STRATEGIC ROLE OF NATIONAL GOVERNMENT CONSTITUENCIES DEVELOPMENT FUND TO THE REFORMS OF SECONDARY SCHOOLS IN MOMBASA COUNTY, KENYA

BY

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DECLARATION

I declare that this is my work and has not been presented to any institution or university other than the University of Nairobi for examination.

Signed: _____Date: _____

CAROLYNE MUMBUA MULI (D61/87607/2016)

This Research project has been submitted for examination with my approval as the University Supervisor.

Signed: _____Date: _____

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DEDICATION

This work is dedicated to my parents who have helped me along all of my life. If it weren't for you I'm sure I wouldn't be who I am today, Thank you for your love and encouragement. I couldn't ask for better parents if I tried to. Special thanks goes to my brother Chris who has accorded me great support throughout when writing this project

ACKNOWLEDGEMENTS

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ABBREVIATIONS AND ACRONYMS

NG-CDF   National Government Constituency Development Fund

MOE   Ministry of Education

CDF   Constituencies Development Fund

FDSE   Free Day Secondary Education

CDFB   Constituencies Development Fund Board

SPSS   Statistical Package for Social Science

CMSF   Canadian Millennium Scholarship Foundation

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ABSTRACT

Researchers and practitioners have long been attempting to establish the relationship between bursary and enrolment rate in secondary schools. Some studies tend to indicate that bursary, learning facilities, and other physical facilities have significant correlations with the enrolment rate in secondary schools, whereas other studies found no direct relationship. However, this study, in attempting to provide through empirical evidence some insights into what is involved in this area focused on the strategic role that NG-CDF plays in enhancing education reforms in Kenya by looking at the link between NG-CDF's allocations bursary, learning facilities, and other physical facilities in secondary schools in Mombasa County. The research relied on secondary data sourced from Ministry of education and the National government constituency development fund. The study initially targeted 43 schools, but the data could only be obtained for 38 schools, indicating a response rate of 88.4%. The collected data was subjected to both descriptive and inferential statistics analyses to help in answering the research question. The findings of the study revealed that there a moderate significant positive correlation between NG-CDF's bursary allocation and the enrolment rate in Mombasa County. However, NG-CDF's allocations to learning facilities and other physical facilities have weak and very weak correlation with enrolment rate respectively. Since bursaries have been found to be essential in enrolment rate in schools, the study recommended that it is proper for the NG-CDF Committees in Mombasa County to provide bursary allocations in time and in line with the school term calendar to enable beneficiaries to maximize their time in school to study instead of staying at home to look for additional funds. Similarly, the beneficiaries should be guaranteed continuous funding.

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Globally, education has gone through tremendous expansion and it is now perceived as a right and duty by citizens of many countries (Max & Ortiz-Ospina, 2017).This puts any government under the task of formulating and implementing national policies and strategies that help citizens access quality and affordable, school education, post-school, higher education and academic research. Some of the ways governments achieve this is through provision of human, financial and infrastructural resources to public institutions, promote and facilitate education internationalization, promote research through promotion of appropriate strategies in the entire education system. According to Ohmae (1982) competitive strategies are key for survival of any entity. These strategies must be formulated and modified depending on the events, circumstances or opportunities that arise.

This study was anchored on three theories. Resource dependency theory explains how external resources influence the behavior of organizations. Acquisition of external resources is a vital tool for both tactical and strategic management of a firm (Pfeffer & Salancik, 1978). Stakeholder Theory provides a wide framework to explain how strategies are formulated in an actual political situation. According to Johnson and Scholes (1999) stakeholders are individuals who rely on the organization to achieve their objectives and organization rely on them to fulfill its goals. These individuals have influence in the way organizations operate and they influence the actions and strategies of an organization.

Game Theory focuses on the interrelationship between competitors' actions in a competition (Johnson, Scholes & Whittington, 2008). Game theory aids in designing strategies in a competitive environment since the strategist must consider the competitors strategies before coming up with a course of action

Education in Kenya is structured in to 8-4-4 systems; which consist of primary, secondary and tertiary education. Since independence, the Kenyan governments and its citizens have heavily invested in continuous improvement in both quality and universal access to education geared towards achieving the sustainable development goals and Vision 2030. However, with all the efforts geared to improve education, this sector still experiences some challenges and gaps such as lack of comprehensive strategies for staff development and lack of an effective monitoring and evaluation of results, lack of facilities for students with special need (SEOIK, 2010) and inadequate infrastructural and technical facilities as compared to the population.

1.1.1 Concept of Strategy

Strategy is the linking force between an organization and the environment it operates: it's a well-designed pattern of decisions which an entity uses to deal with its environment (Mintzberg, 1979). It entails the use of a pattern, ploy, a position, perspective or a plan in dealing with the environment. Johnson and Scholes (1992) also defines strategy as a scope and direction adopted by an organization over a long term which enables the organization to achieve a competitive advantage through effective use of available resources to meet stakeholder's expectation within a changing environment.

This is necessitated by the fact that organizations do not operate in vacuum, but within an environment where they interact with employees, suppliers, customers, government and the general public. Therefore, organizations are both environment serving and environment dependent hence they must align their strategy with the environment.

There are three levels of strategies, First, corporate strategy which deals with organizations overall directions and objectives. These strategies aim at ensuring stability, growth and long term sustainability of an entity. Secondly, Business strategy which focuses on product level aimed at ensuring the firm remains competitive in the industry or the market segment it serves. Thirdly, functional strategy which works toward achieving corporate and business goals by making maximum use of available resources (Porter, 1980).

According to Moore (2000) Strategy has become important tool which enables organizations to survives and compete effectively in a changing environment. Its importance includes; enhancing competitive advantage by ensuring a firms product remains competitive and continuous reengineering of the firms brand; ensuring a firm adjust effectively to changing environment by dealing with uncertainties, constraints and threats from the environment; creating a sense of well-defined vision towards achieving companies goals since it forms the basis for which a firm is established; strategy acts as a motivating tool to employees since it promotes loyalty and labor efficiency since employees have a clear methodology on how to perform their tasks; acts as an important tool for decision making by providing management with basic tools and guidelines to assist them in making decisions.

1.1.2 Strategic Role of National Government Constituencies Development Fund

The National Government Constituencies Development Fund came into existence through the NG-CDF Act, 2015 and later amended in 2016. The fund was originally known as Constituencies Development Fund (CDF) established as early as in 2003. The goal of the fund was to reduce poverty, empower local communities and improve their well-being. It was intended to supplement other fund allocated to the community. These funds include, Roads Maintenance and HIV/AIDS Funds (World Bank, 2008).

The Fund is one of the best strategies that the government employed to foster development at the grassroots level. The government's introduction of Free Primary Education and the campaign that accompanied it led to mass pupil enrolment. Though it had positive impact, it also impacted negatively on academic performance as a result of congestion, inadequate teachers and inadequate and/or poor infrastructure (Muyanga, Olwande, Mueni & Wambugu, 2010).

