficiaries and that the bursary application process was long cumbersome and that the needy students were not rightly identified by the bursary committees. Therefore, the effect of Constituency Bursary Fund (CBF) on access and

retention of needy students was very minimal (Seroney, 2015). Obiero (2014) observed the same in his study carried out in Rachuonyo North on effectiveness of the Constituency Development Fund Bursary scheme on participation rates in public secondary school where he established that majority of students who apply for the bursary fail to get it which impacts on participation rates in public secondary schools, with majority of the respondents having received the bursary only once which is not good enough and this means that the impact of the bursary to participation rate is very low(Obiero, 2014).

Additionally, after ten years of implementing the CT-OVC there was a realization that children from the poor background were unable to access secondary education even after they got their other basic needs including food, shelter, clothing and medical care from the CT-OVC (Ministry of Labour &Social Protection, 2018). Consequently, the inadequacy of the CT-OVC cash stipend is made worse by the fact that the CT-OVC stipend does not consider the family size. Indeed, all households receive the same amount irrespective of their size that is four thousand shillings paid bi-monthly as documented by the operation manual for consolidated cash transfer programmes 2017; thus, the initiation of PSSB to complement the CT-OVC. The target of the PSSB is OVC's in public boarding secondary schools and its aim is to increase the number of OVC's enrolled, retained and transiting from secondary school (Ministry of Labour &Social Protection, 2018). Most of the studies as exemplified above have dwelt mostly on the other bursaries been offered by the government and none of the studies have focused on PSSB within Borabu Constituency. Additionally, the guideline for the operation of the PSSB sets out clearly the target group which is the OVC's and this is a distinct diversion from the rest of the bursaries.

The PSSB is implemented by the Department of Children Services (DCS) (Ministry of Labour &Social Protection, 2018). DCS draws its mandate from the Children Act 2001 that provides for the leadership in the coordination and the supervision in provision of services towards promoting the rights and welfare of all children in Kenya. The fact that PSSB is being implemented by DCS, the department tasked with the responsibility of safeguarding the rights and welfare of children in Kenya prompted the researcher to carry out this research in order to examine the factors contributing to the effectiveness of the PSSB as a social assistance program. This was after establishing from the literature reviewed that the other bursaries particularly CDF and SEBF have not been as effective as anticipated by the policy developers in reaching out to the OVCs. Additionally, of the studies carried out none has focused on Borabu Constituency.

1.3 Problem Statement

According MGCSD (2008), 8.6 million Children are estimated to live in absolute poverty. A SITAN carried out by UNICEF in 2014 estimated that 5.3million minors aged 6-17years lack adequate education (UNICEF, 2014). Children falling between the age of 0-18 years make up approximately half of the Kenyan population. In 2012, the population of children was approximated at 21.3 million. Since 2009, an approximate one million children in Kenya are out of school (UNICEF, 2014).

Since 1993/1994 Financial Year(FY) when the government initiated a bursary scheme to assist the needy students, a vast number of children from poor backgrounds and other vulnerable categories like the disabled children, children from the pastoralists communities and the orphans are still at risk of being left out of the education system (Galgallo, 2014). Financial barring from education is a great impediment across Kenya. Despite the Free Primary and day Secondary education being implemented, user costs remain a considerable obstacle to education access and retention in school especially for OVC's.

The PSSB remains a key complementary programme for the CT-OVC. Kyule (2015) observed that CT-OVC has high potential for the improvement of education of OVC. Kyule (2015) further elaborates that CT-OVC might not work very well alone but needs a complementary for the households that benefit from it, since those with extreme vulnerabilities may not be able to keep the OVC in school if the funds are late. Findings along the same sentiments raised by Kyule were also established by Mugaisi (2014). Mugaisi (2014) observed that CT-OVC has greatly increased the retention rates of pupils in schools however the CT-OVC has not provided enough funds in form of school fees and other funds that aim at making the lives of students comfortable in school. Finally, Obare (2004) asserts that bursaries themselves, cannot reduce gender inequality of opportunity and participation in school but they may be able to contribute to this end by freeing resources for educational investment to vulnerable groups.

Bursaries provide a financial aid and are a golden opportunity for those who risk being financially excluded from the education system. Bursaries provide support which is essential in escalating access to those who are underprivileged, marginalised and/or at risk of missing out; the OVC's stand out in this category. Given the great potential that bursaries have in promoting education of the OVCs, this study therefore set out to examine the factors contributing to the effectiveness of PSSB as a social assistance programme in Borabu Constituency.

1.4 Objectives of the Study

1.4.1 General Objective

The overall objective of this study was to examine the factors contributing to the effectiveness of the PSSB as a social assistance programme in Borabu Constituency.

1.4.2 Specific Objectives

i. To examine the influence of distribution logistics on the effectiveness of the Presidential Secondary School Bursary in Borabu Constituency

ii. To assess the effect of the legal framework on the effectiveness of the Presidential Secondary School Bursary in Borabu Constituency.

iii. To evaluate the influence of household socio-economic status on the effectiveness of the Presidential Secondary School Bursary in Borabu Constituency.

1.5 Research Questions

i. What is the influence of distribution logistics on the effectiveness of the Presidential Secondary School Bursary in Borabu Constituency?

ii. What is the effect of the legal framework on the effectiveness of the Presidential Secondary School Bursary in Borabu Constituency?

iii. What is the influence of household socio-economic status on the effectiveness of Presidential Secondary School Bursary in Borabu Constituency?

1.6 Justification

The study brings out the best practises that have been adopted by the program and have led to the successful program implementation. This is of great importance to the Department of Children Services (DCS) that is tasked with the program implementation. The rationale is that these best practises can be replicated to enhance better program outcomes for the benefit of the PSSB beneficiaries. Further the program highlights the gaps in the program implementation that have been a hindrance in the realisation of the key mandate of the program thus casting a dark shadow on the effectiveness of the PSSB. This is crucial to the government, the Non-Government Organizations (NGOs) and the donors that partner with the government in education financing since it informs key areas of improvement and future policy development. Finally, the study adds unto the existing body of knowledge on the effectiveness of the PSSB as a social assistance programme. Consequently, it forms a basis under which other researchers can develop their studies on a similar area of study for interrogation of literature review and identification of gaps emanating from research findings.

1.7 Scope

The study was carried out in Borabu Constituency within Nyamira County. It focused on factors contributing to the effectiveness of the PSSB as a social assistance programme. The study was carried out between November 2019 and May 2020.

1.8 Limitation

Some students school away from the study site and they were not at home with their parents/guardians at the time of data collection since they had settled with other relatives close to their schools hoping for a soon reopening of the schools that had abruptly been closed before the lapse of first term due to the Corona pandemic. This led the researcher to exempt them from the interview since they were few (6). Further the respondents could not be gathered at a central place due to the Ministry of health (MOH) guidelines on social distancing. This resulted to more time and extra cost for data collection to be actualised. The researcher thus engaged Child Protection Volunteers (CPVs) who work within the various Wards in Borabu Constituency and are well versed with knowledge of the respondents' households as the research assistants to help in data collection.

1.9 Assumptions

The following are some of the assumptions that were adopted for the study undertaking: One, that all the sampled respondents would give sincere and truthful information at their disposal regarding the PSSB. The study also assumed that all the sampled respondents were to be reached out during the allocated data collection period.

1.10 Definition of Key Terms

Adequacy: Refers to the state of being sufficient for the purpose concerned.

Bursary: Refers to the Kenyan Government grant that is awarded to the student who cannot afford to pay his/her school fees (Ministry of Labour & Social Protection, 2018).

Effectiveness: Refers to a measure of degree to which programs accomplish their objectives. It is related to benefit which is a measure of the utility to be derived from each program (Seroney, 2015).

Public secondary school: Refers to those Secondary Schools that are maintained or assisted on public funds according to Basic Education Act 2013.

Secondary school: Refers to institution of learning between the primary or elementary education and higher or university education. In the 8-4-4 cycle of education in Kenya, it constitutes the middle (4) level (Ministry of Education, 2015).

Orphan: Refers to a child whose one or both parents are deceased.

OVC: Refers to orphaned children and children whose vulnerability is as a result of the parents/caregivers morbidity, mortality, household poverty or other socio-economic problems that render a child unable to receive basic needs (Ministry of Gender Children & Social Development, 2008).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will delve into the theoretical review that will expound the theories that guided this study, present an empirical review of the study specifically on the concept of social assistance, the effectiveness of PSSB as a CT-OVC complementary program in promoting education, the PSSB program in Kenya, the PSSB distribution logistics, PSSB implementation legal framework and the household socio-economic status. Further the chapter will present the conceptual framework and a summary of the gaps.

2.2 Theoretical Review

The study was guided by two theories: John Rawls' theory of social justice and Human Capital theory.

2.2.1 John Rawls' Theory of Social Justice

John Rawls is referred to as a Social Ethicist owing from his theory which he developed in 1971. He argued that social system based on even merit is unjustifiable. He contends that inequality is a function of undeserved 'inequalities of birth' and calls for measures of redress or compensation (Barrientos, 2016). The theory is founded upon three concepts. One, it holds the view that social assistance is best mounted on social justice, which is understood as the principles enabling and regulating social and economic cooperation. Two, in societies that generate inequality and disadvantage the less privileged face considerable 'strains of commitment' which makes it hard to generate the solidarity necessary to support a just society. This then makes social minimum a key component of social justice because, one, it embeds the difference principle, which means that inequalities in society are only justifiable if they benefit the least advantaged and, two, it ensures the stability of social justice. The social minimum works by preventing the 'strains of commitment' from becoming extreme. This then sheds light on the expansion of social assistance in developing countries that can be explained as an emerging social minimum, modern societies have multiplicity of values, beliefs and interests, suggesting only a political conception of justice can provide a basis for a social minimum. The political aspect is justified by the fact that legitimacy is drawn from democratic processes as opposed to being drawn from universal moral theories. These three concepts of Rawls' work give a clear understanding of the extensive growth of social assistance in the developing world based on social justice. The social justice theory thus

progresses the thought that the poor are not to blame for their poverty, but instead, it is the economic, political, and social system that makes citizens to have limited opportunities and resources with which to achieve income and wellbeing. Brandshaw (2005) observed that the economic system is set in a way that makes poor people fall behind despite of their efforts. Further argues that "elimination of structural barriers to better jobs through education and training has been the focus of extensive manpower training and other programs, generating substantial numbers of successes". The theory of justice thus gives focus on the basic structure, understood as "society's main political, constitutional, social and economic institutions and how they fit together to form a unified scheme of cooperation over time" (Rawls, 2005). Owing to inequalities inherent in the normal society, sustaining a commitment to economic cooperation and to the institutions of the basic structure can be difficult. This is evident with OVC (Orphans and Vulnerable Children) since more often they find themselves dropping out of schools and engaging in extra-ordinary jobs sometimes even crime to eke a living for themselves.

The social minimum assumes a central role in the theory of justice since it addresses the strains of commitment among the underprivileged. To achieve this, the justice based social minimum focuses on basic needs; thus, making it developmental as opposed to compensatory. It promotes social, political and economic inclusivity of the less privileged groups thus enhancing their political participation. This resonates with PSSB as it focuses on education of the OVC who are disadvantaged by the absence of their parents coupled with the inability of their existing caregivers' ability to meet their educational needs. It is developmental since education is a key component of human development that has a magical multiplier effect. PSSB could be reasonably expected to influence the 'life prospects' of the OVCs. Barrientos (2016) points out that the programmes effectiveness could best be examined in terms of their human development outcomes.

Munro (2008) as quoted by Barrientos (2016) records that there are three concepts that support social protection: needs, risks and rights. PSSB fits in as a rights fulfilment social protection programme as it is a fulfilment of the Government's commitment to actualizing legal requirement of the constitution article.53 (b) on access to free and compulsory education and Section 7(1), Children's Act 2001. The view of justice as enabling and regulating cooperation, the social minimum as a core component of social justice and the requirement for a conception of justice to be freestanding and political clearly demonstrates the relevance of theory of Social

justice to this study. John Rawls theory of social justice can clearly be hailed with its applicability in the contemporary world in addressing major issues associated with unequal distribution of resources. Nevertheless, some of the key weaknesses associated with this theory especially in relation to the 'difference principle' are that it ignores the claims that people deserve certain economic benefits in light of their actions. This implies that some people may deserve more material goods owing to their hard work even if the unequal rewards do not function to improve the position of the least advantaged. Further, the 'difference principle' ignores the explanations of how people find themselves in more or less privileged groups.

2.2.2 Human Capital Theory

This study was also guided by the Human Capital theory. The theory was developed by Theodre Schultz in 1960. Schultz redefined education as an investment in human capital and hypothesised that there was a relationship between human capital accumulation and the aggregate economic growth. Thus, the basis of his argument is that funding of education should be increased and that the government should be responsible for funding education. Schultz argued that skills as well as knowledge are a form of capital which is a product of deliberate investment. Schultz compares the attainment of knowledge and skills to acquiring the means of production. He further argues that investment in human capital must make individuals education attainment its focal point. Hence, it is skills and knowledge that affect one's ability to do productive work. Human capital theory presents education as both a public and private decision for governments and its people; as a public investment, investing in education leads to an economic growth through enhanced productivity, social stability and healthier lifestyles. Consequently, as a private investment choice, investing in education leads to increased lifetime earnings for those with more years of schooling, access to better paying jobs, reduced time spent in unemployment market, speeder transitions to enhanced career prospects (Wahrenburg & Weldi, 2007).

