

**THE INFLUENCE OF THE CONSTITUENCY DEVELOPMENT FUND ON THE  
IMPROVEMENT OF THE SECONDARY SCHOOL PHYSICAL RESOURCES AND  
NEEDY STUDENTS IN EMBAKASI, KENYA**

**BY**

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# DECLARATION

This Research project is my original work and has not been presented for any academic award in any other university



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Henry Musyoka Nungu

04/12/2012

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DATE

This Research project has been submitted for examination with my approval as a University supervisor



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## **DEDICATION**

To my wife Tabitha Musyoka, my lovely daughters Miriam and Bernice and my son Caleb

Your presence in my life motivated me to walk along this path.

## ACKNOWLEDGMENT

I sincerely thank and appreciate my supervisor Dr Dorothy Kyalo for her support. I am deeply indebted to her for tirelessly advising and guiding me accordingly. Her patience, tolerance and encouragement influenced me to cultivate a positive attitude towards work and instilled in me the essence of hard work.

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May God bless you all

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## ABBREVIATIONS/ ACRONYMS

<b>CDF</b>	<b>Constituency Development Fund</b>
<b>CDFC</b>	<b>Constituency Development Fund Committee</b>
<b>DEO.</b>	<b>District Education Officer</b>
<b>GDP</b>	<b>Gross Domestic Product</b>
<b>KCSE</b>	<b>Kenya Certificate of Secondary Education</b>
<b>KIE</b>	<b>Kenya Institute of Education</b>
<b>KIPPRA</b>	<b>Kenya Institute for Policy Planning Research and Analysis</b>
<b>MOE</b>	<b>Ministry of Education</b>
<b>NCST-</b>	<b>National Council of Science and Technology</b>
<b>PMC</b>	<b>Project Management Committee</b>
<b>PQs</b>	<b>Principals Questionnaires</b>
<b>SPSS</b>	<b>Statistics Package for Social Science</b>
<b>TQs</b>	<b>Teachers' Questionnaires</b>

## ABSTRACT

Education is widely seen as one of the most promising paths for individuals to realize better, more productive lives and as one of the primary drivers of national economic development. The citizens and the government of Kenya have invested heavily in improving both the access and quality of education, in an effort to realize the promise of education as well as to achieve the education-related Millennium Development Goals and Vision 2030. There are many funds that are channeled towards education in Kenya. The Constituency Development Fund (CDF) is one of the devolved funds in Kenya. Prior to the establishment of CDF the constituency was solely a unit of political representation in Kenya, of which there are 210 in the country. CDF provides that at least 2.5% of government revenue was allocated to the fund, which is geared towards the alleviation of poverty and promotion of local development. CDF contributes over 10% to all development in Kenya. In the recent years, the CDF has been used in pioneering many secondary schools in constituencies around Kenya. The purpose of this study is to examine the influence of the CDF on the improvement of secondary school education in Embakasi constituency. The study will employ a descriptive research design. The target population was all the principals and teachers in Embakasi constituency while accessible population was principals and sampled teachers. Stratified sampling was used to select participating schools while all the principals from the sampled schools were purposively selected to participate in this study. Simple random sampling was used to select teachers from each secondary school. Data was collected using questionnaires for principals (PQS) and teachers' questionnaires (TQS). Content, construct and face validity of the instruments were verified by five research experts drawn from the Education department of Nairobi University. Descriptive statistics such as means, frequencies and percentage was used to analyze data with the help of statistical package of social sciences (SPSS) version 17.0. The study found out that CDF has greatly helped to improve the general welfare of students through erection of classrooms, toilets and libraries, sponsorship of needy students and provision of information technology equipment like computers and recommended further research in measures to enhance accountability, improve transparency and other means of aiding the needy students.