Harambees meant to mobilize funds for development were banned, and the government only provided tuition fees for the pupils. The same pressure was exerted to the secondary schools because of the government's initiative of 100% transition from primary to secondary schools. NG-CDF was the only saviour to this challenge especially on the infrastructural part of the challenge. Alongside the Free primary and secondary education, new structures were built, dilapidated structures were either rehabilitated or renovated, bursaries were issued to the needy and bright students (LK Mwendwa, 2011), new schools were established to reduce the distances travelled to access educational centers by the government though NG-CDF by only a certain percentage of the funds allocated to the Fund. Other percentages went to other developments to the communities.

According to Ministry of Education (2017) CDF funded schools have been open to increase student's access to secondary school education where communities have donated land and CDF funds used to build new secondary schools which has enhanced accessibility as well as retention in secondary schools. This is in line with government vision 2030 strategy which aims at ensuring 100% transition from primary school to secondary school and all students acquire core skills such as numeracy, communication, and literacy skill (Republic of Kenya, 2016). Muchiri (2017) noted that CDF was the major supporter in secondary school fee payment among most students in Nairobi City County.

1.1.3 NG-CDF Contribution to Public Sector Reforms in Secondary Education

The Fund has enhanced physical infrastructure at the grassroots level through construction and renovation of new and existing schools (both secondary), Medical Training Colleges and Technical Training Institutes. Physical infrastructure included libraries, classrooms, laboratories, dormitories, kitchen, latrines, water tanks, buying of desks and equipping of and laboratories. Bursary has supported students in secondary schools and tertiary institutions (Lusaka, 2015)

According to the NG-CDF sectorial data analysis (2016), 72% of this kitty was allocated to the education sector towards infrastructural developments and bursary as compared to the other sectors. This resulted in remarkable progress in the country education standards which includes: new schools and tertiary institutes have been started supplementing the low infrastructure budget which ministry of education allocates.

Increased enrolment rate in secondary schools through construction of new secondary schools, especially the mixed day secondary schools, increased retention rate at secondary and tertiary level through bursary provision, increased enrolment and retention at primary school level through construction on new and renovation of existing primary schools, Enhanced technical skills necessary in the job market through construction of technical institutes (130 done in collaboration with ministry of education) and medical training colleges, enhanced technical skills by sponsoring students for technical course, this included eight (8) pilots fully sponsored by NG-CDF to commercial flights level, Supported success of government free primary and secondary school programmes by providing facilities in secondary and primary schools and reduced the *mwananchi* burden on *harambees* mostly for raising school fees of needy students and construction of schools, which has increased the households' disposable income (Asayo, 2009).

1.1.4 Funding Reforms of Secondary Education in Mombasa County

Over the years, there has been increased demand for education and training in Kenya brought about by some of the government initiatives such as free primary and secondary education. However, the Coastal region where Mombasa County has been carved from still experiences challenges in terms of students' enrollment in Secondary schools. Transition rate from primary to secondary school is very low. The major attribute to this is high poverty rates in the region such that parents cannot even afford to buy school uniform to their children. Conventional system of education is also a major factor contributing to the low enrolment rates.

NG-CDF has largely contributed to education sector in this region. According to the NG-CDF sectorial data analysis (2016), 72% of this kitty was allocated to the education sector towards infrastructural developments and bursary as compared to the other sectors. This has Supported success of government free secondary school programmes by providing facilities in secondary schools and reduced the mwananchi burden on harambees mostly for raising school fees of needy students and construction of schools, which has increased the households' disposable income (Asayo, 2009). The County government and the Ward Development Fund also contribute to education funding of secondary schools though issue of bursaries to students from poor family backgrounds.

Donor funding has made a tremendous job by contributing to the education funding of secondary education through improvements in the teaching and learning facilities, increasing reading proficiency and therefore contributing to enhancement of quality education in the county. Among the donors are NGOs both local and international, religious bodies and well-wishers who give back to the communities. Without the support of these donors, the quality of education in this county would otherwise have suffered. In the recent years the important role of donor funds in supporting state funding and safeguarding basic learning has been clear (Nthia, N. E. (2003) especially in this county.

1.2 Research problem

The goal of formulating a strategy is to ensure an entity fits in its environment appropriately (Porter, 1980). In an environment where resources are limited firms embrace different approaches to survive in the industry. Due to the changing technology and global dynamics in many spheres including education, there is a need to continually adapt new strategies so that the government remains relevant in serving the citizens. The Constitution of Kenya, 2010 also compels the government to provide education

Several studies have been conducted both locally and internationally on reforms in Secondary school education. Globally, Vanderlinde (2009) conducted study on curriculum development and implementation in secondary schools in Nigeria. The study used a hybrid of cross sectional and longitudinal quantitative surveys method, applying regression model on the secondary data derived from 50 secondary schools within Nigeria. The study noted that there are various challenges which face curriculum implementation and they include evaluation, distribution, development and use of text books. UNESCO (2015) investigated education in sub-Saharan Africa. Secondary data was used and analyzed using descriptive statistics. The study noted that most of countries in sub-Saharan Africa had abolished fee for primary school education. The study further noted a small number of countries had embraced free secondary education.

Locally in Kenya, Muricho and Chang'ach (2013) investigated education reforms as a tool for innovation. Descriptive and inferential statistics was deployed to analyze secondary data with the help of Statistical Package for Social Sciences (SPSS). The study noted that politicians used education reforms as a political tool rather than a technical process thus the reforms faced a lot of resistance. Korir (2016) investigated approaches to education reforms in Kenya. The study used secondary data which was analyzed using descriptive statistics. The study noted that hidden and implicit reforms approaches lead to confusion and frustration in the entire education system. Cheserek (2012) conducted a study on challenges facing reforms in Kenyans education system. The research used primary and secondary data. Descriptive statistics were used for analysis. The study concluded that the major challenges facing education reforms were high poverty levels, inadequate funding and lack of well-developed infrastructure in marginalized areas.

Even though various researchers have conducted studies on reforms on education, there are no studies done on the strategies used to fund these reforms. In Kenya several studies have been done on the contribution of NG-CDF to education and enrolment rates, but there is no single one that has studied the strategic role of NG-CDF to reforms in secondary education. CDF was formed during the introduction of reforms on education by the retired President of the Republic of Kenya Mwai Kibaki, NG-CDF is a major strategy whose contribution to the reforms should be studied. The study relied on secondary data.

It is against this background that this study sought to answer the question; what is the strategic role of NG-CDF to reforms in public secondary schools in Mombasa County, Kenya? The study relied on secondary data.

1.3 Research Objective

The objective of this study was to establish the strategic role of NG-CDF to reforms in secondary school education in Mombasa County.

1.4 Value of the Study

This research has numerous beneficiaries. This study has offered knowledge to Government policy makers on the contribution of National Government CDF to public sector reforms in secondary schools. This ensures that effective policies and strategies are put in place to ensure CDF contributes optimally to public sector reforms in secondary schools in Kenya.

Academicians and researchers use the findings of this study for future reference and as a basis for discussions on National Government Constituency Development Fund matters. It also forms a reference material for study and analysis. It also documents and makes available literature used by other scholars and researchers in assessing whether the findings are consistent with those in developing countries or not thus providing ground for further research.