Since PSSB central focus is education then the human capital theory is very spot on. When viewed through the lens of human capital theory, education is a means to achieve national economic goal. The Sessional paper no 14 of 2012 on reforming education and training sector in Kenya captures the applicability of the human capital theory very well. "The Department of Education is guided by the National Philosophy, which places education at the centre-stage of the country's human and economic development strategies. It focuses on the acquisition of knowledge and skills as well as provision of lifelong learning. Education in Kenya shall focus on

the development of individual potential in a holistic and integrated manner, while producing individuals who are intellectually, emotionally and physically balanced" (MOEST,2012).

Education as an investment has a rate of return. This rate of return is higher than the rate of return on conventional investments. This then indicates the desirability of further investment in education. Return on education also has external benefits. These are what accrue to people other than those receiving education and or those whose education is paid for by the State. In other words, the external benefit of education refers to benefits received by others as a result of the individual's education. Thus, the assertion that education is a self-liquidating investment (Laura et.al 2016). Assisting the needy especially Orphans and Vulnerable Children to pursue education through all available means including bursaries can therefore not be overemphasized. The link between education and economic growth is not only a well-established empirical fact but a clear proof that the government has both a statutory and a constitutional responsibility for education.

Among the key strengths associated with the human capital theory, in the light of this study, is that it helps policy makers in evaluating the relationship between education and training as inputs; economic and social benefits as outputs. Thus, offering a lens for evaluating the relative efficiency of public investment in programs such as PSSB that encourages more schooling as well as develop policies that change individuals cost/benefit calculations related to education. This is in aim of increasing the likelihood of individuals pursuing education. The human capital theory also has some limitations. One such limitation is that it assumes that education increases productivity in the workplace, resulting in higher individual wages but provides little insight into the processes through which education and training are translated into higher wages. A related limitation is that the human capital theory presents education as a relatively homogeneous input. It assumes that higher levels of education attainment and quality will yield higher productivity and wages across board. Such treatment of education is erroneous since the process of human capital formation varies for each individual. People learn differently and education outcomes cannot be homogeneous.

2.3 Empirical Review

2.3.1 The Concept Social Assistance

Social protection means "policies and actions, including legislative measures that enhance the capacities of and opportunities for the poor and vulnerable to improve and sustain their lives, livelihoods and welfare" (National Social Protection Council Bill, 2014). Social assistance is part of the three distinctive areas of social protection. The other two are social security and social insurance. It is "non-contributory transfers to those individuals deemed eligible for assistance by society on the basis of their vulnerability or poverty" (Kenya National Social protection Policy, 2011). It is normally given based on need and most of the time they have to be subjected to proxy mean test. It is funded from the State budget. The aim of these programmes is to cushion the vulnerable populations from shocks, promote resilience and boost their social capital base to enable them meet their basic needs. Orphanhood is one of the identified types of vulnerability for qualification for social assistance for children (Social Assistant Act, 2013).

2.3.2 The Effectiveness of PSSB as a CT-OVC Complementary Programme in Promoting Education

As has been alluded to in earlier discussions, PSSB was birthed in the 2013/14 FY as a complementary service to CT-OVC programme. World over cash transfers as forms of social assistance are initiated to assist the disadvantaged in the community meet their basic needs and lead a decent life. The CT-OVC at its inception in 2004 had five specific objectives; Increase the enrolment and attendance of OVCs in basic school; Reduce the rates of mortality and morbidity in children aged five years and under, particularly through increasing the uptake of immunization, growth monitoring and vitamin A supplementation; Promote household food consumption and food security; Encourage civil registration of children and caregivers; and Improve household knowledge and appropriate case management for individuals with HIV/AIDS through coordination with other service providers (MEACL&SP, 2017).

Cash transfers also play a vital role in enhancing key child protection concerns like child labour and child marriages. These practices account for huge education disadvantages. Cash transfers can play a key role in eliminating some of the financial pressures that force children into work or marriage and out of school. A cash transfer programme in Panama, for example, led to 16 % decline in child labour among native children aged 12- 15 and to 8 % rise in elementary school

enrolment in native areas. Pakistan's female School Stipend Programme reduced girls' labour-force participation by as 5 %. In Bangladesh, a cash transfer programme succeeded in encouraging girls to enrol, mostly in secondary school, thus postponing marriage (UNICEF, 2016). These exemplifies how effective the PSSB as an educational financial aid can be able to counter the effects of child protection concerns and lead to a reduction on dropout rate for the beneficiaries.

Cash transfer programs also help in promoting savings and encourage the inclusion of beneficiaries in local community networks. Beneficiary households are between 4 and 20 percentage points more likely to save compared to non-beneficiary households (Kathleen et al., 2018). These savings can be used to foot education expenses thereby promoting education of OVC's within households. A remarkable note is in the CT-OVC and PWSD-CT where the OVC and disabled beneficiaries have reported that cash transfers raised their sense of self- confidence, dignity, ability to be more assertive, and perception of future well-being. This was confirmed by Onyango and Samuel (2012) who noted that as a result of CT-OVC, OVC are becoming increasingly accepted by other children into a community of peers, and as such their social capital and networks have been enhanced. Cash from social assistance programmes can also stimulate the demand for retail goods, services, and agricultural goods in local economies. Through such spill-overs, non-beneficiaries can also gain. Katheleen etal (2018) asserts that "For each $1 transferred to beneficiaries, non-beneficiaries can experience estimated income increases of $0.30 or more". Cash transfers impact on poverty through enabling poor households to build up their assets through investment in human capital, which plays a vital role in poverty reduction and accelerated growth in the long term (ILO, 2001). Of much importance, is the programmes' short-term effect on poverty, both through the instant effect of cash transfers on household incomes and through positive multiplier effects of the amplified household budget (Kakwani etal, 2005). The amplified gains means more money that can bridge any discrepancies in the amounts awarded by the PSSB thus translate to the programme being more effective.

Social safety nets promote investments in children's education. Since the focus of this study is PSSB then education is the sole essential service as far as this social assistance program is concerned. In Africa, CT programs posted an average 6 percent rise in school attendance and a 7 percent enhancement in enrolments as compared to baseline rates (Katheleen et al., 2018).

Cash transfers have demonstrated the ability to enhance children retention in school and progression to advanced levels of education. In Cambodia, a programme providing scholarships to at-risk pupils from low-income households improved gradually school retention rates. In Colombia, Ghana and Pakistan, cash transfers programmes boosted transition rates to advanced levels of education. Cash transfers and other social protection measures also impact on learning as well. For instant, in Burkina Faso cash transfer programmes translated to better test scores for children. Additionally, school feeding programmes have been correlated to better learning and cognitive development. In Bangladesh, primary school students in a school meal programme showed a 15.7 % improvement in learning metrics, more so in mathematics, compared with children who did not participate in the programme (UNICEF, 2016). Being a complementary social assistance programme for CT-OVC, PSSB like other programmes reviewed above is expected to lead to reduction in drop-out rates and absenteeism among the beneficiaries

In Kenya, Onyango and Samuels (2012) from their study in Makueni and Busia observed that, Children who were previously out of school due to shortage of uniforms, books and school levies could manage to attend after receiving the cash stipend. CT beneficiaries' ability to pay fees, increased school attendance by OVC, as asserted by head teachers interviewed in the study. Teachers reported reduction in absenteeism and truancy among OVC, leading to higher school retention and completion rates. Unmet school requirements made majority of the OVC to be sent home previously, and some eventually dropped out of school. Although this study took place before the inception of the PSSB, its findings resonate with the PSSB. One, PSSB is a complementary program of CT-OVC. Its operation can be informed by these findings because they touch on the focus areas of this study, especially in relation to the reduction of absenteeism and dropout rates.

The Ministry of labour and Social Security audit report on PSSB conducted in 2018 indicates that "from the observations and testimonies given by principals and students we interacted with, it was noted that there is a very positive impact of the presidential bursary scheme which is much evidenced in the schools we visited". Overall, evidence clearly demonstrates that social assistance programs like PSSB can contribute powerfully and efficiently to poverty reduction, building resilience, opening up opportunities and enabling vulnerable populations like the OVC to access essential services key among those services being education.

2.3.3 The PSSB Programme in Kenya

The Social Protection Policy of 2011 while giving guidance on the selection of the most appropriate instruments for implementing social assistance asserts that the consideration for the carrying out any social assistance programmes should be the potential of assisting beneficiaries to build livelihood assets and human capital, and thus enable them to take part in the economic growth, realize their rights and enhance their resilience. This is in line with assertions documented by UNICEF (2016) in relation to education financing that large amounts of money do not necessary translate to better learning outcomes. However, the way resources are allocated matters a lot (UNICEF, 2016). The report continues to document that the mode of resource allocation within countries has effects on equity. Provision of the same amounts of money on a per pupil basis is not necessarily a formula for equitable funding. For a child who gets into an education system burdened with misfortunes related with poverty, gender, disability or ethnicity, more resources may be needed to achieve opportunities comparable to those enjoyed by more advantaged children. This loudly speaks to various policy directives that have been witnessed in the Kenyan context like the free primary education as well as the free day secondary education despite which OVCs still drop out of school.

Several countries, including Brazil and Vietnam have initiated reforms aimed at more just expenditure patterns. In Chile, a school subsidy programme, Subvention escolar Preferential, has put in place means of paying flat-rate payments for each pupil, plus extra funding to schools that have high numbers of less privileged learners and students with learning difficulties. Brazil committed to increase education funding up to 6.3 % of Gross Domestic Product (GDP) by 2012. The national government's budgetary allocations channelled funding to schools in underperforming municipal education systems, and included pre-primary education funding as well. Improved teacher training and equity was enhanced through Bolsa Escola, the CT being implemented in Brazil as alluded to earlier in the background of the study.

In Kenya, the second Medium Term Plan (MTP) in actualizing the Vision 2030 recognizes the significant role played by the social sector in promoting an enabling environment for socio-economic service delivery and human resource use for sustainable development. Education and social assistance programmes like PSSB form part of the social sector. The sector has also acknowledged the need to call attention to sustainable development programmes for women, youth, vulnerable groups, and persons living with disability. Focus has been placed on the

enhancement of livelihoods of vulnerable groups particularly orphans and vulnerable children (Ministry of Labour Social Security & Services (MLSS&S) strategic plan 2013-2017).

This commitment to the OVCs is further emphasized by the National Plan of Action (NPA) for Orphans and Vulnerable Children in identifying the seven Priority Strategic Areas (PSAs) that formed the basis of the NPA. The PSA number three states that the NPA will "ensure access for OVC to essential services, including but not limited to education, health care, birth registration, psychosocial support and legal protection" (MGC&SD, 2008). In an effort to actualize this commitment and alleviate the undesirable effects of poverty and other factors hindering access to education at all levels, the Government has implemented demand-side financing initiatives, the Presidential Secondary School Bursary (PSSB) being one such initiatives.

The financing of PSSB is normally channelled through the County Treasuries in form of Authority to Incur Expenditure (AIEs) and the County Coordinator Children Services (CCCS) are the AIE holders (MLSS&S circular, 2013). The table 1 below exemplifies the funding in Nyamira County from 2013/14 to 2015/16 Financial Year (FY).

Table 1: Amount of money disbursed per Constituency per financial year in Kshs

SERIAL NO.	**CONSTITUENCY**	**FINANCIAL YEAR**			**TOTAL AMOUNT**
		2013/2014	2014/2015	2015/2016	
1.	Borabu	1,290,000/=	1,311,667/=	Kshs 1,348,000/=	Kshs 3,949,667/=
2.	Kitutu Masaba	1,290,000/=	1,311,667/=	Kshs 1,348,000/=	Kshs 3,949,667/=
3.	West Mugirango	1,290,000/=	1,311,667/=	Kshs 1,348,000/=	Kshs 3,949,667/=
4.	North Mugirango	1,290,000/=	1,311,667/=	Kshs 1,348,000/=	Kshs 3,949,667/=
Total Nyamira County		5,160,000/=	5,246,668/=	Kshs 5,392,000/=	Kshs 15,798,668/=

Source; Department of Children Services (DCS) Nyamira County annual report 2015/16FY

The guidelines for the operation of PSSB specifies that the target group for PSSB are Orphans / Vulnerable Children from a very poor household and spells out the eligibility criteria by

documenting that; the beneficiary must be enrolled in a public boarding secondary school. The beneficiary must be under 18 years of age at entry point into the bursary Scheme. He/she must be resident in the target Location within the Constituency and concludes by indicating that the students will be supported for the period they are in school from form 1-4. The guideline further clarifies that the students can only get up-to a maximum of 30,000. This means that the parents/guardian is expected to foot the difference in instances where the school fees levied is more than that amount. The administrative structure tasked with the responsibility of running the PSSB is the presidential Bursary committee in every constituency. This is a sub- committee of the Constituency Social Assistance Committee (CSAC). Its membership comprises of Deputy County Commissioner (DCC) - Chairperson,1 representative of the Member of Parliament,1 Representative of the Women Representative,1 Representative of Religious Organization, Education Officer and the Children Officer- Secretary. The committee receives applications, sorts, vets (including background check) and recommends for approval. All forms analysed are subjected to score ranking. After which they approve and forward to the CCCS lists of successful beneficiaries for the award of the bursary (Ministry of labour and Social Protection, 2018).