The findings of this study may be useful to Kenya Institute of Education (KIE), Ministry of Education, CDF committees and also school administrators to put in place policies and resources that may help in improving education in secondary schools

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Like other developing countries, Kenya has been haunted by the issue of equity in resource redistribution. Since independence in 1963, the Kenyan government has formulated an array of decentralization programs, among them the District Development Grant Program (1966), the Special Rural Development Program (1969/1970), District Development Planning (1971), the District Focus for Rural Development (1983 -84) and the Rural Trade and Production Center (198-89). Though ingenious, these programs suffered the same fate – a lack of funding and excessive bureaucratic capture by the central government (Ogutu, 1989; Khadiagala & Mitullah, 2004). It is from this background that in 2003 the Constituency Development Fund (CDF) was created. The CDF is a program that was established in 2003 through an act of parliament with the aim of ironing out regional imbalances brought about by patronage politics by providing funds to parliamentary jurisdictions (constituencies) to fight poverty. The program was designed to fight poverty through the implementation of development projects at the local level and particularly those that provide basic needs such as education, healthcare, water, agricultural services, security and electricity.

The CDF program comprises of an annual budgetary allocation equivalent to 2.5% of the total national revenue, though the Kenya parliament recently passed a motion to increase the fund to 7.5% of the total national revenue. Allocations to the 210 parliamentary jurisdictions are clearly spelled out in the CDF Act, where 75% of the fund is allocated equally among all 210 constituencies. The remaining 25% is allocated based on constituency poverty levels, population size and the size of the constituency. A maximum 10% of each constituency's annual allocation is used for education bursary schemes, 3% for administration and 5% for rainy day fund for each constituency (CDF Act 2003).

While this yearly allocations may not appear to be much, its impact both physically and socially at the community level has been phenomenal (Kibua, 2006). For instance, through the CDFs, many schools have been built and equipped. This has aided the government's policy of providing

secondary school education. In the health sector, many hospitals, dispensaries, maternity wings within existing health facilities and clinics have been built in record time. This has helped decongest larger district level hospitals. Additionally, the CDF has helped crime-prone areas to construct police posts which the central government has been quick to bring into operation to reaffirm its commitment to public safety. Given the mosaic of expenditure decisions on a myriad of local projects and because of the relaxed rules on how and where expenditure is to be incurred, the CDF can be construed as a delegated form of fiscal decentralization because the program allows local people to make their own expenditure decisions that reflect their tastes and preferences and maximizes their welfare. CDF allowings community's participation in the CDF and the community identifies projects that benefit from the use of local knowledge' (Gikonyo, 2008).

A look at the implementation of CDF in recent years reveals a mismatch between the local nature of capital expenditure decisions and financing for the operations and maintenance of such projects with local benefits. For instance, in recent years the central government has been forced to step in to bring into operation local education capital projects such as schools constructed through the CDF. Because the central government holds a policy monopoly on education policy, it is evident that when it steps in to bring such projects into operation, those who benefit from those operational projects do not incur the recurrent costs of operating and maintaining their capital projects (Nyamori, 2009)

While the past decade has seen tremendous increases in primary school access, secondary school access remains low. In 2009, the secondary school net enrollment rate was approximately 50% (World Bank, 2009), while the primary-to-secondary school transition rate was equally low at 55% (MOE, 2010). Despite the recent reductions in secondary school fees, these fees still present a major financial obstacle. The 2005 Kenya Integrated Household budget shows that on average secondary school expenditures accounted for approximately 55% of annual per capita household expenditures. While the increased availability of bursaries from the CDF have provided many families with financial assistance, the pressing burden of secondary school fees prevent many students from attending secondary schools. These financial barriers are especially common in vulnerable groups such as orphans and the poor. It is therefore imperative to conduct this study

to establish how the CDF has influenced the improvement of secondary education in Embakasi constituency

## **1.2 Statement of the problem**

Due to the influx of the free primary education in Kenya, there is an overflow of the classes in secondary schools, with some classes in Embakasi constituency having as many as 90 students per stream. The study therefore sought to assess the contribution of the constituency development fund in alleviating this challenge which evidently seemed to be diminishing the quality of secondary school education in the country. The study also sought to assess the contribution of the CDF in the payment of school fees for the needy students in the selected public schools. This is compounded by the fact that given the diversity of expressed demands for particular public goods, project choices under CDF are expected to vary across constituencies as communities prioritize those projects that have the highest marginal impact on their lives within the budgetary constraints (Kimenyi, 2005).