Finally, this study has provided information to the local communities on the importance of NG-CDF and its strategies in enhancing education in public secondary schools and their roles in ensuring efficiency in the utilization of the funds.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical foundation examining the theories that support the study on National Government Constituency Development Fund as a strategy to reforms in secondary school education. The resource dependency theory, game theory and stakeholder's theory were discussed as a foundation of theoretical framework in the study.

Resource dependency theory explains how external resources influence the behavior of organizations. Acquisition of external resources is a vital tool for both tactical and strategic management of a firm (Pfeffer and Salancik 1978). Stakeholder Theory provides a wide framework to explain how strategies are formulated in an actual political situation. Game Theory focused on the interrelationship between competitor's actions in a competition (Johnson, Scholes and Whittington, 2008).

Empirical review focused on related study that shows the relationship between dependent variable (reforms in secondary education) and independent variable (NG-CDF funded bursary, learning facilities and other physical infrastructure as a strategy). The empirical review focused on various researches that point out to contribution of NG-CDF as a strategy to reforms in secondary school education.

2.2 Theoretical Foundation

This section examines theories that have been done in relation to the concept of strategy. It presents an elaborate explanation as to the theories and the relationship with the subject of the study as well as to the degree in which the theories have been investigated and documented.

According to Kombo and Tromp (2006) theoretical foundations discuss prepositions derived and supported by evidence. The following theories were used in the study; Resource dependency theory, stakeholder's theory, and game theory. Resource dependency theory explains the relationship between organization and its environment.

Stakeholder Theory provided a wide framework to explain how strategies are formulated in an actual political. How various interested parties influence strategy formulation while game theory focused on the interrelationship between competitor's actions in a competition so as to ensure long term success of an entity (Johnson, Scholes & Whittington, 2008).

2.2.1 Resource Dependency Theory

Resource dependency theory explains how external resources influence the behavior of organizations. Acquisition of external resources is a vital tool for both tactical and strategic management of a firm (Pfeffer & Salancik, 1978). Different organizations have different degree of reliance on external environment depending on the amount of resources required to operate. This leads to uncertainties in resource acquisition for organizations and leads to issues of entities dependency on the external environment for important resources (Aldrich, 1999).

In most cases the control of these external environment resources may jeopardize the achievement of organization objectives. Resource dependency therefore necessitates design and implementation of strategies to cope up with the external environment. The growth and stability of a firm is be influenced by its abilities to take advantage of resources in the external environment (Grant, 1998).

According to Thompson, Strickland and Gamble (2007) resource strength for an entity leads to more stability and competitiveness in operation. This strength includes physical, financial and organization assets. This theory asserts that the key to long term success on an entity is dependent on its ability to use resources available efficiently and resources can be a source of strong competitive edge.

2.2.2 Stakeholder Theory

This theory provides a wide framework to explain how strategies are formulated in an actual political situation. According to Johnson and Scholes (1999) stakeholders are individuals who rely on the organization to achieve their objectives and organization rely on them to fulfill its goals. These individuals have influence in the way organizations operat e and they influence the actions and strategies of an organization.

Before mangers come up with strategies they first analyze the demands of stakeholders and understand their power and expectations. Pearce and Robinson (2011) assert that firms should incorporate the expectations of stakeholders during strategy formulation. Strategic decisions are then be made based on stakeholders and firms priorities.

According to Grant (1998) the theory of stakeholder's points out these organizations views the business as a team of interested groups ranging from top management, employees and shareholders. Each group of stakeholders has their diverse goals. The stakeholder's theory defines objectives of the organization by acknowledging that the firm is a social entity working towards meeting interest on various groups. The management role is to reconcile the differences in interest among various stakeholders by considering various goals and striking a trade-off. Acceptance of firm's strategic choices is vital towards survival of a firm (Johnson & Scholes, 1999).

2.2.3 Game theory

Game theory focuses on the interrelationship between competitor's actions in in a competition (Johnson, Scholes & Whittington, 2008). Game theory aids in designing strategies in a competitive environment since the strategist must consider the competitor's strategies before coming up with a course of action. According to Dixit and Nalebuff (2008) game theory is a mathematical and science of strategy which logically determines the "players" actions to be taken in order to secure the best outcome in a wide array of "game".

Two assumptions are made in attempt to understand competitive dynamics: interdependence and rationality. According to Johnson, Scholes and Whittington (2008) interdependence points out to a situation where action by one competitor is likely going to provoke response from another hence the choice of an outcome made by one competitor is dependent on choice by another competitor. Rationality implies that a competitor will behave rationally in attempt to win.

There are two core principles that help in the development of a strategy. The first principle involves putting yourself in the mind of competitor and thinking about their actions and consequently their strategies. The second principle involves thinking forward and reasoning backwards where strategy are formulated based on competitors moves and strategies. According to Grant (1998) game theory helps in formulating strategies by an entity.

2.3 Empirical Studies and Knowledge Gaps

Cheruiyot (2012) study on strategies adopted by principals in secondary school to deal with rising cost of education in Nakuru County. The study used descriptive research design targeting secondary school principals. Primary data was collected with aid of a questionnaire. The study noted that constructing day school can highly reduce cost and increase enrolment in secondary schools. This was as a result of reduced annual average expenditure incurred by a single student in the day school. The study recommended that financial and material support should be channeled more to public day schools to increase their effectiveness as well as their performance. In addition, the study noted that existing secondary schools should be encouraged to increase their streams to two or three in order to accommodate more students.

Rukwaro (2015) researched on contributions of National Government constituency on enrolment rate to secondary school in Githunguri, Kiambu County. The research used primary and secondary data. Inferential and descriptive statistics were used for analysis. The study noted that CDF had contributed to improved access to secondary school education through construction of classrooms, dormitories and laboratories. The study however noted that CDF had not reduced the distance between the students and the school by building schools to the unreached. This study focused on other contributions of CDF to secondary school education.

Asayo (2009) conducted study on the impact of bursaries in education in Kenya. The study depended on secondary data that was obtained from the various bursaries issuing entities including CDF reports. Data analysis was done using regression analysis with the aid of SPSS. Bursaries were awarded to those in boarding schools since day secondary schools were almost fully subsidized through the free tuition fee funded by the government. Bursaries are intended to help the needy students attend boarding schools since day secondary schools are almost free. This study however did not look at the contribution of the bursaries towards the student's retention rate.

Verpoor and Bregman (2008) conducted a study on enrolment to schools in Africa. Both primary and secondary was used. The study made use of descriptive research design. Regression analysis was done with the aid of SPSS. The study found that, increase in enrolment to secondary schools had outpaced the available resources leading to shortages in instructional materials, empty libraries and overstretched learning facilities. The study further points out that 50% of allocation or more of recurrent expenditure goes to primary schools, 20-25% is absorbed by secondary schools while 15-20% goes to higher education. The study notes that most countries have shared the same resources among many students, in addition to their attempt to mobilize funding from private sector. According to Verpoor and Bregman (2008) there are limited education resources among African countries which are inefficiently used hence it call for proper strategies on how to utilize the scarce resources efficiently.