2.3.4 PSSB Distribution logistics

UNICEF (2016) reveals that, in many countries, the current stock of social safety net programs lacks fiscal sustainability. Development partners fund more than half the social safety net financing in the majority of African countries and Kenya is not an exemption. There are massive coverage gaps in the Kenyan social assistance. Reviews of social assistance programmes conducted by the Government and development partners in 2005 and 2009 have demonstrated the insufficiency of the existing interventions. Although the Government utilizes about 0.9 percent of its GDP on social assistance; most of the funding of these programmes is from its development partners (estimated at 90 percent) (The Social Protection Policy, 2011).

Additionally, the Social Protection Policy 2011 expounds that, vulnerability-focused programmes mostly have only limited geographic coverage. This means that majority of potential beneficiaries are locked out since they may not meet the eligibility criteria. This is attributed to the narrow coverage provided for in the current legal framework translating to majority of the underprivileged populations like OVC having inadequate access social protection initiatives. Low coverage rates are exacerbated by the fact that numerous programs are small or

temporary initiatives implemented in segregation, in limited geographical areas, or among isolated populations. Program replication is common, coupled with weak institutional environment.

The United Nations Convention on Rights of the Child (UNCRC) report 1998-2004 on the implementation of the UNCRC reporting on the constrains of Article 29 on education indicates that there is insufficient budgetary allocation that does not decipher to better quality education as the major fraction of the budget goes into paying teacher's salaries. It further indicates that the bursary given to students is inadequate (UNCRC, 2005). This inadequacy of bursaries also relates to PSSB since it is also a key education financing option and therefore impacts on its effectiveness. Several studies done in Kenya on bursaries have confirmed the inadequacy of bursaries and how it affects their effectiveness. Kirigo (2008) in her study to assess the effectiveness of bursaries in enhancing retention in secondary schools in Mombasa District, established that bursary fund had no significant impact on the retention in Mombasa District, based on the fact that 53.3% of those who received bursaries were sent home over three times due to inadequacy of funds set aside for bursary and unpredictability of the funds. These findings are of interest to this study since distribution logistics like timeliness of the PSSB bursary disbursement speak into the predictability of the funding. Consequently, adequacy is a key pointer to the extent to which PSSB has been effective as a social assistance program.

In another related study, Mwawughanga (2008) set out to assess the impact of Constituency Bursary Fund on girl-child secondary education in Wundanyi Division of Taita District. The study established that the Constituency Bursary Fund did not have a significant impact on girl-child's access and retention in secondary school in Wundanyi Division of Taita District. The main reasons for this were that the bursary fund allocated to individual girls is not adequate to sustain girls in school, and as such most girls were still sent home for fees; poor academic performance of girls disqualifies most of them from accessing the fund; there is lack of information about the bursary fund as evidenced by students who reported that they did not know how to apply for the fund; and the attitude of the community towards education for the girl- child education was negative, as reported by 76.7% of the teachers, and thus girls were not encouraged to take advantage of existing opportunities. These findings provide a basis for furthering this

study in relation to issues of publicity of PSSB, eligibility and how this plays out in terms of the PSSB accessibility, adequacy and ultimately reduction of absenteeism.

Mwaura (2006) in his study on government bursary scheme and its role in enhancing secondary school participation of the poor and the vulnerable learners in Thika District, found out that the CBF was ineffective in that it was inadequate, thinly spread, unpredictable and very few students had been retained by the fund up to Form Three in 2005. He also observed that the awarding criteria were not very clear especially on how to finally arrive at a student to be awarded a bursary in each category. On the other hand, the award criteria released by the government were not followed and it was considered not fair as it did not target the poor. Other concerns have also been raised concerning bursaries in other studies. For instance, in a study on Secondary school bursary scheme implementation and its challenges, it was noted that the operation by the Ministry of Education Science and Technology on bursary scheme implementation was crippled by insufficient guidelines especially in reference to the amounts that were to be allocated to each student; the poor criteria of selection of the genuine needy students; insufficient awareness creation on the scheme's existence and operations; issue of limited funds and thus narrow coverage; poor co-ordination and delays in the disbursement of funds; lack of monitoring mechanisms at the school and higher levels. The study equally noted that this resulted in the lack of transparency and accountability, nepotism among other aspects of mismanagement (Njeru et al., 2003).

In summary, the key logistical issues that mostly impact on the effectiveness of bursaries range from the application procedures, low awareness, insufficient amounts to cover the school fees requirements, poorly sequenced allocation timelines, unclear selection criteria coupled with floated implementation guidelines.

2.3.5 PSSB Implementation Legal Framework

Presidential Secondary School Bursary (PSSB) being a formal social assistance is anchored on law, the supreme law being the Kenyan Constitution 2010 article 43 which mandates the government to provide social security to its citizens. Being a programme focusing on children, the Children Act 2001 is also a key law. It provides for the rights and welfare of children, of interest being Section 7(1) on the right to education. Other legislations like the Social Assistance Act 2013 forms the basis for the operation of social assistance programmes in the country.

Apart from Acts of parliament social assistance operates under the guidance of policy framework. The Social Protection Policy of 2011 expounds that Social assistance programmes are guided by three broad categories of legislation and policy, that is sector specific, vulnerability, and locality-based laws and policies. Sector-specific legislation is aimed at guiding the implementation of interventions for the disadvantaged members of society in a given sector for instance bursaries covering the education sector as guided by the Education Act, 2007.

The vulnerability-focused laws and policies focus on protecting the rights of the vulnerable and disadvantaged groups and guarantee their gratification of these rights. Examples are the National Children's Policy (2010) and the Children's Act (2001). However, the problem with majority of these legislations is that they are out of tune with the country's Constitution which has a rights-based framework. Thus, they exclude essential components for protecting the economic, social, and cultural (ESC) rights of Kenyans. Furthermore, effective targeting mechanisms, appropriate legal framework, and adequate, sustained earmarked funding from the State budget remains a big challenge (MLSS&S, 2011).

Institutional frameworks for coordinating social assistance to ensure consistent and adequate levels of support are also in place. The PSSB operation guidelines of 2018 provide for the formation of the Constituency Bursary Committee a Sub-committee of the Constituency Social Assistance Committee (CSAC) as the key administrative structure of the PSSB. The biting challenge is the dwindling or non-existence funding to actualize their mandate as highlighted by an audit report from the Ministry of labour and Social Security and Services carried out on PSSB in 2018 "The audit observed that there are no operational funds to administer the bursary. For the financial year 2017/2018 three AIEs for bursaries were sent and no fund to administer them had been received. This contributed to factors leading to delay in paying the funds to beneficiary". This lack of coherence where laws and policies are not backed by resources to execute in many interventions in social assistance undermines the effectiveness of most of the initiatives. (Social Protection Policy, 2011). Programme implementing officers are therefore pushed to non-compliance with the laid down implementation guidelines, laws and policies and this has far reaching impacts on the effectiveness of initiatives like the PSSB.

2.3.6 Household Socio-Economic Status

Education is a profitable private investment yet many students cannot afford to finance it out of their own family resource (Psacharopolous & Woodhall, 1985). The prohibitive cost of education has been highlighted as one of the leading causes of locking the poor and vulnerable groups out of education. Seroney in his study of factors influencing effectiveness of constituency bursary fund in enhancing access and retention of needy students in public boarding secondary schools in Eldoret East Constituency, found out that the majority of the students (53%) spent a significant amount of school time at home due to fees problems and a good number of the pupils eventually dropped out as being away from school reduced their interest in school (Seroney, 2015). Despite the heavy investment in the education sector by the government education for all has not been achieved. In 2015, an approximate 1,292,695 children (55 % girls) were out of school. Net enrolment at primary school in 2015, at 88 %, was the same as in 2011 (MOE, 2015).

Although the government provides fees ceiling guidelines from time to time, little has been done to ensure compliance to those guidelines. Parents and guardians still incur out of pocket expenses to cater for Lunches, uniform, infrastructure development, school trips among others. The school principals always use the Parents Teachers Associations and the Board of Managements to pass the extra costs. The school auditors in the Ministry of education do little to regulate those payments. These costs are a huge barrier for poorer families translating to low transition rates from primary to secondary school standing at 86% in 2014(MOE, 2015). These cost means that even if OVCs are given financial aid through the PSSB, their parents/guardians will have to look for extra funds without which the OVC will still be sent home thus these costs have a significant impact on the effectiveness of PSSB. Notable education disparity by geographical region, gender, and socio-economic clusters are witnessed across the country. Kenya faces difficulties in providing quality education in the face of poverty, high education costs to households and government, unsatisfactory access levels (especially for post primary education), low progression and regional and gender disparities in educational attainment (MOE, 2015).

Gender disparities have been established as a key social economic factor that can determine the effectiveness of PSSB. Kakwani et al. (2005) in their study of conditional cash transfers in African Countries established that, girls are worse off than boys in relation to school attendance, and asserted that there is a higher opportunity cost for girls to attend school. They further noted that demand for education for boys and girls differed as boys were perceived to have potentially

high returns in education as opposed to the girls who will eventually be married off and join the families of their spouses. Thus, most families owing to these cultural features would invest more in boys. (Kakwani et al., 2005).

Further studies have confirmed existence of gender disparities in education. A study by Obare (2004) on the role of bursary funds in enhancing the participation of girls in Secondary schools in Nyamira district established that more girls withdraw from secondary education compared to boys. Lack of school fees, pregnancies, poor academic performance, discrimination by parents, marriages and lack of employment were reported as reasons for girls' dropout(Obare, 2004). UNICEF (2007) documents that "drop-out rates are higher for girls as they advance in the system. Between the ages of 16-20 only 35% are still in school compared to 47%of males. One of the main reasons for school drop-out among girls is pregnancy and early marriage" (UNICEF, 2007).

UNICEF (2014) SITAN report isolates orphans and children with disabilities as being more disadvantaged in relation to attending primary school and transitioning to secondary school. Factors highlighted by the report as responsible for low attendance of girls in higher grades includes pregnancies, early marriages and gender violence within communities and school environments. Additionally, it points out; girls are mainly affected by socio-cultural, economic and religious beliefs, attitudes and norms thus hindering their full participation in education and leads to high drop-out rates especially in secondary schools. Therefore, when girls drop out due to the reasons alluded to in the discussion it depicts PSSB as being ineffective in reaching out to them. The key interest then is the potential of PSSB to intervene in these social-cultural, economic and religious beliefs and scale down their effects especially in girls and translate to a reduction in dropout rates as well as absenteeism.

Education for many families is an investment as well as consumption good. Credit constraints within families translates to low demand for education as the majority are unable to pay direct costs of schooling and most of them cannot attain a minimum standard of living without the children's input to the welfare (Kakwani et al., 2005). The input of children to family welfare when they do domestic chores like baby sitting as their parents and or caregivers attend to income generating activities as well as children being engaged in child labour to substitute the

income of families has been a great impediment to effectiveness of many initiatives geared towards promoting education and PSSB is not an exemption. Even with a bursary award a hungry child may not attend school. The Federation of Kenya Employers (FKE) while analysing the supply and demand factors of child labour asserts that "In Kenya, high levels of unemployment, low incomes at family or household level; education demands like uniforms; examination fees; not having food; cultural practises as herding; early marriage; huge number of orphans related to HIV/AIDS, push children to labour market. Parents depending on the labour of their children, single headed households and slum living among others, make parents supply the labour of their children" (Federation of Kenya Employers**,** 2010). The same FKE report goes further to analyse the consequences of child labour on a child's education and it documents "working full time hinders a child from getting education and acquisition of skills which are needed in life and reduces their income in life. Further, combining work and schooling may gain incomes to the involved families on short term, but has long term negative consequences as the practise perpetuates low incomes hence poverty" (FKE, 2010).