## **1.3 Purpose of the study**

This purpose of the study was to establish the influence of CDF in the improvement of secondary school education in Embakasi Constituency.

## **1.4 Objectives of the study**

The study was guided by the following specific objectives

- i) To determine the extent to which the CDF has contributed to the improvement of secondary school physical facilities in Embakasi constituency
- ii) To determine the extent to which the CDF has sponsored the needy students in secondary schools in Embakasi constituency.
- iii) To make recommendations for the improvement in the criteria of allocation of the CDF towards school projects and bursaries

### **1.5 Research questions**

This study sought to answer the following questions

- i) To what extent has CDF contributed to projects in secondary schools in Embakasi constituency?
- ii) To what extent has CDF contributed towards sponsoring needy students in secondary schools in Embakasi constituency?
- iii) What measures can be taken to improve the criteria of allocation of the CDF towards school projects and bursaries?

### **1.6 Significance of the study**

To stakeholders (educational planners, Ministry of Education, Curriculum developers (K.I.E)): Good academic performance is one of the fundamental requirements in career development as presented by the current educational system. It is the academic result in examination assessments that one's chances of joining a public university in Kenya are determined and placement to vocational and professional training anchored. Therefore resource inputs required to influence academic performance has gained remarkable importance in the career development of any individual undertaking education in Kenya. It is thus important to understand the role played by the CDF in improving the secondary school education within Kenya. The findings of this study will thus be beneficial to educational stakeholders, CDF committees and all other participants in the education sector to understand the necessary resource inputs, how to distribute the resources and enhance the national education system to achieve desired goals.

### **1.7 Assumptions of the study**

The study was anchored on the following assumptions;

- The allocation of CDFs to school projects has affected secondary school education in Embakasi constituency
- Only poor students are allocated bursaries from the CDF
- The respondents will provide genuine information to the researcher

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

Access to data was a great challenge as some respondents were not willing to disclose the crucially needed information for the study. The study encountered situations where school

managers were hesitant to provide information on bursaries and school projects especially with regard to finances .Follow-up on those who may not have responded by a certain date was however a challenge. A low rate of respondents was also a challenge, though the large sample chosen was able to minimize the limitation.

There was limited literature locally on this topic and therefore the researcher encountered a problem in literature review.

### **1.9 Definition of significant terms**

In this study, the following terms will take the meaning assigned

#### **Fund**

Amount of money that is available to be spent, especially money that is given to persons or organizations for a particular contest (Collins CoBuild Advanced Dictionary of English). In this study it refers to money allocated to secondary schools in Embakasi Constituency for the purposes of developing physical facilities and paying part of school fees for the needy students attending these schools.

#### **CDF (Constituency Development Fund)**

CDF is a program that was established in 2003 through an act of parliament of Kenya with the aim of ironing out regional imbalances brought about by patronage politics by providing funds to parliamentary jurisdictions (constituencies) to fight poverty.

#### **Facility**

These are buildings, pieces of equipment, or services that are provided for a particular purpose (.Collins CoBuild Advanced Dictionary of English). In this study facility refers to any structure put up in secondary schools in Embakasi constituency for the purpose of making learning easier and effective. They include but not limited to the following: classrooms, laboratories, libraries, staffrooms and school fees bursaries awarded to needy students.

#### **Management**



Refers to control and organizing of a business or other organizations (Collins CoBuild Advanced Dictionary of English). This refers to the group of persons responsible for the day to day activities being undertaken in secondary schools in Embakasi Constituency and also those responsible for the CDF.

### **Needy**

A needy person does not have enough food, medicine, or clothing, or adequate houses (Collins CoBuild Advanced Dictionary of English). In this study this refers to those students attending secondary schools in Embakasi Constituency whose parents cannot raise the full amount of school fees required to sustain their stay at school.