Bauer, Brust and Hubbert (2002), conducted study on resources invested in education. Primary data was collected through questionnaires. Descriptive statistics combined with regression analysis was used to analyze data. The study noted that investment in resources such as swimming pools, proper classrooms, well maintained grounds, computer labs, science laboratories and well stocked libraries contributed directly to a conducive learning environment and had a positive impact on student's performance. The study noted that improved investment in resources had a positive impact on student's enrolment and retention in schools.

APHRC (2007) noted that secondary schools in Kenya pose a huge financial burden to both government and families in Kenya. This research was conducted using regression analysis on secondary data. The sample population involved sixty secondary schools. The study indicated that, among poor households in Africa especially where parents /guardians don not have a source of income, the probability of their students joining secondary schools are very low and they increase where financially stable families are involved

Vanderlinde (2009) investigated on curriculum development and implementation in secondary schools in Nigeria. The study used a hybrid of cross sectional and longitudinal quantitative surveys method, applying regression model on the secondary data derived from 50 secondary schools within Nigeria. He noted that there are various challenges which face curriculum implementation and they include evaluation, distribution, development and use of text books. Textbooks are vital tool in the realization of full implementation of secondary curriculum.

UNESCO (2002) investigated education access in Botswana. The study used a hybrid of cross sectional and longitudinal quantitative surveys method and revealed that nations are Ndemba (2014) investigated the impact of CDF to enrolment rate in secondary school in Kilungu District Makueni County in Kenya. The study noted that the constituency development fund had funded infrastructure development for facilities such as dormitories, laboratories, classrooms and toilet which had a positive impact to student's enrolment rate in secondary schools in Kilungu District. Some schools changed from single stream to double stream due to CDF financed facilities. The research also found that some students walk for long distances to access secondary education and most schools had congested class despite CDF funding. He also noted that CDF funding was not equally distributed to all schools since some schools had more than one CDF facilities while others had none. He also discovered that the fund had not introduced new schools but it supported the community initiative to establish new schools. This study however did not quantify the influence and failed to incorporate the influence of learning materials provided by CDF.

Aiming towards reaching the unreached in provision of education opportunities. This was achieved by building new schools in areas where they did not exist as well as among the poor rural communities. UNESCO also developed a strategy of taking education to the communities by construction of school in Botswana remote areas. The main motive was to ensure infrastructure and resources were equitably distributed to ensure access to education. In addition, according to study by Schwartz (2008) on education access for selected institutions in Kenya noted that funding institutions can widen communities to education by funding needy students and students from marginalized areas. Funding the unrepresented groups increases communities' representation in education. This also acts as motivation to other students in the area increasing chances of retention and a completion in schools

According to Finnie (2010) study on scholarships in Canada used secondary data for the study. Data was analyzed using regression model with the help of SPSS. The study asserts that the parliament of Canada had introduced Canadian millennium scholarship foundation (CMSF) to distribute 400 million U.S dollars inform of bursaries to the needy to enable them access post-secondary school education. The kitty was also aimed at eliminating social and economic barriers and poster high achievement in the Canadian education. He also notes that the Canadian government is working to ensure high retention and completion among citizens with economic challenges.

Mccaig et al. (2009) conducted a study on bursaries disbursement in United Kingdom. The study used longitudinal quantitative surveys method, applying regression model on the secondary data. The study noted that funding entities were providing large bursaries to help poor student's access education than providing the bursaries to the qualified applicants. He also noted that government and other institutions were offering bursaries to students who were not represented in the mainstream education. The study concluded that bursaries in United Kingdom are awarded only to the unrepresented group in the education system.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains description of the methodology to be used in investigating the contribution of NG-CDF as a strategy to reforms in secondary school education. The study design was used to outline the actual measures adopted by the researcher for testing the correlation involving dependent variables as well as independent variables (Kothari, 2008).

The population of the study entailed a composition of elements with similar aspects which the researcher targets to study and draw statistical inference from (Gall et al., 2006). This study focused on all public secondary schools in Mombasa County, Kenya according Ministry of Education Report 2017.

The sample frame as defined by Kombo & Tromp (2006) indicated procedure used to gather items from a selected population with common characteristics. This encompassed selecting few members to represent the entire population. In addition, data collection and analysis have been discussed under this section.

3.2 Research design

Research design can be defined as an outline of the actual measures, adopted by an investigator for testing the correlation involving dependent variables as well as independent variables (Kothari, 2008). The study adopted use of cross-sectional research design. The methodology allowed for the collection of data, summarizing, presentation, interpretations of data to observe trends and relationship between the variables under study thereby allowing generalization of the outcomes to a larger population.

According to Mugenda and Mugenda (1999) a cross –sectional survey design allows the researcher to collect data and make deductions about the population under study at a particular point in time. This design also allows for collection of data across large number of units hence ensuring the study results reflects a wide view.

This research design was adopted since it's the best available design for social scientist and researchers who are interested in using original data to describe a phenomenon in a population which is too large to be observed directly. In addition, the research design is appropriate for collecting data that points out as to the relationship between variables in a study (Opiyo, 2011)

3.3 Population of the Study

Mugenda and Mugenda (2003) describe population as an event, individuals or an item with similar identifiable characteristics. In other words, a population is a composition of elements with similar aspects which the researcher targets to study and draw statistical inference from (Gall et al., 2006).

The study focused on all public secondary schools in Mombasa County, Kenya. According to Ministry of Education Report 2017 there are 43 public secondary schools as illustrated in Appendix 1. The study involved these 43 secondary schools that comprise a time series study of National Government constituency fund over 8 years period starting from 1st January, 2010 to 31st December, 2017.

Majority of items in the population were engaged in establishing the relationship between strategic role of NG-CDF to reforms in secondary school education. During the investigation of the relationship all the items were factored in so as to ensure highest degree of accuracy while making the research deductions (Kothari, 2008)

3.5 Data collection

The research relied on secondary data. This data was sourced from Ministry of education and the National government constituency development fund. This type of data is mainly quantitative and has been subjected to oversight and evaluation by the government auditor.

The retention rate was obtained from the ministry of education for the period of our study. According to Zikmund et al (2010) secondary data forms a more accurate deduction in a research study since this data is free from bias and perception errors. For this study secondary data supported the research gap since previous studies on this field used primary data to make their conclusions.

The data collection sheet consisted of various sections. The first section composed of the name of the school selected from the random sampling. A section of all parameters to be investigated in the study were also included together with the study periods which consisted of a trend of eight years up to 2017.

3.6 Validity and Reliability Test of Research Instruments

The rate at which a tool measures what it's supposed to measure out is referred as validity (Cooper & Donald, 2008). Validity formed basis of collecting data to ensure that the study addresses the subject matter of the research. In this study, it was tested using Pearson product correlation coefficient (R) done by correlating specific NG-CDF contributions to public sector reforms in secondary education.