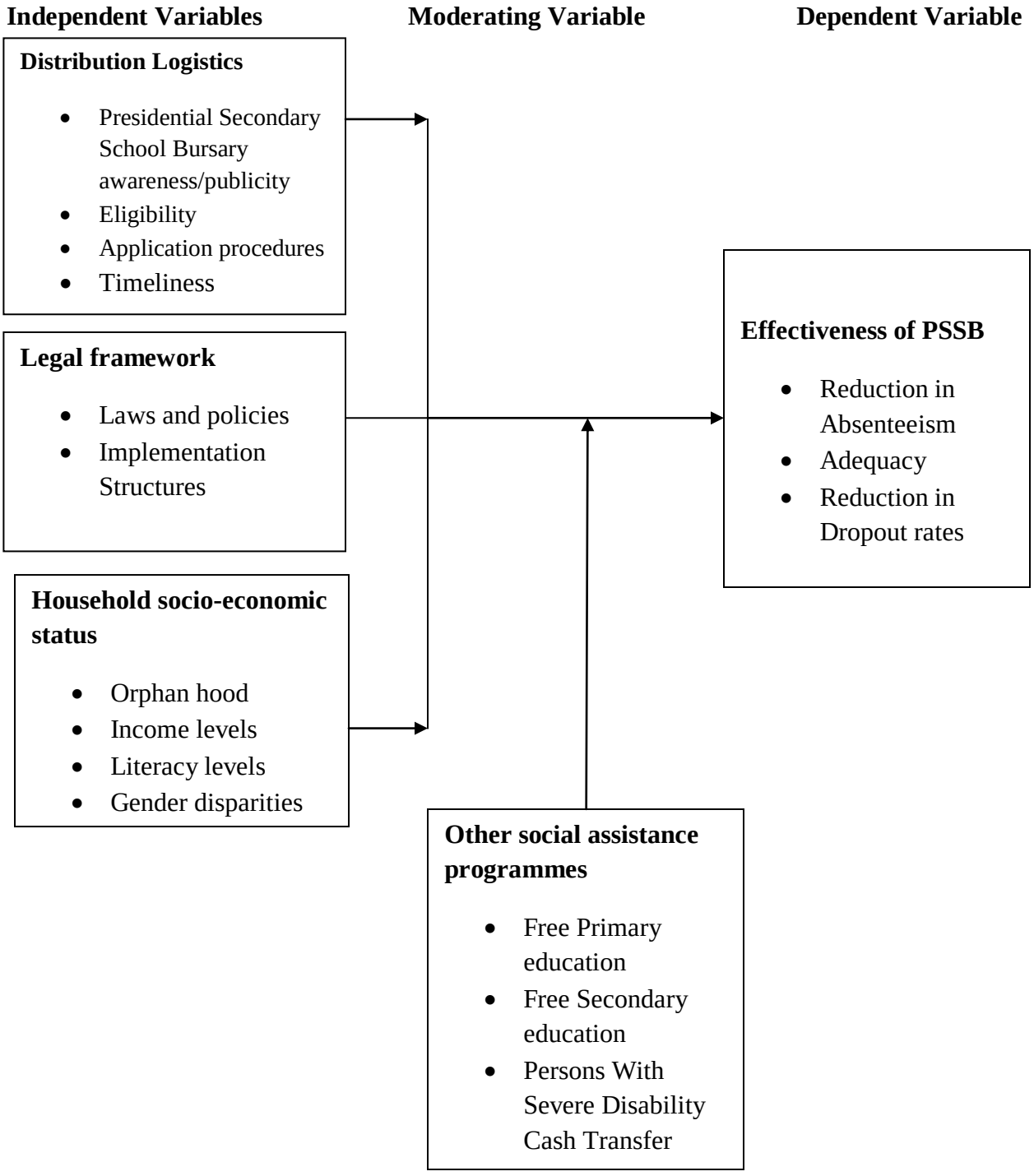
A parents and caregivers literacy level is also a key determinant of the success of PSSB. Higher Parent's education levels, for instance, is likely to increase education uptake by families as they already understand the benefits of the same making it much easier for children from those families to have education achievement and to raise their returns relative to those of less educated parents. Further since PSSB needs to be applied for in order for an OVC to benefit parents or caregivers who are literate are better positioned to be familiar with the PSSB application procedures and thus follow-up on them. Moreover, more educated parents are more likely to value more educated children than their less educated counterparts and so follow up even on school performance, clearance of outstanding balances left out after the award of the PSSB thus enhance the effectiveness of PSSB.

Orphaned and vulnerable children, often resulting from HIV-related deaths of parents, heavily relay on their grandparents or extended family members for care and mostly face considerable stigma because of their status. The NPA 2007-2010 on orphans and vulnerable children documents that the OVC suffer from massive degree of psychosocial trauma on losing their parents and the responsibilities they are left with, including the need to fend for younger siblings sometimes leaving no room for them to pursue education. This then justifies the need for

effective tailor made initiatives for OVC education financing like PSSB. Children living outside the care of biological parents, particularly in the developing world are in a precarious situation. Neglect, discrimination and malnutrition affect orphans more commonly than their non-orphaned peers: with research showing that such children have limited likelihood of being enrolled in school (Long, 2014). This means coming up with this tailor made initiatives like PSSB is one thing and ensuring that they effectively reach out to the OVC and realize the goals for which they were set up for is another.

To sum it up, socio-economic challenges impact heavily on the effectiveness of the PSSB. As communities and families have to strike a balance to meet the basic needs for children and save a coin to spend on education amidst the severe economic strains. Beneficiaries in Makueni and Busia expressed these sentiments as they responded to the sufficiency of the CT-OVC stipend. They observed that cost of living had gone up, and the current CT stipend was inadequate to cater for all their households needs and cover the educational expenses. They added that special attention should be directed to OVC in secondary schools, who have higher school related expenditures than those in primary schools (Onyango and Samuels 2012). This is the point of entry of PSSB as a complementary to CT-OVC in matters education to bridge the gap of education financing so that OVC can effectively translate from primary to secondary school, remain in school and complete secondary education.

2.4 Conceptual Framework



Source; Author, 2020

Figure 1; Conceptual Framework

2.5 Summary and Gaps

The chapter covered a review of literature related to factors contributing to the effectiveness of PSSB as a social assistance program. The literature review revealed that bursaries do have a positive impact on various aspects of education like retention, access, participation, performance and completion although the impact is minimal due to various reasons that the review has highlighted. The key gap that has been identified is that the studies that have been conducted have majored on CDF and SEBF. This includes studies by Njeru and Orodho (2003): Seroney (2015), Boit (2015), Obiero (2014), Obare (2004), Kirigo (2008), Mwawunghanga (2008) and Mwaura (2006). As much as studies done by Seroney (2015), Boit (2015) and Obiero (2014) were conducted after the inception of the PSSB the same did not feature even in their literature review. Studies done by Onyango & Samuels (2012) on transforming cash transfers; beneficiary and community perspectives on cash transfer and vulnerable children in Busia and Makueni County were carried out before the inception of the PSSB. Study by Kyule (2015) on evaluating the effectiveness of cash transfers for vulnerable children in promoting education in households in Githunguri Sub-county focused on CT-OVC leaving out PSSB. As a CT-OVC complementary program the PSSB plays a key role in enabling the attainment of the right to education for OVC's. To fill these gaps this study will therefore examine the factors contributing to the effectiveness of PSSB as a social assistance program.

CHAPTER THREE

METHODOLOGY

3.1 1ntroduction

This chapter will highlight the research design that was used in this study, the study site, the target population, types of data that was used in the study as well as the sampling techniques that was used. Further the chapter will delve into the data collection tools, pre-testing of the research tools, validity and reliability of the study, data analysis methods and the ethical considerations.

3.2 Research Design

A descriptive research design was used for the research as "it determines and reports the way things are and offer phenomena of interest from a specific perspective" (Kothari 2008). The method allows the collection of information by interviewing or administering a questionnaire to a sample of respondents thus enabling the collection of both quantitative and qualitative data. The method is suitable especially for qualitative data since it brings out information on attitudes that would be difficult to measure using observational techniques. The study collected on both quantitative and qualitative data. The data majored on primary data since the data was collected directly. Secondary data was also gathered from academic journals, policy papers, government publications and books. The descriptive research design was therefore helpful because it entails describing, recording, analyzing and reporting of conditions that exist naturally (Kothari, 2008).

3.3 Study Site

This study was conducted in Borabu constituency which is a constituency within Nyamira County. In total Nyamira County has four Constituencies namely West Mugirango, North Mugirango, Kitutu Masaba and Borabu. Borabu Constituency is the largest with an area of 298 km2 yet it has the lowest population density of 494 due to its large parcels of land used mainly for commercial farming, making it unique from the rest of the constituencies. Further it hosts three giant tea companies namely Kipkebe, Ng'oina and Sotik tea. Consequently, the constituency being a settlement scheme attracts migrants from the other Kisii and Nyamira County areas most of whom offer casual labour in the farms especially the tea estates. This in-migration exerts pressure on social amenities compromising the ability of the government to provide quality services. The labour force constitutes of child labour being incorporated to boost the family income and has implications in education thus, the deliberate choice of the study site.

Additionally, the positioning of this study site predisposes it to challenges. This is in reference to the Sotik/Borabu border that has been a constant source of conflict emanating from cattle rustling resulting in a slowdown of development. The Nyamira County Integrated Development Plan (CIDP) documents that there is a downward trend in secondary enrolment in the county. The transition rate from primary school to secondary school is 87.5 percent (County Government of Nyamira, 2018) further making the site a favourable choice for the researcher.

3.4 Target Population

The target population was the OVCs and in particular the OVCs who are beneficiaries of the PSSB for the current financial year that is the 2019/2020 financial year. The current total number of the PSSB beneficiaries is 70. These beneficiaries are spread across all the locations within Borabu Constituency. The other target was four members of the bursary sub-committee of the Constituency Social assistance Committee (CSAC).

3.5 Sampling

The study used the census approach to collect data from the respondents. The sampling procedure therefore entailed listing of all the PSSB beneficiaries and the bursary sub-committee members. The list of the same was accessed from the children office Borabu.

Table 2; List of the respondents clustered per location

No	Name of Location	No of PSSB Beneficiaries
1	Mekenene	6
2	Kiangeni	7
3	Kiabonyoru	12
4	Nyansiongo	14
5	Mecheo	6
6	Ensakia	4
7	Bosaragei	2
8	Ekerubo	4
9	Esise	15

Bursary Sub-committee of CSAC		
1	Bursary Sub-committee members	4
TOTAL RESPONDENTS		**74**

Source: Children's Office Borabu (2020)

3.6 Data Collection Tools

The study focused on primary data which the researcher collected using questionnaires. The research questionnaire contained both open ended and closed ended questions that helped in answering the research questions developed in chapter one. The researcher obtained the list of the beneficiaries and the phone contacts of the parents/guardians from the Children's office Borabu. Then, the researcher contacted the parents/guardians and agreed on an appropriate time and venue for the meeting so that they could give their informed consent. They gave their written informed consent and their children did this as well but verbally. The questionnaires were administered by the researcher in a face to face interview as the responses were recorded with the help of research assistants who were trained on how to administer the questionnaires. They had also been sensitised on ethical considerations especially pertaining to children for instance privacy, 'do no harm principle', anonymity and also regarding child protection and safeguarding. Key Informant Interviews (KII) is qualitative in-depth interviews with those who have information on the occurrences in the community (Burns & Grove, 2005). These were carried out among the bursary sub-committee of the Constituency Social Assistance Committee (CSAC). Interview guide data collection tool was used to guide the Key informant interviews. The researcher obtained the contacts of the bursary sub-committee members from the Sub-county Children office Borabu and contacted them for an appointment at a time and venue which was appropriate for each member. Their narratives were recorded after attaining the informed consent.

3.7 Pre-Testing of the Research Tools

The researcher pre-tested the research instruments before the field research. Piloting was conducted in Masaba North Sub-county which is also implementing PSSB and the area has similar characteristics with the area of study. This was done to ascertain the reliability and validity of the research instrument.

3.8 Reliability

In order to ensure reliability of instruments, questions in the questionnaire were constructed and first pre-tested to ensure consistency in measurement. The test-retest technique of assessing reliability of a research was involved in administering the same instruments twice to the same group of subjects. This was after a lapse of two weeks. The questionnaires were thus administered to the PSSB beneficiaries in Masaba North sub-county.

3.9 Validity

This was achieved through expert judgement by requesting the supervisor to review the items on the instrument to determine whether the set of items accurately represented the variables under study. Further the questionnaire was presented in form of sections with each section focusing on the various variables of the study.

3.10 Data Analysis

The researcher perused the completed questionnaires and checked for completeness and consistency. Data coding into various categories after carefully numbering the respondents' views was done. These were then processed through data entry into the computer followed by data cleaning. Quantitative data collected by using a questionnaire was analysed by the use of descriptive statistics using the statistical package for social sciences (SPSS) and was presented through percentage, means, standard deviation and frequencies. The information was displayed by use of bar charts, graphs and pie charts.

Qualitative data on the other hand was analysed using key themes which were noted as the most repeated responses by the respondents or the patterns in responses. This entailed tallying up responses and was presented in prose-form.

3.11 Ethical Considerations

In reference to the fact that the target population of this study were children, the researcher was guided by the provisions of the guideline for child participation in Kenya that stipulates how children should be engaged in research. The guideline outlines that the researcher "should be honest with the agenda and negotiate where there is conflict; ensure that the child knows what they are being asked to do and that they have a right to say no; ensure that the child knows the purpose of what they are undertaking and what the activity contributes towards; be honest and maintain confidentiality and trust with the child; and be clear with how much time the process will take" (National Council for Children Services, 2005).

The researcher therefore sought consent from the children's parents and/guardians who provided written consent before the children were engaged in the study. The children's informed consent

was also sought and this was done verbally using a language that the children could understand. The ethical considerations especially pertaining to children for instance privacy ‘do no harm

principle’, anonymity and also regarding child protection and safeguarding were observed throughout the study to its completion. The respondents had clear communication that the study was purely academic. Equally, they were assured of confidentiality by ensuring that codes were used as a form of identification. Additionally, the respondents were informed that their participation was voluntary and that they were free to disengage at any point of the study. Further, the researcher sought for permit from NACOSTI and permission to engage the respondents from the department of Children services, Borabu office. The details of the Consent form given to both parent/guardian and the child are attached in the appendix 3.

CHAPTER FOUR

FINDINGS, ANALYSIS AND DISCUSSION OF THE STUDY

4.1 Introduction

This chapter will dwell on the findings, analysis and discussion of the study. The study set out to examine the factors contributing to the effectiveness of the Presidential Secondary School Bursary as a social assistance program in Borabu Constituency. The study targeted a total of 74 respondents but only a total of 68 respondents were reached. Six out of the seventy PSSB beneficiaries were not reached out as they were not with their parents/guardians within the study area during data collection.

4.2 Demographic background

4.2.1 Gender of the students

Table 3: Analysis of gender of student

Gender	Frequency	Percent
Male	33	51.6
Female	31	48.4
Total	**64**	**100.0**

Source: Author, 2020

From the analysis, 51.6 % of the respondents were males while 48.4% of the respondents were female. This shows that a higher number of boys than girls transit to secondary schools and are beneficiaries of the PSSB. This is backed by assertions made by Kakwani et al. (2005) that indicate that there is a higher opportunity cost for girls attending school with most families opting to educate boys. Further commenting on the dropout rate for the beneficiaries the Sub-county Children Officer (SCCO) Borabu indicated that,

"In the current financial year only one beneficiary has dropped out, a female and even in the previous years only girls had dropped out and no boy so far".

These findings go hand in hand with information documented by UNICEF (2007) indicating that more girls record higher dropout rates as they advance to higher levels of education.

4.2.2 Age of the students

Table 4: Analysis of the student's age

Age(Yrs)	Frequency	Percentage
14	1	1.6
15	6	9.4
16	16	25.0
17	25	39.1
18	12	18.8
19	2	3.1
20	1	1.6
21	1	1.6
Total	**64**	**100.0**

Source: Author, 2020

The age of the respondents ranged between 14 and 21 with the highest number of respondents being of the age of 17 years at 39.1%. While the least number of respondents were 14 years of age at 1.6%. The extended age would be a pointer to the challenges that orphans face in the journey to education. This ranges from learning interruptions due to inconsistent school attendance and delayed class to class progression and grade transition. PSSB comes in handy to ensure that they get their right to education. This is well guided by the Social protection policy, (2011) that gives direction that the implementation of any social assistance programme should be guided by the potential of the programme to help the beneficiaries realize their rights.

4.2.3 Form of the students

Table 5: Analysis of the student's current class

Class	Frequency	Percent
Form 1	0	0.00
Form 2	22	34.38
Form 3	25	39.06
Form 4	17	26.56
Total	**64**	**100.0**

Source: Author, 2020

From the analysis 39.06% of the beneficiaries are in Form three, 34.38% in Form two and 26.56% in Form four. None of the beneficiaries was indicated to be in Form one. Explaining about the same the SCCO Borabu indicated that applications for the current financial year had not been done in order to capture the 2020 Form one students since the office was yet to receive the second half allocation from the National treasury. This information was confirmed by the other three sub-committee members interviewed. This is an indication of delays occasioned by late release of funds and how it can translate to ineffectiveness of the PSSB in terms of timely reaching out to the target group. These findings are in line with those of Kirigo (2008) which established that unpredictability of funds made bursaries to have no significant impact on the retention of pupils in Mombasa District. Similar findings were also documented by Seroney (2015) who identified untimely disbursement as one of the logistical factors influencing the effectiveness of the CBF and rated its influence as the highest (80%).

4.3 Distribution Logistics

4.3.1 PSSB awareness/publicity

An analysis of the publicity levels revealed that majority (98.44%) of the students have heard about the Presidential Secondary School Bursary. This is against 1.56% who indicated that they did not know about this fund. The four key informants also indicated that the PSSB is widely known. This hopefully translates to increased effectiveness of the PSSB since those who are in need are aware that there is assistance that can bridge their education needs. This is a diversion from what has been witnessed in several government bursaries. As noted by Njeru & Orodho (2003) among the challenges being faced by the Secondary School bursary implementation is insufficient awareness about the existence of those bursaries. This is further backed by Nthiga (2014) who asserted that ignorance towards information on bursary allocation was a great hindrance for potential beneficiaries to access the same.

4.3.2 Publicity Source

Table 6: Analysis of the publicity source

Publicity Source	Frequency	Percent
Teacher	1	1.56
Chief	6	9.38
Parent/guardian	50	78.13
Others	7	10.94
Total	**64**	**100.0**

Source: Author, 2020

The findings indicate that the highest number of students (78.13%) heard about PSSB from a parent or a guardian. Those who heard about it from a teacher were (1.56%), from the chief (9.38%) while (10.94%) heard it from other sources apart from the one indicated in the questionnaire. The two main such sources were Member of County Assembly (MCA) and the officers from the Children's office. These findings indicate that the parents/guardians are a key pillar in the success of PSSB since they are heavily relied on by the students, to not only inform them about the PSSB but also to complement the PSSB by paying their school fees. This is case the PSSB does not cover the full amount required for school fees**.** This is in agreement with the arguments of Izzo et al. (1999) who contend that the parent/guardian involvement in the learner's academic endeavours improves their retention in school and boosts their overall performance. A position maintained by Nthiga (2014) who in her study established that parental involvement had a great significance in learner's retention in public secondary schools.

4.3.3 Eligibility

Table 7: Analysis of eligibility

Eligible Beneficiaries	Frequency	Percent
All students	2	3.13
Orphans	38	59.38
Needy students who cannot afford to pay school fees	24	37.50
Total	**64**	**100**

Source: Author, 2020

The respondents were requested to indicate who according to them is supposed to benefit from the PSSB. The analyses indicate that 59.38% pointed out that orphans are the ones eligible for the PSSB. 37.50% indicated that needy students who cannot afford to pay school fees are the

ones who are eligible for the PSSB. 3.13% felt that all students should be considered for the PSSB. These findings echo the stipulations of Ministry Labour Social Protection (2018) guidelines on implementation of PSSB that clearly spell out that the orphans are the ones eligible for the PSSB.

4.3.4 Application Procedures

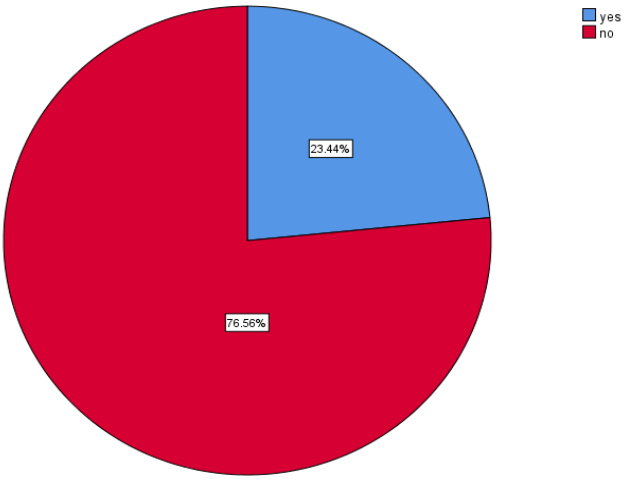


Figure 2: Analysis of the application procedure

Source: Author, 2020

The respondents were asked to indicate whether they were aware of the application procedure and if 'yes' to briefly describe it. Only 23.44% of the respondents indicated that they were well acquainted with the application procedures. 76.56% expressed reservation of the knowledge of the same. However, when the 23.44% of the respondents were tasked to briefly describe the application procedure, they could hardly give the correct procedure as laid down by the PSSB implementation guidelines. All the four sub-committee members, however, indicated that there is an elaborate application procedure that involves application forms with elaborate bio data of the applicants as well as their photo. The application forms also have various levels of checks and balances with the applicants required to have various recommendations as stipulated in the form. Further the committee members indicated that as pointed out by the bursary sub-committee chair,

"We also have a score sheet that makes it very easy for the committee to score the beneficiaries on the various areas, vet them and rank them from the neediest to the least needy".

The score sheet is a great tool in ensuring that the neediest get assistance. This enhances the effectiveness of the PSSB in reduction of absenteeism due to school fees and to curb possible eventual drop out. This diverts from what has often been witnessed in a majority of government

bursaries which have been noted to have no clear awarding criteria as pointed out by Mwaura (2006) in his study on CBF in Thika District. Price Water House Coopers (2008) too carried out a countrywide study whose objective was to appraise the secondary school bursary fund with the aim of generating recommendations on how this initiative could be improved. Their findings were that due to poor targeting, it was hard to ensure that only the genuinely needy students benefitted from the bursary.

4.3.5 Timeliness

Timeliness was another distribution logistics variable that the researcher sought to establish how it influences the effectiveness of PSSB. From the analysis of the disbursement timeliness where the beneficiaries were asked when they received the bursary award, all the respondents indicated that they received their PSSB in the course of first term. The SCCO Borabu indicated that they had received the first quarter allocation totalling to Kshs 688,206. Equally, that they had made partial payments for continuing students as they await the other allocations to pay the full allocated amount per student. The partial allocation means that the students may still be sent home for non clearance of outstanding school fees balances. This will then impact on the effectiveness of the PSSB especially in reducing absenteeism. The strength of the PSSB as alluded to by the SCCO Borabu is that the beneficiaries are subjected to the application procedures, explained above, only once and they get assistance up to Form Four. This is a great diversion from other bursaries as confirmed by Obiero (2014) who in his study found out that majority of the students (63.35%) had received the bursary only once. In his recommendations he was of the opinion that the bursaries should be allocated more than once to increase the participation rate. The fact that the PSSB beneficiaries are assured of support for the four years makes it a modest program. Equally, it adds to the bulk of evidence that social assistance programs can powerfully and elaborately contribute to building resilience and boosting academic opportunities for the poor. Katheleen et al. (2014) is of similar view. This argument is further confirmed by the UNICEF, 2017 annual report which highlights the fact that for children from the Cash Transfers recipient households, the teachers were willing to keep the benefiting students in school as they were aware of their potential to clear the levies.

4.3.6 Suggested Appropriate time

From the indication of the time that the beneficiaries received their bursary award, the researcher sought to establish whether that was indeed the most appropriate time to receive the bursary. From the responses given, all the respondents indicated that first term was the most appropriate time to receive the bursary. This was the case of this financial year as indicated by the respondents though this is normally varied and highly depends on the National treasury each financial year as the SCCO Borabu explained. However, almost all learning institutions are reported to be very aggressive to send learners home for school fees with the bulk of the institutions requiring more than 50% of the total fees to be cleared during the first term. Thus, making first term the most suitable time to receive the bursary. This concurs with the recommendation of Obiero (2014) who following his study indicated that the first term carries the heaviest fees burden and many students are sent home for school fees leading to absenteeism, dropouts and repetition of classes. In view of this, he recommended that the bursary allocation should be awarded during the first term of the school calendar.

4.4 Legal Framework

From the analysis of the knowledge of laws and policies guiding the implementation of PSSB almost all the beneficiaries at 98.44% indicated that they have no knowledge of any law or policy governing the implementation of the PSSB. However, they were well aware that the children department is the one tasked with the implementation of the PSSB but none of them could tell the committee that deals with the vetting and the award of the PSSB. The sub-committee members, however, had a firm grip of the laws and policies guiding the implementation of the PSSB, with the SCCO indicating, that *"The Bible of the PSSB is the PSSB implementation guidelines*". This is a diversion from other government bursaries which have been reported to float the implementation guidelines such as SEBF. Boit (2015) in his study established that guidelines issued for the disbursement of SEBF by MOE appeared to be floated an assertion that was confirmed by Njeru & Orodho (2003). Despite the existence of the elaborate laws and policies and a firm grip of the same by the committee members, the committee put in place could not execute most of the roles stipulated in the PSSB implementation guidelines. This was because there was no money availed for the bursary fund administration. These findings are echoed by an audit report done by the Ministry of Labour

Social Security and Services in 2018. In this report, it was established that there were no operation funds availed to administer the bursary and this contributed to delay in funds disbursements. Lack of implementation funding sometimes pushes Program Officers to be non-compliant with the laid down implementation guidelines. This is well documented by the Social Protection Policy 2011 that notes that laws and policies that are not backed by resources, while executing the interventions for social assistance undermines the effectiveness of those initiatives.