Reliability refers to the degree at which a measurement can be repeated and consistently deliver similar results (Cooper & Schindler, 2003). The test for reliability was done with the use of Cronbach's alpha. Cronbach's alpha ranges between 0-1, and a value of more than 0.7 indicates that the results are very reliable. Therefore, since the Cronbach's alpha for this study was estimated at 0.8, it implies that the instruments used were reliable.

Validity was constructed by comparing items with both theoretical and hypothetical behavior to see how well they tally. The study was hinged on clear operationalization to ensure correct interpretation of the concepts. Reliability of each parameter was tested to ensure consistency.

3.7 Data Analysis

The study made use of cross-sectional survey design and inferential statistics to analyze the data collected. According to Mugenda and Mugenda (2003), this enables the researcher to get the meaningful description of measurements and scores for the study through the use of few indices. This study used Statistical Package for Social Science (SPSS) to analyze the independent and dependent variables, whereby inferential statistics and multiple regression models were applied. And finally, regression analysis deployed to establish the contribution of National Government Constituency Fund as a strategy to public sector reforms in secondary education.

The analytical model was used in analyzing the interrelation of the predictor variables on the response variable is:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$

Where;

Y= Reforms in secondary education measured by student's retention rate.

β_0 = Constant; y intercept that is, the value of y when x is equal to zero

β_1-β_3= Beta coefficients (change in dependent caused by unit change of independent variable.)

X_1=Allocation to bursaries

X_2= Allocation to Learning Facilities

X_3=Allocation to other physical infrastructure

ε = Error Term

Regression analysis was employed to determine the predictor parameters contribution to predicting reforms in secondary education in Kenya. Regression was carried out after ensuring all basic assumptions are met (Burns & Burns, 2008).

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

The purpose of this study was to establish to the strategic role of NG-CDF to reforms in secondary school education in Mombasa County. In doing so, the paper examined the relationship between enrolment in secondary schools in Mombasa County and the NG-CDF's funding of bursary, learning facilities, and other physical facilities within the secondary schools. The study targeted 43 schools listed in Appendix I, while the form used in collecting the data is as shown in Appendix II. However, even though the study targeted 43 secondary schools, the data could only be obtained for 38 schools, indicating a response rate of 88.4%.

This chapter presents data analysis, research findings according to the research objectives, and discussion. The correlation analysis was used to test the relationship between variables, whereas the regression analysis helped to determine how much of the total variation in the dependent variable was produced by or associated with the independent variables.

Pearson's Product Moment Correlation and Multiple Linear Regression models were used to examine the relationships that exist among the variables. Most specifically, Pearson's Product Moment Correlation was used to examine whether there is a significant relationship between enrolment rate in secondary schools in Mombasa County and the allocations of the NG-CDF to bursary, learning facilities, and other physical facilities. On the other hand, multiple linear regression analysis was used to determine the magnitude of the effects of NG-CDF's allocations to bursary, learning facilities and other physical facilities on the enrolment rate in secondary schools in Mombasa County.

4.2 Descriptive Statistics

As it can be very difficult to understand and interpret the raw data, descriptive statistics was employed in this study in order to get a concise and complete picture of the large data. The data collected was on four different areas namely; enrolment rate, learning facilities, bursary and other physical facilities. This section therefore, presents averages of the data collected on the above categories.

As is evident in Table 4.1 below, there has been a general increase in the average number of students enrolled in the secondary schools in Mombasa County. The same trend has been exhibited by the amount allocated by the NG-CDF to bursary. Based on the fact that both enrolment rate and NG-CDF's allocation to bursary have exhibited similar trends, it can be argued from the observation that enrolment rate in secondary schools in Mombasa County have a positive correlation. On the same front, it can be argued that enrolment rate in secondary schools in Mombasa County does not have any relationship with the NG-CDF's allocation to learning facilities and other physical facilities.

Table 4.1: Average Enrolment rate, NG-CDF's Allocations to Bursary, Learning Facilities and Other Physical Facilities 2010-2017

Year	2010	2011	2012	2013	2014	2015	2016	2017
Enrolment	333	336	348	355	354	372	382	401
Bursary	35,888.89	47,916.67	66,361.11	73,083.33	114,333.33	133,628.57	141,685.71	135,142.86
Other Physical Facilities	1,845,461.80	1,267,535.66	2,147,759.83	1,608,779.00	1,669,300.38	2,498,686.05	4,698,758.74	1,939,242.80
Learning Facilities	1,577,639.86	1,919,538.46	3,413,754.33	1,029,854.49	2,183,695.65	2,752,400.00	1,993,600.00	1,877,847.53

Source: Ministry of Education and the NG-CDF, 2017

4.3 Analysis of the Strategic Roles of NG-CDF on Reforms in Education Sector

The main aim of this study was to establish to the strategic role of NG-CDF to reforms in secondary school education in Mombasa County. The paper examined the relationship between enrolment in secondary schools in Mombasa County and the NG-CDF's allocations to bursary, learning facilities, and other physical facilities within the secondary schools using both Pearson's Product Moment Correlation and Multiple Linear Regression model.

As a rule, for interpreting the results in this study, the F value indicates the overall significance for the regression model. The B value is the measure or test of the amount/degree of change in the criterion variable that is associated with unit change in the dependent variable.

The p-value indicates the degree of confidence, whereas the correlation coefficient (square) indicates the degree to which two or more variables are correlated. The R-square value (Coefficient of determination) either indicates how well the model fits the data or the percent of variance in the dependent variable explained by the independent variable\s. The adjusted R-square reflects the model's goodness of fit for the population and controls for overestimates of the population. It may decrease and be negative if variables entered in the model do not add significantly to the model. The significance level was set at 0.05 for all the statistical tests. Therefore, effects with a small p value less than 0.05 were considered to be significant.

In this study, three relationships were examined. The first test was on the relationship between enrolment in secondary schools and the NG-CDF bursary allocations to the schools; the second test was on the relationship between the enrolment in secondary schools and the NG-CDF allocations to learning facilities in the schools; and the third test was on the relationship between the enrolment in secondary schools and NG-CDF allocations to other physical facilities in the schools. The details of these tests are given below.

4.3.1 Relationship between enrolment in secondary schools and the NG-CDF bursary allocations to the schools

One of the specific objectives of this study was to determine the relationship between the enrolment rate in the secondary schools in Mombasa County and the amount of bursary allocated to those schools by the NG-CDF. A secondary data drawn from the Ministry of Education on the enrolment rate and data drawn from the NG-CDF Board on the bursary allocation was used to test this relationship.

The Pearson's Product Moment Correlation Statistical technique was used to test the strength and significance of the relationship between the enrolment rate in the secondary schools in Mombasa County and the amount of bursary allocated to those schools by the NG-CDF. The results of the correlation analysis for the linear relationship between these two variables are presented in Table 4.2 below.

Table 4.2: Relationship between enrolment in secondary schools and the NG-CDF bursary allocations to the schools

Variables	Pearson Correlation	
Enrolment rate in the secondary schools in Mombasa County and the amount of bursary allocated to those schools by the NG-CDF	Pearson Correlation	0.5214**

** P-value = 0.0023, which implies that the correlation is significant at 0.05 significance level
Source: Author (2018)

As is evident in Table 4.2 above, the Pearson correlation, r, is 0.5214 and is statistically significant at the 0.05 level of significance since ($p < 0.05$). This shows a moderate relationship between the two variables and it indicates that a change in the amount of NG-CDF's allocations by one standard deviation will lead to an increase in the number of students enrolled in secondary schools in Mombasa County by 0.5214 standard deviations. Thus, the relationship between enrolment rate in the secondary schools in Mombasa County and the amount of bursary allocated to those schools by the NG-CDF is positive and significant.

4.3.2 Relationship between enrolment in secondary schools and the NG-CDF allocations to learning facilities in the schools

The study also aimed at determining the relationship between the enrolment rate in the secondary schools in Mombasa County and the amount allocated to the learning facilities in those schools by the NG-CDF. A secondary data drawn from the Ministry of Education on the enrolment rate and data drawn from the NG-CDF Board on the bursary allocation was used to test this relationship.

The Pearson's Product Moment Correlation Statistical technique was used to test the strength and significance of the relationship between the enrolment rate in the secondary schools in Mombasa County and the amount allocated to the learning facilities in those schools by the NG-CDF. The results of the correlation analysis for the linear relationship between these two variables are presented in Table 3 below.

Table 4.3: Relationship between enrolment in secondary schools and the NG-CDF allocations to learning facilities in the schools

Variables	Pearson Correlation	
Enrolment in secondary schools and the NG-CDF allocations to learning facilities in the schools	Pearson Correlation	0.1035**

** P-value = 0.00679, which implies that the correlation is significant at 0.05 significance level   **Source:** Author (2018)

As shown in Table 4.3 above, the Pearson correlation, r, is 0.1035 and is statistically significant at the 0.05 level of significance since ($p < 0.05$).

This shows the relationship between enrolment and NG-CDF's allocation to learning facilities is weak, but it implies that a change in the amount of NG-CDF's allocations to the learning facilities by one standard deviation will lead to an increase in the number of students enrolled in secondary schools in Mombasa County by 0.1035. Thus, the relationship between enrolment rate in the secondary schools in Mombasa County and the amount allocated to the learning facilities in those schools by the NG-CDF is positive and significant.

4.3.3 Relationship between enrolment in secondary schools and the NG-CDF allocations to other physical facilities in the schools

The study also aimed at determining the relationship between the enrolment rate in the secondary schools in Mombasa County and the amount allocated to other physical facilities in those schools by the NG-CDF. A secondary data drawn from the Ministry of Education on the enrolment rate and data drawn from the NG-CDF Board on the bursary allocation was used to test this relationship.

The Pearson's Product Moment Correlation Statistical technique was used to test the strength and significance of the relationship between the enrolment rate in the secondary schools in Mombasa County and the amount allocated other physical facilities in those schools by the NG-CDF. The results of the correlation analysis for the linear relationship between these two variables are presented in Table 4.4 below.

Table 4.4 Relationship between enrolment in secondary schools and the NG-CDF allocations to other physical facilities in the schools

Variables	Pearson Correlation	
Enrolment in secondary schools and the NG-CDF allocations to other physical facilities in the schools	Pearson Correlation	0.0141**

**P= 0.00718, which implies that the correlation is significant at 0.05 significance level

Source: Author (2018)

As shown in Table 4.4 above, the Pearson correlation, r, is 0.0141 and is statistically significant at the 0.05 level of significance since ($p < 0.05$). This shows that the relationship between enrolment and NG-CDF's allocation to other physical facilities is very weak, but it implies that a change in the amount of NG-CDF's allocations to other physical facilities by one standard deviation will lead to an increase in the number of students enrolled in secondary schools in Mombasa County by 0.0141. Thus, the relationship between enrolment rate in the secondary schools in Mombasa County and the amount allocated to other physical facilities in those schools by the NG-CDF is positive and significant.

4.3.4 Effects of NG-CDF's allocations to Bursary, Learning Facilities and other Physical Facilities on the Enrolment Rate in Secondary Schools in Mombasa County

To determine the how NG-CDF's allocations to bursary, learning facilities and other physical facilities on the enrolment in the secondary schools in Mombasa County, a multiple linear regression analysis was conducted.

In the analysis, enrolment rate was used as the response variable while NG-CDF's allocations to bursary, learning facilities and other physical facilities were the independent variables. Tables 4.5, 4.6 and 4.7 below show the results of the regression analysis.

Table 4.5: Regression Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.5152[a]	. 2978	. 254117	236.7416

Source: Author (2018)

Based on the ANOVA table below, it is clear that the regression model generated was the best fit since the p-value was found to be less than 0.05, which is the level of significance used in the study. Further, the computed F-value was also found to be greater than F-critical at 38 degrees of freedom; hence, regression model generated was the best fit.

Table 4.6: Regression ANOVA Table

ANOVA					
	SS	*Df*	*MS*	*F*	*P-value*
Regression	858026.7	1	858026.7	15.30916	0.000337
Residual	2297911	37	56046.61		
Total	3155938	38			

a. Dependent Variable: Enrolment
Predictors: (Constant), bursary, learning facilities, other physical facilities
Source: Author (2018)

As shown in Table 4.6 above, the results indicate that NG-CDF's allocation to bursary, learning facilities and other physical facilities jointly have a significant positive relationship with the enrolment rate in the secondary schools in Mombasa County (r = 0.5152, p<0.05). NG-CDF's allocation to bursary, learning facilities and other physical facilities jointly accounts for 29.78% variance in the enrolment rate in the secondary schools in Mombasa County ($R^2 = 0.2978$).

Table 4.7: Beta Coefficients

Model	Variables	Un standardized Coefficients		Standardized Coefficients	P --Value
		B	Std. Error	Beta	
1	(Constant)	171.7347	53.00445		0.002374
	Bursary	.458	.077	.394	0.000337
	Learning Facilities	.154	.056	.159	0.509021
	Other Physical Facilities	.146	.052	.125	0.928325

Dependent Variable: Enrolment   **Source:** Author (2018)

The results indicate that the beta coefficient for NG-CDF's allocation to bursary was .394. This implies that changing amount allocated to bursary to students in secondary schools in Mombasa County by one standard deviation leads to a change of 0.394 standard deviations in the enrolment rate in those schools. NG-CDF's allocation to bursary had a positive effect on the enrollment rate in the secondary schools in Mombasa County (ß = 0.394, P<0.05).

Therefore, changing amount allocated to bursary in secondary schools by 1% will lead to an increase in number of students enrolled in those schools by 0.394%. However, NG-CDF's allocations to learning facilities and other physical facilities do not have significant effects on the enrolment rate in secondary schools in Mombasa County since their p-values were found to be greater than the level of significance that was used (P>0.05).

4.4 Discussion of the Results

This study was conducted in the general area of strategic reforms in education sector and NG-CDF's role in such reforms, taking secondary schools in Mombasa County as a sample population. The study focused on the relationship between enrolment rate in secondary schools in Mombasa County and the NG-CDF's allocation to bursary, learning facilities and other physical facilities. Most studies were found to have focused on the relationship between bursary and enrolment rate in other jurisdictions, while others such as Muchiri (2017) focused on relationship between secondary school fee payment and enrolment. This study, however, deviated from the previous studies by introducing the elements of funding of learning facilities and other physical facilities. Thus, the study addressed the knowledge gaps in the existing body of knowledge from the previous studies.