4.5 Analysis of household socio-economic status

4.5.1 Orphan hood

Table 8; Analysis of the orphan hood status

Orphan Hood Status	Frequency	Percent
Both parents alive	1	1.56
Only mother alive	38	59.38
Only father alive	6	9.38
No parent alive	19	29.69
Total	**64**	**100.0**

Source: Author, 2020

The absence of a parent compromises the ability of a child to attain education. Given that PSSB is meant for Orphans and Vulnerable Children, the researcher set out to establish if the program was reaching out to the eligible group by finding out the orphan hood status of the beneficiaries. From the study, the bulk of the beneficiaries (59.38%) had only a mother alive. This was followed by total orphans with no parent alive at 29.69%. Then those with only a father alive at 9.38% while 1.56% had both parents alive. This means that the program was to a large extent reaching out to the eligible target group that is the OVC. The only respondent who indicated that both parents were alive but had disability. This to a great extent compromised their ability to provide basic needs including education for their children. Being a complementary programme for CT-OVC, this then illuminates the extent of the PSSB effectiveness in fulfilling its main aim of increasing the number of OVC transiting from secondary school through provision of school fees reflected in the reduction of dropout rates. These findings are in line with the facts established by the Ministry of Labour and Social Security audit team in 2018 that documented that the PSSB had positive impact in the learner's lives. This was evidenced in the narratives of the students and principals of the schools they visited. Further, these findings depict the extent to which the PSSB program implementers have complied with the PSSB implementation guidelines

on adherence to the eligibility criteria. This is also backed by the earlier findings that indicated that 59.38 % of the respondents indicated that orphans are the ones eligible for PSSB. This is a diversion from the experience of some of the bursaries beneficiaries as illustrated by Tanui (2014). In his arguments, he pointed out that among the complaints that were registered on the issue of the beneficiaries of Constituency Bursary Fund is that a good number of them were ghost students and others were children of well-connected individuals. Similar observations were noted by Boit (2015) who established that majority of beneficiaries of Secondary Education Bursary Fund came from families perceived to be fairly well off, thus raising concerns about the bursary allocation criteria and its administration.

4.5.2 Parents/Guardians literacy levels

Table 9 : Analysis of the literacy levels

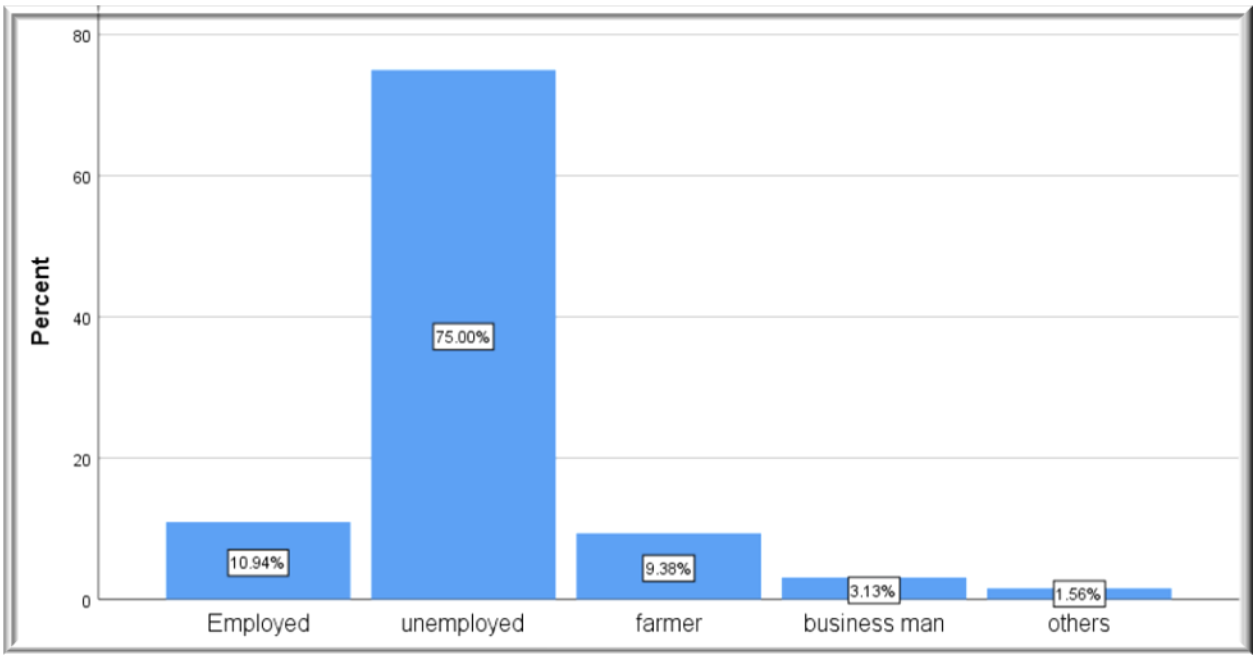
Literacy Levels	Frequency	Percent
Primary school level	20	31.25
Secondary school level	31	48.44
Diploma level	3	4.69
Degree level	3	4.69
No education	7	10.94
Total	**64**	**100.0**

Source: Author, 2020

The parents'/guardians' literacy levels are a key determinant of the success of PSSB with higher parent's/guardian's education levels expected to increase education uptake in families. The researcher sought to find out the highest education level for the parents/guardians. The study findings indicate that close to half of the parents/guardians at 48.44% had acquired secondary education while 31.25% had primary education. However only a small percentage had acquired post secondary education with 4.69% having a diploma and an equal percentage having a degree. A significant number of 10.94% had no formal education. This depicts that majority of the parents/guardians had average basic education to enable them undertake application of the PSSB as well as comprehend the factors that can lead to the effectiveness of the PSSB. These findings are echoed by Seroney (2015) who from his studies found out that a high number of parents/guardians (40%) had at least acquired secondary education. Thus, he concluded that this allowed them to have some basic understanding of the effect of CBF on access and retention of needy students within public secondary schools.

4.5.3 Occupation of the parents/guardians

Figure 3 : Analysis of the parents'/guardians' occupation



Source: Author, 2020

A stable source of income within a household translates to ability to meet the education costs while unstable source of income leads to low demand for education due to the inability to pay costs related to education. Thus, the researcher sought to establish the income levels of the households by establishing the occupation of the parents/guardians. The findings indicate that 75.00% of the parents/guardians were unemployed with only 10.94% employed. This depicts the limited income levels within these households meaning they require external assistance to be able to meet the ever rising cost of education. This is well documented by Psacharopolous & Woodhall (1985) that many students are unable to finance education from their family resources and is supported by various studies on bursaries in Kenya for instance studies by Seroney (2015) and Obiero (2014). The National Sector Education Plan, Ministry of Education (2015) indicates that the high education cost is a huge barrier to education access for the poorer families and it translates to low transition rates from primary to secondary schools. Efforts by the government to bridge the gaps occasioned by the prohibitive education cost for instance the 100 per cent transition policy have not borne much fruit. The economic survey early this year, 2020 documented that the primary to secondary transition rate stood at 85.4 % in 2019 although the report projected that the rates would rise to 98.5% in 2020.

4.6 Effectiveness of PSSB

4.6.1 Reduction in Absenteeism

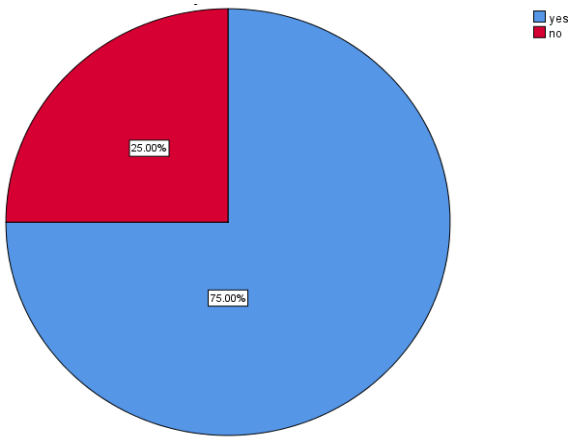


Figure 4 : Analysis of absenteeism due to school fees

Source: Author, 2020

In order to establish the effectiveness of the PSSB in reducing absenteeism, the researcher sought to establish any absenteeism occasioned by lack of school fees. From the analysis, 75.00% of the beneficiaries had been sent home for school fees as compared to 25.00% who had not been sent home. This indicates that absenteeism due to school fees was still high despite students benefiting from the PSSB. This is a red flag since absenteeism could easily translate to drop out of beneficiaries from school as established by Seroney (2015). He indicated that 53% of the students benefiting from bursary spent a significant amount of time away from school due to school fees and eventually dropped out as being away from school reduced their interest in school. Nthiga (2014) asserted that schooling costs claim up to 75% reasons of absenteeism in secondary schools.

4.6.2 Frequency of Absenteeism

Table 10: Analysis of frequency of absenteeism

Frequency of absenteeism	Frequency	Percent
Once	17	34.00
Twice	17	34.00
Thrice	4	8.00
Over three times	12	24.00
Total	**64**	**100.0**

Source: Author, 2020

The researcher sought to know the number of times that the respondents who had been absent from school due to school fees had been sent home. From the analysis 34.00% of the respondents had been sent home only once. This was equal to those who had been sent home twice. 24.00% of the respondents had been sent home over three times and those who had been sent home thrice stood at 8.00%. This shows that despite being beneficiaries of PSSB the respondents still experienced frequent absenteeism mostly due to the inability of their parents/guardians to clear the remaining balances after they were awarded the PSSB. This is echoed by Kiveu & Maiyo (2009) who asserted that the cost sharing policy is the cause of increased dropouts, absenteeism and repetition in secondary schools. These views are backed by Njoka (2004) who established that the main reason for students dropping out of secondary schools in Mwea Division of Kirinyaga District was lack of school fees.

4.6.3 Time taken to resume school after absenteeism

Table 11 : Analysis of time taken to resume school after absenteeism

Time taken to resume school after absenteeism	Frequency	Percent
1 -3 days	21	42.00
1 week	21	42.00
2 weeks	4	8.00
3weeks-1 month	4	8.00
Total	**64**	**100.00**

Source: Author, 2020

The students who are sent home for school fees go back to school after some time. The researcher sought to establish the length of time those students took before resuming back to school. The study findings indicate that 42.00% of the beneficiaries took up to one week before

resuming school after being sent home. 8.00% indicated taking a maximum of three weeks to one month before resuming after been sent home for fees and another 8.00% took two weeks to resume school. This is a pointer to the constraints within the household to keep their children in school as established by others such as Kakwani etal (2005. This also indicated that economic constraints within households results to low education demands, especially for orphans, a position confirmed by Long (2014). Bearing in mind that some of the PSSB beneficiaries are sent home more than three times, as indicated above, this coupled with the unpredictable release of funds from the treasury which can also be untimely, the effectiveness of the PSSB in reducing absenteeism is highly compromised.

4.6.4 Adequacy of PSSB

Table 12: Analysis of the amount of bursary awarded

Amount awarded	Frequency	Percentage
10000	49	76.6
20000	8	12.5
Don't know	7	10.9
Total	**64**	**100.0**

Source: Author, 2020

The respondents were requested to indicate the amount of money they had received. Majority of the respondents (76.6%) had received 10,000 Kenya shillings as bursary award while 12.5% had received 20,000 Kenya shillings. The SCCO Borabu explaining on the discrepancies indicated that those who had received 20,000 Kenya shillings were mostly Form fours and those schooling far away from the constituency. However, those beneficiaries who received 10,000 Kenya shillings would get an additional 10,000 Kenya shillings when the National treasury makes available the second half allocation. The other key informants as indicated by the bursary sub-committee Chair pointed out that,

"We are aware of the PSSB guidelines that stipulate the maximum allocation at 30,000 but the CSAC committee due to the limitation of funding and the overwhelming numbers of the orphans agreed to have the maximum amount per student as 20,000 Kenya shillings".

The piecemeal release of funds from the National treasury coupled by the ever increasing number of orphans exposes the beneficiaries to absenteeism further impacting on the effectiveness of the PSSB. This is occasioned by the fact that bursary allocation is normally

guided by the government's fiscal year that is segregated into quarters, whereas the academic year follows the calendar year. Similar observations were done by Obiero (2014) who indicated that Constituency Development Fund bursary fund is released after and before the end of the financial year. As a result, this does not tally with the school's academic year, thus, greatly affecting participation rates in public secondary schools.

4.6.5 Adequacy of the amount awarded

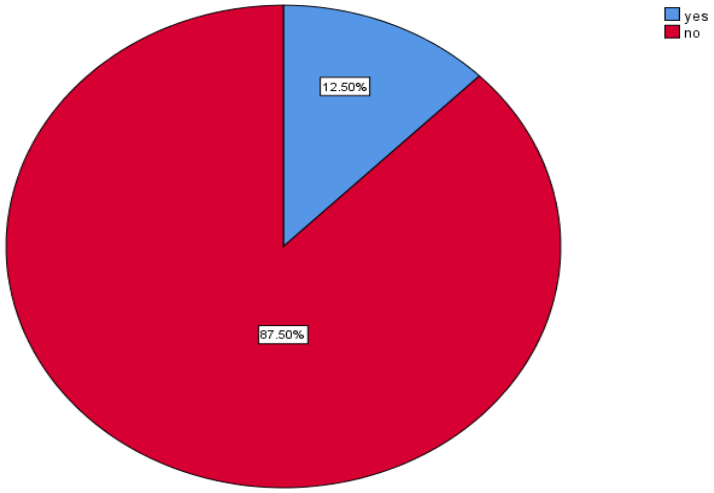


Figure 5: Analysis of the adequacy of the amount awarded

Source: Author, 2020

Following the response on the amount of bursary award given, the respondents were requested to indicate whether the amount was adequate or not to cater for their school fees needs. A majority of the beneficiaries (87.50%) indicated that the amount awarded was not adequate to cater for their school fees requirements. A perusal of reports from the Children office, Borabu compiling the amount of school fees as per the school fees structure, versus the amount allocated per beneficiary indicated a discrepancy. The respondents pointed to this when they showed that the school fees requirements were higher than the amount allocated thus the PSSB was inadequate. This is typical of other government bursaries as confirmed by Mwaura (2006) and Mwawughanga (2008) who focused on CBF and drew the conclusion that the bursary allocated to learners was inadequate. Further, Seroney (2015) commenting on the adequacy of CBF indicated that the money allocated was inadequate to cater for all the learners' education cost and could therefore not guarantee their retention in school.