The results of this study tend to confirm the contentions of the related studies and the generalization in the pertinent literature that there is a relationship between bursary allocations and enrolment rate in secondary schools, as posited by Muchiri (2017) and Mccaig et al. (2009) among other researchers.

Just like Muchiri (2017), the results of the study have indicated that NG-CDF's bursary allocation has a significant positive relationship with the enrolment rate in secondary schools in Mombasa County. This implies that the fund has played a critical role in motivating parents and students to embrace education, thereby, increasing the literacy level in the county. On the other hand, the findings of the study have revealed that NG-CDF allocations to learning facilities and other physical facilities have a weak and a very weak relationship with enrolment in secondary schools in Mombasa County respectively. This shows that the enrolment rate in secondary schools in this county is not only affected by the NG-CDF's allocation to learning facilities and other physical facilities, but also by other factors. Such other factors may include cultural believers, poverty levels, among others. These factors may account for either low or high enrolment rate in secondary schools in the county.

The first specific objective of this study was to determine whether there is a significant relationship between the enrolment rate in the secondary schools in Mombasa County and the amount of bursary allocated to those schools by the NG-CDF. The relationship was tested using Pearson's Moment Correlation and it was established that NG-CDF's bursary allocation and enrolment rate in secondary schools have significant positive relationship (r=0.5214, p>0.05).

These findings support the findings of the study conducted by Mccaig et al. (2009) on bursaries disbursement in United Kingdom, which noted that funding entities were providing large bursaries to help poor student's access education than providing the bursaries to the qualified applicants.

He also noted that government and other institutions were offering bursaries to students who were not represented in the mainstream education. This shows that the bursary disbursement in United Kingdom led to increase in number of students enrolled in schools, which is consistent with the findings of this study.

This study also sought to test the strength and significance of the relationship between the enrolment rate in the secondary schools in Mombasa County and the amount allocated to the learning facilities in those schools by the NG-CDF. It as well sought to examine the relationship between the enrolment rate in the secondary schools in Mombasa County and the amount allocated to other physical facilities in those schools by the NG-CDF. The results revealed that enrolment rate in secondary schools in Mombasa County has significant relationship with the and the amount allocated to the learning facilities in those schools by the NG-CDF (r=0.1035, p>0.05) and with the amount allocated to other physical facilities in those schools by the NG-CDF (r=0.0141, p >0.05). This is consistent with the findings of Verpoor and Bregman (2008) who also showed that enrolment in secondary schools has significant relationship with the resources available.

These findings are consistent with the results a study that was conducted by Rukwaro (2015) on contributions of National Government constituency on enrolment rate to secondary school in Githunguri, Kiambu County. This study established that CDF had contributed to improved access to secondary school education through construction of classrooms, dormitories and laboratories.

These findings are also consistent with the findings of a study that was conducted by Verpoor and Bregman (2008) on enrolment to schools in Africa. This study found that, increase in enrolment to secondary schools had outpaced the available resources leading to shortages in instructional materials, empty libraries and overstretched learning facilities. It further pointed out that 50% of allocation or more of recurrent expenditure goes to primary schools, 20-25% is absorbed by secondary schools while 15-20% goes to higher education. This study noted that The study notes that most countries have shared the same resources among many students, in addition to their attempt to mobilize funding from private sector. There are limited education resources among African countries which are inefficiently used hence it call for proper strategies on how to utilize the scarce resources efficiently.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Any research plan is deliberately and precisely conceived and executed to bring empirical evidence to bear on the research problem. So it was with this study. The plan for this study was concisely and precisely enumerated in the third chapter on research methodologies. The plan was expected to yield results that would comprehensively address the research question.

The first chapter of this report discussed the problem studied and the second one reviewed the literature on the problem. The literature review covered both the general problem and some specific areas that have been empirically studied. The review of the empirical studies served to illustrate the relationship between this study and previous studies.

The third chapter presented the research methodology. That is, the methods and procedures used in both designing and carrying out the study. These include the population of the study, sample selection and data collection. Chapter four presented data analysis, findings and discussion. This final chapter summarizes the findings, interprets the results and presents the conclusions drawn following the general pattern of the objectives of the study. Lastly, this chapter also covers the limitations of the study, the recommendations and suggestions for further research.

5.2 Summary

This study sought to establish to the strategic role of NG-CDF to reforms in secondary school education in Mombasa County. In doing so, the paper examined the relationship between enrolment in secondary schools in Mombasa County and the NG-CDF's funding of bursary, learning facilities, and other physical facilities within the secondary schools. Pearson's Product Moment Correlation was used to examine whether there is a significant relationship between enrolment rate in secondary schools in Mombasa County and the allocations of the NG-CDF to bursary, learning facilities, and other physical facilities. On the other hand, multiple linear regression analysis was used to determine the magnitude of the effects of NG-CDF's allocations to bursary, learning facilities and other physical facilities on the enrolment rate in secondary schools in Mombasa County.

The results of the study have revealed that there is a significant positive relationship between the enrolment rate in the secondary schools in Mombasa County and the amount of bursary allocated to those schools by the NG-CDF ($r=0.5214$, $p>0.05$). The results also revealed that enrolment rate in secondary schools in Mombasa County has significant relationship with the and the amount allocated to the learning facilities in those schools by the NG-CDF ($r=0.1035$, $p>0.05$) and with the amount allocated to other physical facilities in those schools by the NG-CDF ($r=0.0141$, $p >0.05$).

The results of the study have also indicated that NG-CDF's allocation to bursary, learning facilities and other physical facilities jointly have a significant positive relationship with the enrolment rate in the secondary schools in Mombasa County (r = 0.5152, p<0.05). Most specifically, bursary was found to have an individual significant effect on the enrolment rate in secondary schools in Mombasa Country. However, NG-CDF's allocations to learning facilities and other physical facilities do not have significant effects on the enrolment rate in secondary schools in Mombasa County since their p-values.

5.3 Conclusion

This study sought to examine the strategic role of NG-CDF on education reforms in Kenya. Most specifically, the study focused on how NG-CDF has affected the enrolment rate in secondary schools in Kenya. Most of the empirical research in the area showed a positive relationship between enrolment rate and allocations to bursary, learning facilities and other physical facilities. This study also supported these findings that there is a positive relationship between enrolment rate and NG-CDF's allocations to bursary, learning facilities and other physical facilities. However, this study departed from this pattern and went a step further to also assess the magnitude of the effect of allocations to bursary, learning facilities and other physical facilities on enrolment rate, which other studies never touched on.

The research relied on secondary data sourced from Ministry of education and the National government constituency development fund. The data was then subjected to correlation and regression analyses and results are as discussed in Chapter 4. In general, the study has established that enrolment rate in secondary schools in Mombasa County has a significant positive relationship with the NG-CDF's allocation to bursary, learning facilities and other physical facilities. However, whereas bursary allocation was found to have significant positive effect on the enrolment rate in secondary schools, allocation to learning facilities and other physical facilities were found to have not significant effect on enrolment rate.

Based on the findings above, it can be concluded that NG-CDF has played in enhancing reforms in education sector through allocation of bursary to needy students. This has increased enrolment rate, thereby, improving literacy level in the country. However, the data failed to support NG-CDF's role in strategic reforms in education sector through its allocations to learning facilities and other physical facilities

5.4 Limitations of the Study

There were several limitations to this study. Though face to face visits to the ministry of education and secondary schools in Mombasa County were so as to explain the purpose and importance of the study, a lot of difficulties were experienced in getting response from the top management of the schools. This resulted in failure to obtain data from 5 schools, which were to form part of the study.

Moreover, the research was confined to Mombasa County, and as such, actual enrolment rate and NG-CDF's allocation to bursary, learning facilities and other physical facilities for other 46 counties were lacking in the study. This may hinder the generalization of the findings of this study for the entire country.

In addition, time available was not enough to carry out research in the entire country. As such, the findings were based on a sample thus limiting the study. Furthermore, lack of time has limited the study to the use of secondary data, which may not give a true picture of role that the NG-CDF has done in education sector.

5.5 Recommendations

Based on the findings of the study, several recommendations have been proffered;

Since bursaries have been found to be essential in enrolment rate in schools, it is proper for the NG-CDF Committees in Mombasa County to provide bursary allocations in time and in line with the school term calendar to enable beneficiaries to maximize their time in school to study instead of staying at home to look for additional funds. Similarly, the beneficiaries should be guaranteed continuous funding.

Efforts should be made by the government agencies in charge of issuing bursaries to disburse the funds to the schools in good time and that which is enough to meet the growing demand as well as finance the beneficiaries. This will encourage more needy students to remain in school without any disturbance, thereby, increasing retention rate of students in schools.

The government should keep on sensitizing the public on accessibility of this government initiated bursary schemes and how it can supplement students' school fees. More awareness should be done over the internet, radios and even road shows for the very illiterate. This will increase enrolment rate of students in secondary schools.

5.6 Suggestions for Further Research

The findings of this study uncovered more questions than it could answer. For example why there is a weak relationship between enrolment rate and NG-CDF's allocation to learning facilities and other physical facilities. More research needs to be done to establish if similar results are replicated in other counties.

Previous studies established a link between bursary allocations and enrolment rate in secondary schools. Although the findings of this study also indicated that there is a strong relationship between these variables, doubts have been cast on the generalizability of these findings since a number of counties were not considered. Therefore, a study that incorporates data from all the counties or even three-quarters of them will suffice in giving a clearer picture on the strategic role of NG-CDF in education sector reforms.

The use of secondary data other than primary data may not give a true representation of the strategic role that the NG-CDF plays in education sector. As such, it is suggested that a further study that uses primary data collected from the beneficiaries of NG-CDF allocations should be conducted.

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APPENDICES

Appendix I: Secondary Schools in Mombasa County Region.

1. Kashani Secondary School

2. Marimani Secondary School

3. Concordia Secondary School

4. Hassan Joho Girls Secondary School

5. Shimo la tewa High School

6. Mtopanga Secondary School

7. Mwakirunge Secondary School

8. Likoni Secondary School

9. Mwahima Secondary School

10. Mrima Secondary School

11. Bububu Secondary School

12. Puma Secondary School

13. Mweza Secondary School

14. Shika Adabu Secondary School

15. Mtongwe Girls' Secondary School

16. MOi Forces Academy

17. Allidina Vistam Boys

18. Coast girls Secondary School

19. Khamis Boys Secondary School

20. Sheikh Abdalla al Farsy

21. Mbaraki Girls Secondary School

22. Mvita Boys Secondary School

23. Sacred Heart Secondary School

24. Serani Boys Secondary School

25. Makupa Boys Secondary School

26. Makande Girls Secondary School

27. Sharrif Nassir Girls Secondary School

28. Mama Ngina Girls

29. Star of the Sea Girls

30. Tononoka Boys Secondary School

31. Tudor Day Boys Secondary School

32. Changamwe Secondary School

33. St. Charles Lwanga Secondary School

34. Chaani Secondary School

35. Mwijabu Secondary School

36. Bomu Secondary School

37. Miritini Complex High School

38. Kajembe High School

39. Mwakirunge Secondary School

40. Jomvu Girls High School

41. Frere Town Secondary School

42. Maweni Secondary School

43. Changamwe Girls Secondary School (Proposed)

(Source- Ministry of Education Report 2017)

Appendix II: Data Collection Form

SCHOOL NAME	YEAR	RETENTION RATE	BURSARIES	LEARNING FACILITIES	OTHER PHYSICAL INFRASTRUCTURE
1	2010				
	2011				
	2012				
	2013				
	2014				
	2015				
	2016				
	2017				

Source:Author (2018)

Appendix III: SPSS OUTPUT

REGRESSION

 /MISSING LISTWISE

 /STATISTICS COEFF OUTS R ANOVA

 /CRITERIA=PIN(.05) POUT(.10)

 /NOORIGIN

 /DEPENDENT enrolment

 /METHOD=ENTER Bursary learning facilities other physical facilities.

Regression

Notes

Output Created		22-NOV-2018 16:49:52
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>

	N of Rows in Working Data File	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.

Syntax		REGRESSION
		
		  /MISSING LISTWISE
		
		  /STATISTICS COEFF OUTS R ANOVA
		
		  /CRITERIA=PIN(.05) POUT(.10)
		
		  /NOORIGIN
		
		  /DEPENDENT Enrolment
		
		  /METHOD=ENTER Bursary learning facilities other physical facilities.

Resources	Processor Time	00:00:00.06

	Elapsed Time	00:00:00.07
	Memory Required	4364 bytes
	Additional Memory Required for Residual Plots	0 bytes

[DataSet1]

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Bursary learning, facilities, other physical facilities[b]	.	Enter

a. Dependent Variable: Enrolment

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.5152[a]	. 2978	. 254117	236.7416

a. Predictors: (Constant), Bursary, learning facilities, other

physical facilities

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	858026.7	1	858026.7	15.30916	.000337[b]
	Residual	2297911	41	56046.61		
	Total	3155938	42			

a. Dependent Variable: Enrolment

b. Predictors: (Constant), Bursary, learning facilities, other physical facilities

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	171.7347	53.00445		-1.416	.002374
	Bursary	.458	.077	.394	5.974	.000337
	Learning Facilities	.154	.056	.159	2.736	.509021
	Other Physical Facilities	.146	.052	.125	5.577	.928325

a. Dependent Variable: Enrolment

Appendix IV: PLAGIARISM REPORT

STRATEGIC ROLE OF NATIONAL GOVERNMENT
CONSTITUENCIES DEVELOPMENT FUND TO THE REFORMS
OF SECONDARY SCHOOLS IN MOMBASA COUNTY, KENYA

ORIGINALITY REPORT

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Source: Plagiarism Test