4.6.6 Outstanding school fees balances after the bursary award

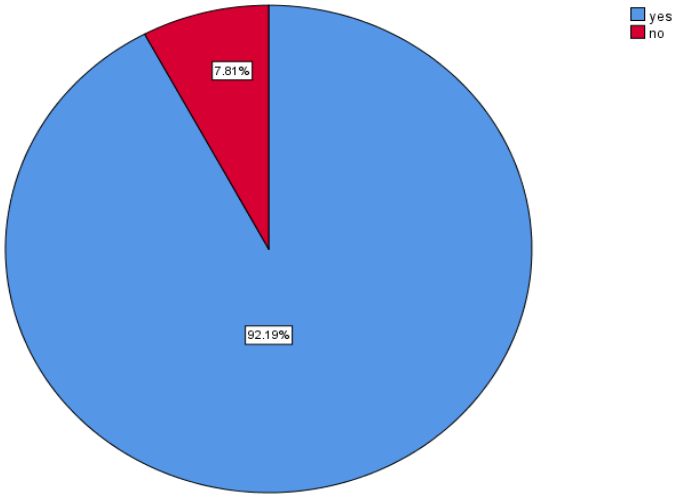


Figure 6: Analysis of beneficiaries with outstanding school fees balances after bursary award

Source: Author, 2020

In order to check further on the validity of the response indicating the adequacy of the amount awarded, the respondents were asked to indicate if they had any outstanding school fees balances after the bursary award. From the analysis only a limited 7.81% did not have school fees balances while a majority (92.19%) had balances after receiving the bursary award. This depicts the extent of the inadequacy of the PSSB to cover fully the school fees requirements of the beneficiaries. The findings concur with several other study findings such as Mwaura (2006); Mwawughanga (2008) and Seroney (2015) as quoted above.

4.6.7 Means of clearing outstanding fee balances

Table 13 : Analysis of means of clearing outstanding fee balances

Means of clearing outstanding fee balances	Frequency	Percentage
Never paid	10	15.87
Parent/guardian	39	61.90
Other bursaries/well wisher	14	22.22
Total	**63**	**100.00**

Source: Author, 2020

The respondents were requested to indicate who paid the outstanding fees balances that they had indicated. 61.90% of them indicated that the parents/guardians carried the burden of clearing outstanding school fees while 22.22% of them relied on other bursaries/well-wishers. 15.87% had no means of clearing the outstanding balances and this means that they relied entirely on the PSSB. This is despite the fact that it could barely cover all the school fees requirements. Thus, any delay in disbursement of the bursary award meant no schooling for them. Further the study findings depict that the burden of education attainment for children within households is greatly borne by the parents. This is part of governments cost sharing strategy where parents partner with government in education financing, a strategy that has been reported to be inefficient by a number of scholars. Wango (2002) observed that the strategy has led to negative impacts such as reduced access to secondary school education and inconsistent school attendance. However, initiatives such as the PSSB have been of great assistance in facilitating needy orphans' access to education. Onsomu (2006) supports such initiatives and notes that strategies that aim to lower the cost of education on households will lead to more of them taking their children to school.

4.6.8 Other school requirements

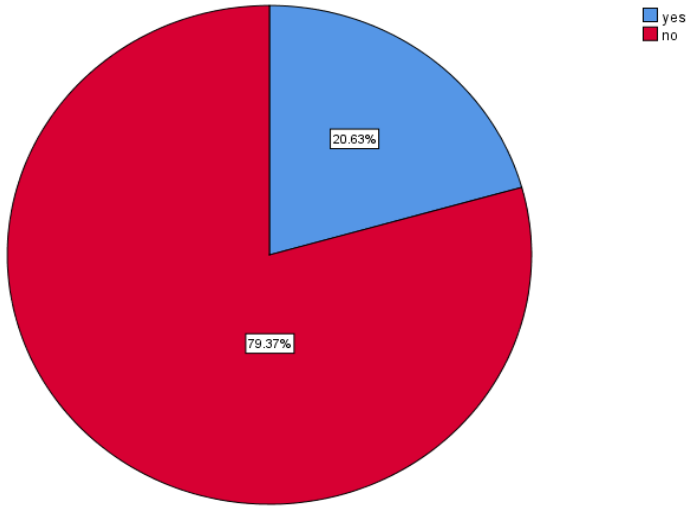


Figure 7 : Analysis of the ability of parents to provide other school requirements

Source: Author, 2020

Schooling does not only entail the provision of school fees but there are other school requirements as well. The respondents were asked to indicate various other school requirements that they normally require and clarify if their parents/guardians were able to provide for these requirements. From the analysis, 79.37% of the respondents reported that their parents could not

provide other school requirements apart from school fees. On the other hand, 20.63% responded in the affirmative. Among the school requirements enumerated by the respondents included remedial lessons, foolscap papers, school uniforms, school trips money, shopping and pocket money. These findings are echoed by Gachugi (2005) who indicated that satisfactory participation of learners for a defined circle is greatly compromised by poverty that translates to parent's inability to meet education costs.

4.6.9 Extent to which lack of other school requirements affects learning

Table 14: Analysis of the extent to which lack of other school requirements affects learning

The extent to which lack of other school requirements affects learning	Frequency	Percentage
Does not affect at all	21	33.87
A very small extent	5	8.06
A small extent	24	38.71
A great extent	12	19.35
Total	**62**	**100.00**

Source: Author, 2020

The respondents were requested to indicate the extent to which the lack of other school requirements affected their learning. The study findings revealed that 19.35% of learning of the respondents was greatly affected by lack of the school requirements indicated. 38.71% were only affected to a small extent. For 33.87% respondents', learning was not affected at all. These school requirements that were enumerated by the students especially the remedial were not captured in the school fees structures and so were not part of what the PSSB can cater for. However, the school bursars enumerated those costs as part of the school fees and so non-payment of the same meant being sent home for school fees. As a result, this occasioned absenteeism, further compromising the effectiveness of the PSSB. In support of these findings the Ministry of Education (2015) documented the fact that despite the heavy investment by the government in the education sector, education for all has not been achieved apportioning reasons for this to the ever rising cost of education. Equally, that it is also due to the noncompliance of education institution to the laid down fees guidelines. This is despite the policy directions such as the scrapping of tuition fees by the government in 2008. UNESCO (2008) observed that waving of tuition fees may not have significant impact since tuition fees comprises the smallest component of all the levies that learners are expected to meet in secondary schools. The report

proceeds to note that hidden costs such as uniforms, textbooks and pocket money are still a hindrance for families sending their children to school. Several other studies such as the one carried out by Njeru & Orodho (2003) have confirmed that the introduction of cost sharing in education financing has occasioned prohibitive costs cutting off learners from attaining education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMEDATIONS

5.1 Introduction

This chapter presents summary of findings, conclusion and recommendations of the study in line with the objectives of the study.

5.2 Summary

The study set out to examine the factors contributing to the effectiveness of the Presidential Secondary School Bursary as a social assistance program in Borabu Constituency. This was to be achieved through answering of the research questions developed in chapter one as follows: What is the influence of distribution logistics on the effectiveness of the Presidential Secondary School Bursary in Borabu Constituency? What is the effect of the legal framework on the effectiveness of the Presidential Secondary School Bursary in Borabu Constituency? What is the influence of household socio-economic status on the effectiveness of Presidential Secondary School Bursary in Borabu Constituency? The findings are summarized according to the research variables and are presented in the following subsections.

5.2.1 Distribution logistics

The study established that publicity of the PSSB was majorly from the parents/guardians of the respective beneficiaries (78.13 % of the respondents). 76.56% of the beneficiaries were not aware of the application procedures while 23.44% indicated that they were aware. However, they could barely describe clearly the application procedure as documented in the PSSB implementation guidelines. They attributed this to the fact that the application was done for them by their parents/guardians. The general publicity of the PSSB was however high at 98.44%. 59.38% of the respondents indicated that the orphans were eligible for PSSB while 37.50% indicated that the needy students who cannot afford to pay school fees were eligible for PSSB while 3.13% indicated that all the students were eligible. The PSSB implementation guidelines however indicate that the Orphans and Vulnerable Children are the ones eligible for PSSB.

In terms of timeliness, all the respondents recorded that the time that they received the PSSB was the best time to receive the same; this was during first term. The funds release timeframes are

however not consistent every year and are highly dependent on the funds release from the National treasury. From the study findings therefore, it is concluded that the distribution logistics particularly disbursement timelines impact negatively on effectiveness of PSSB. This is by either averting or promoting absenteeism or sometimes eventual beneficiary dropout from school.

5.2.2 Legal framework

Out of the study findings, 98.44% of the beneficiaries were not aware of any law or policy governing the implementation of the PSSB. 1.56% was aware but could only cite the Children Act as the law governing the PSSB implementation. Of the 64 respondents interviewed, they indicated that PSSB is implemented by the children department. None of the respondents were aware of the committee that deals with the vetting and award of the PSSB.

On the other hand, the Program Officers and the sub-Committee members had a firm grip of the laws and policies governing the PSSB operations and expressed compliance in terms of arriving at the PSSB beneficiaries. However, the compliance with the other roles as stipulated by the PSSB implementation guidelines was lacking. This was occasioned by lack of operation funds for the administration of the PSSB bursary fund. Hence the study conclusion that limited knowledge by beneficiaries on the legal framework governing the implementation of the PSSB, coupled with lack of implementation resources greatly crippled the effectiveness of PSSB.

5.2.3 Household socio-economic status

The analysis of the demographic factors depicted that there were more boys than girls (51.56% as compared to 48.44%) respectively benefiting from the PSSB. The age of the respondents ranged between 14 to 21 years in age with the highest number of respondents (39.10%) having attained 17 years in age. Orphan hood was a key socio-economic factor for those benefiting from the PSSB. Out of the sample size (29.69%) was total orphans (with no parent alive), 9.38% had only a father alive and the majority at 59.36% had a mother alive. The PSSB was thus reaching out to the targeted population of Orphans and Vulnerable Children.

Majority of the parents/guardians had basic literacy levels with 31.25% having primary education, 48.44% with secondary education, 4.69% had a diploma and a similar percentage had degree education. 10.94% had no formal education. This had a bearing on their income levels as depicted by the study findings on the occupation of the parents/guardian with 10.94% as

employed and 75.00% unemployed. Hence, a direct link with the ability to meet the education needs of the Orphans and Vulnerable Children and complement the PSSB contribute to its effectiveness.

5.2.4 Effectiveness of PSSB

75.00% of the respondents reported absenteeism occasioned by lack of school fees while 25.00% recorded no absenteeism. Of those that recorded absenteeism 34.00% had been sent home once, and a similar percentage twice, 8.00% thrice and 24.00% over three times. Analysis on the length of time the students took before they resumed school indicated that 42.00% took one to three days, 42.00% one week, 8.00% two weeks and 8.00% three weeks to one month. This absenteeism as noted earlier in this study had a bearing on the distribution timelines especially on the late release of funding from the treasury. Equally, also on nonalignment of distribution timelines with the school term dates that caused late release of funds leading to absenteeism of the bursary recipients.

The ability of the PSSB to cater for all the school fees requirements was rated at12.50%. 87.50% indicated that the PSSB lacked the ability to cater for all the school fees requirements. 92.19% reported to have fees balances even after receiving PSSB as compared to 7.81% that had no balances after receiving PSSB. Further, of those who had outstanding balances, 22.22% relied on other bursaries/well wishers while 15.87% never paid the balances. This depicts the level of desperation and vulnerability for these Orphans and Vulnerable Children. Another 61.90% relied on their parents/guardians to clear the balances. With a majority (59.36 % and 29.69%) of the respondents being orphans with a single or no parent respectively, majority (48.44%) who had only basic literacy and were unable to get an employment or secure a stable source of income for the family, then ability to settle the outstanding school fees was highly compromised. As a result, the students are sent home for school fees. This brings to the fore the diminishing effectiveness of PSSB in reducing absenteeism. However, dropout rates were minimal with only one reported case during the current financial year and those that were mainly affected were girls.

Finally, apart from school fees, there were other school requirements which 79.37% of the respondents indicated that their parents/guardians could not provide for. However, 20.63% indicated that their parents/guardians were able to provide. The lack of school requirements

enumerated such as remedial lessons, foolscap papers, school uniforms, school trips money, shopping and pocket money affected the respondents learning with 19.35% to a great extent, 38.71% to a small extent, and 8.06% to a very small extent. However, 33.87% indicated that it did not affect them at all. These other school requirements were mostly not part of the school fees and so the expenses were not covered by PSSB although they affected the beneficiaries and were enumerated as part of school fees. These were not included in the fees structure thus non payment meant being sent home and in turn lowering the effectiveness of PSSB in reducing absenteeism.

5.3 Conclusion

The timely distribution of the Presidential Secondary School Bursary (PSSB) is a key determinant of the effectiveness of the PSSB in reduction of absenteeism. Late release of the funds from the National treasury means that the funds reach the beneficiaries late in the school term when most of the beneficiaries will have been sent home for school fees occasioning absenteeism. The nonalignment of the government fiscal year to the school term dates results in frequent, prolonged periods of absenteeism by the beneficiaries and this compromises the learning of the beneficiaries. Equally, this exposes the beneficiaries to the risk of dropping out of school. However, the publicity of the PSSB is high within Borabu constituency and as anticipated by the policy makers the PSSB is reaching out to the Orphans and Vulnerable Children. There is also a recorded minimal dropout rate with this financial year (2019/2020) recording only one drop out case. However, gender disparity is still evident with more boys than girls benefiting from the PSSB. As a result of PSSB, there is reduction of school dropout hence the PSSB has been effective in this regard.

The existence of an elaborate legal framework ranging from laws to policies with a backing of established structures with manpower and sound financing is the backbone of success of any initiative. The knowledge of the existence of this legal framework by the targeted program beneficiaries as well as the program implementers is very critical. This is because it is what determines the applicability of the laws and policies to determine the extent to which that legal framework is promoting or curtailing the success of a program. The beneficiaries of the PSSB have very limited knowledge of the laws and policies governing the implementation of the PSSB. Equally, this limits the extent to which they can execute checks and balances within the

program, ensure transparency and hold the implementing officers accountable for their actions or inactions. The unavailability of operation funds for the PSSB bursary greatly hampers its operation process rendering the implementing officers crippled despite the existence of elaborate laws, policies and implementing structures. Key roles of the bursary sub-Committee such as monitoring and evaluation, maintenance of up to date PSSB database among others have not been achieved thus limiting the effectiveness of the PSSB as a social assistance program. This is in terms of being able to give timely feedback to policy developers concerning key implementation areas such as adequacy of the money provided, proper adherence to timelines that are conscious of school term dates. The rationale is to reduce disbursement delays that occasion absenteeism and timely follow-up on beneficiaries so that they can be connected to the complementary services to bridge any unmet needs and avert absenteeism and any eventual drop out from school. Further, the non-documentation of the best practises already gathered in the six years implementation period of the PSSB denies the program crucial review mirror that can inform future program adjustment. This, thus, casts a dark shadow on the effectiveness of PSSB.

Orphanhood remains a great challenge and a hindrance to the retention of students within secondary school for those who are lucky enough to transit to secondary school. The PPSB is a great initiative since it focuses entirely on those orphans who have enrolled in public secondary school. Other socio-economic factors such as lack of a stable source of income continue to be a big challenge for parents and guardians to meet the ever rising cost of education. The amount provided by the PSSB is way below what most of the public boarding secondary schools require. As much as schools prescribe amounts that purport to comply with the guidelines provided by the Ministry of Education, more often than not there are other costs that learners have to meet. Most of these costs are prohibitive and others are essentials that the learners cannot do without in school and thus their learning gets hampered when they are unable to get them. However, despite the fact that the PSSB has been inadequate, it has greatly relieved the burden of raising school fees to parents and guardians taking care of Orphans and Venerable Children and it has actualised the attainment of their right to education. In some cases, PSSB is the only reason why the bursary beneficiaries are in school. Equally, regarding the reaching out to the target group of the beneficiaries, PSSB has been very effective.

5.5 Recommendations

i. The study recommends that the National treasury prioritise timely release of the Presidential Secondary School Bursary (PSSB) to the County treasuries for timely distribution to the beneficiaries. The most suitable time would be at the beginning of year, first term, to ensure that the beneficiaries are not sent home for school fees.

ii. The study also recommends that there should be deliberate effort for awareness creation and increased publicity by the Department of Children Services of particularly the laws, policies and the role of the implementing structures of the PSSB to the beneficiaries and the public at large. This will promote transparency and enhance accountability on the program implementers.

iii. Equally, the treasury should consider giving operation funds for administering the PSSB bursary to the Program Officers. This will enable full compliance with the implementation guidelines and promote the execution of all the roles therein.

iv. The study recommends that the government should consider increasing the PSSB amount offered to the students to at least adequately cater for the school fees requirements. This will assist greatly for students who find slots in National schools, extra-County and County schools whose fees requirements are way above what the PSSB is providing to the beneficiaries.

v. Further, the study recommends that the school administration in the respective schools where the PSSB beneficiaries are, especially those who are total orphans, should consider giving school fee waivers for the amounts that remain uncovered after these beneficiaries receive the PSSB.

vi. Finally, the study recommends that the government considers coming up with a dignity kitty as part of the benefit package for the PSSB to cater for other education needs of the beneficiaries. This will make the PSSB a comprehensive package, help ensure the effectiveness of the learning process for the PSSB beneficiaries and enable them compete equally with other learners for better outcomes.

5.6 Areas of further studies

Since this study set out to examine the factors contributing to the effectiveness of PSSB as a social assistance programme in Borabu Constituency, the study recommends that;

i. Similar studies are carried out in other Constituencies in Kenya on the factors contributing to the effectiveness of Presidential Secondary School Bursary (PSSB) as a social assistance programme for comparison purposes.
ii. Further, there is need for studies to examine the role of PSSB in bridging gender disparities in access to education.

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APPENDIX 1

STUDENTS' QUESTIONNAIRE

My name is Martha Mbatia, a Master of Development student at St. Paul's University, Nakuru campus. I am pursuing a study on the factors contributing to the effectiveness of the Presidential Secondary School Bursary (PSSB) as a social assistance programme in Borabu Constituency. As a beneficiary of the PSSB you have been selected to respond to this questionnaire. Please respond to all the questions by circling the number relating to your response. Please also note that the information provided will only be used for purposes of this study. Thank you.

NO	QUESTION	RESPONSE
SECTION ONE;BACKGROUND INFORMATION		
1.	What is your age?	
2.	What is your Sex	Male…….. 1 Female…….. 2
3.	What Form level are you in school?	Form ……1 Form ……2 Form ……3 Form…… 4
SECTION TWO;DISTRIBUTION LOGISTICS		
4.	Have you ever heard of Presidential Secondary School Bursary?	Yes……1 No…… 2
5.	If **YES** in 4 above, whom did you hear it from?	Teacher…… 1 Chief…… 2 Parent/guardian…… 3 Others…… 4 Specify_____
6.	Who should apply for Presidential Secondary School Bursary?	All students…….. 1 Orphans…… 2 Bright students ……3 Needy students who cannot afford to pay school fees… 4 Others ……...5 Specify_____

7.	Do you know the application procedure for the Presidential Secondary School Bursary?	Yes……..1 No……2
8.	If **YES** in 7 above, briefly describe the application procedure.	
9.	When did you receive the Presidential Secondary School Bursary?	First term…….. 1 2nd term ……2 3rd term …….3
10.	Was that the best time to receive the bursary?	Yes…….1 No……. 2
11.	If **NO** in 10 above, in your opinion, what would be the most appropriate time to receive the bursary allocation?	
SECTION THREE;LEGAL FRAMEWORK		
12.	Do you know any law or policy that guides the operation of Presidential Secondary School Bursary?	Yes……..1 No……2
13.	If **YES** in 12 above write down the law or policy.	
14.	Which department deals with the Presidential Secondary School Bursary?	
15.	Which committee deals with the vetting and award of the Presidential Secondary School Bursary?	
SECTION FOUR; HOUSEHOLD SOCIO-ECONOMIC STATUS		
16.	Are your parents alive?	Both parents alive…….1 Only mother alive …….2 Only father alive…….3 No parent alive……4
17.	What is the highest education level of your parent/guardian?	Primary School level……..1 Secondary School Level….2 Certificate level……..3

		Diploma level…….4 Degree level……5 No education……..6
18.	What is your parent/guardian occupation?	Employed…… 1 Unemployed…… 2 Farmer ……..3 Businessman…… 4 Others…….. 5 Specify_____
SECTION FIVE; EFFECTIVENESS OF PSSB		
19.	Have you ever been sent home for school fees?	Yes…….1 No……. 2
20.	If **YES** in 20 above, how many times have you been sent home since you joined secondary school?	Once…….1 Twice ……..2 Thrice…… 3 Over three times…… 4
21.	When you are sent home for school fees, approximately how long do you take before going back to school?	1-3 days……. .1 1 week…… 2 2 weeks…….. ……3 3weeks -1 month…… 4
22.	How much bursary were you awarded?	10,000……. 1 20,000……..2 30,000 ……3 Don't know……. 4
23.	Was the amount awarded in 24 above adequate to cater for your school fees needs?	Yes…….1 No……. 2
24.	Did you have a school fees balance after getting the bursary fund?	Yes…….1 No……. 2

25.	If **YES** in 26 above, how did you pay the balance?	Never paid…… 1 Parent/ guardian…… 2 Other bursaries/ well-wisher .3
26.	Apart from school fees are your parents/guardians able to provide other school requirements like uniform, stationery, personal items, paying for school trips etc?	Yes……1 No…… 2
27.	If **NO** in 28 above please list the items that you greatly require but you lack.	
28.	To what extent does lack of the above items affect your learning?	Does not affect at all……..1 A very small extent……...2 A small extent ……3 A great extent……..4 A very great extent……5
29.	In your own opinion, what should be done to make the Presidential Secondary School Bursary more effective?	

Thank you for participating in this study. It would not have succeeded without your contribution.

APPENDIX 2

QUESTIONNAIRE FOR BURSARY SUB-COMMITTEE

My name is Martha Mbatia, a Master of Development student at St. Paul's University, Nakuru campus. I am pursuing a study on the factors contributing to the effectiveness of the Presidential Secondary School Bursary (PSSB) as a social assistance programme in Borabu Constituency. Being a member of the bursary committee you have been selected to respond to this questionnaire. Please respond to all the question and note that the information provided will only be used for purposes of this study. Thank you.

1. What is the total number of beneficiaries for the PSSB for the 2019/2020 Financial Year?

Male_____ Female _____

2. How would you rate the publicity of the Presidential Secondary School Bursary?

Very Widely Known 1 Widely Known 2 Limited 3 Not known 4

3. Briefly explain your answer in 3 above.

4. What is the application procedure for the Presidential Secondary School Bursary?

5. How would you rate the application procedure?

Very Effective 1 Effective 2 Ineffective 3 Very Ineffective 4

6. How do you determine the students who are to apply for bursary?

7. How timely are the funds released from the National treasury to the county treasuries for further disbursement to the schools?

8. How does this impact on the effectiveness of the Presidential Secondary School Bursary?

9. Which laws and policies govern the implementation of the Presidential Secondary School Bursary?

10. What structures are in place for the implementation of the Presidential Secondary School Bursary?

11. To what extent are the funds provided under the Presidential Secondary School Bursary adequate in meeting the students' educational needs?

12. Are there beneficiaries of the fund who ultimately drop out of school? What could you cite as the reasons for dropping out?

13. Which gender constitutes the highest number of school dropouts?

14. What implementation challenges do you face in relation with Presidential Secondary School Bursary?

15. In your own opinion has the Presidential Secondary School Bursary being effective as a program in achieving its objective?

16. In your own opinion, what recommendations would you give that would help to enhance the effectiveness of Presidential Secondary School Bursary in order to fully achieve its objective?

Thank you for participating in this research.

APPENDIX 3

CONSENT FORM

This form will be filled in by the parent(s)/guardian(s) as a sign of consent for their child/children to participate in this research as well as the child to demonstrate her/his willingness to participate in the interview.

PART A: PARENT/GUARDIAN

I/We_____(name of parent/guardian) do allow my child_____(child's name) aged_____ to participate in the research study.

The researcher has duly explained to me/us that the purpose of the study is purely academic and that my/our child was chosen since she/he is a beneficiary of the Presidential Secondary School Bursary.

Parents/guardian name_____Signature_____

Date_____

PART B: CHILD (*This will be a verbal consent*)

I am carrying out a research for my Masters degree studies at St Paul's University, Kenya. My study is on the Presidential Secondary school bursary. I am requesting you to assist me in getting some information on this as I consider your views as very important for this study. I will not give out any information you give me and your name will not also be revealed to anybody. You are free to say no and also to leave at any time if you do not want or do not feel comfortable to be part of this study. Your views are very important. Do you consent to participate in the interview?

No ☐ (Thank the respondent and stop the interview)

Yes ☐ (Put a tick and a number to enable you know how many have consented and also for record purposes)

APPENDIX 4

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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RESEARCH LICENSE



This is to Certify that Miss:. MARTHA WANGECHI MBATIA of St. Paul's University, has been licensed to conduct research in Nyamira on the topic: FACTORS CONTRIBUTING TO THE EFFECTIVENESS OF PRESIDENTIAL SECONDARY SCHOOL BURSARY AS A SOCIAL ASSISTANCE PROGRAMME:A CASE OF BORABU CONSTITUENCY, NYAMIRA COUNTY,KENYA for the period ending : 28/March/2021.

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