### **School**

This is a place where children are educated. In this study it refers to secondary schools in Embakasi constituency

### **Resource**

A source of supply, support, or aid, especially one that can be readily drawn upon when needed (Oxford English Dictionary). In this study it refers to teachers, practical laboratory (Laboratory apparatus, equipment, material and chemicals), classrooms and class furniture that facilitate learning in secondary schools in Embakasi Constituency.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The aim of this chapter is to review the literature related to the study; decentralization and participatory initiatives and their impact on development .it has further covered review on detailed analysis of the CDF in Kenya and thematically reviewed related literature on the impact of the CDF on secondary schools education in Kenya. It aimed at critically analyzing previous studies and surveys done and identifying the gaps to be addressed. The literature embraced those that are specific to CDF and secondary school education.

Mwalulu and Irungu (2005), argue that the CDF is likely to reproduce inequality in the country because it does not address itself adequately to the twin problems of poverty and inequality that undermine holistic and equitable development .Though the Government has made strides in attempting fiscal decentralization, through CDF, real characteristics of decentralization have not been realized. A recent study carried out by the Kenya institute for policy planning research and analysis ( KIPPRA ) revealed that there generally exists low levels of community awareness and involvement and the funds are seen to a little impact on the lives of the management at the constituency level .

#### 2.2 Historical perspective

All the governments which participated in the World War II had to centralize power and resources and in close collaboration with large scale industry and the unions, carried on a war economy with spectacular results (Manor 1999: 14 citing de Swaan, 1988)

In 1970's, especially after the oil shocks of 1973-1974 and 1978- 1979 there inadequacies became vividly apparent everywhere. Autocratic regimes which were especially dependent on economic performance to sustain their legitimacy , faced particularly severe difficulties usually including inflation ,souring debt burdens and little or no economic growth , ( Huntington , 1992 ). This proved a challenge to all spheres of development of these nations. Education system was not spared either. Consequences arising from centralization of resources have been felt world over and education has particularly been affected as other 'priority' areas like defence have always enjoyed the lion's share of resources from the centralized funds. Kenya has been facing

including inflation ,souring debt burdens and little or no economic growth , ( Huntington , 1992 ). This proved a challenge to all spheres of development of these nations. Education system was not spared either. Consequences arising from centralization of resources have been felt world over and education has particularly been affected as other 'priority' areas like defence have always enjoyed the lion's share of resources from the centralized funds. Kenya has been facing the same challenge. This study looks at the influence of decentralization of funds specifically the CDF and the impact on secondary school education. The studies try to find out the influence of decentralized fund on physical facilities and on sponsoring of students who come from less privileged families.

### **2.3 Decentralization approach**

Decentralization has been the direction taken by many governments of late to try and make economic, social and political development realized throughout the country. Manor (1994: 4) defines it as changes which occur within political systems "Degesa (2003: 1) Citing Lit vak. Et al (1998) defined decentralization as simply a process of transforming political power, administrative, and fiscal responsibilities from central government to lower levels of governments.

Ndegwa (2002: 1) broadly defined decentralization as the transfer of public authority, resources, and personnel from a national level to subnational jurisdictions.

Manhood , 1983 ; Smith , 1984 ;Aragrawal and Ribot ( 2004 ) argued that decentralization involved transfer of power from the central government to actors and institutions at lower levels in a political administration and territorial hierarchy .The most important political argument of decentralization is the peoples' right to participate in making decisions about their own development. There are a few third world countries which do not declare themselves in favour of such participation ,although in many cases very little positive action is actually taken to achieve it .(Conyers ,1986 : 219 )

According to Degesa (2003: 5) decentralization promotes popular participation and this participation is the way of providing more accurate and detailed knowledge about local needs and conditions, with the results whose plans are more likely to be relevant, implementable and acceptable to the local population. (Conyers, 1986: 221 -222)

#### **2.4 Types of Decentralizations occurs**

There are many forms of decentralization. Mwangi S. Kimenyi (2005), Conducted a study of Efficiency and Efficacy of Kenya's Constituency Development Fund: Theory and Evidence. Data was collected by attending of CDF meetings and assessing of the participation by the members not by mere attendance of the meetings but rather by questioning decisions and having the ability to voice their views

A comprehensive analysis of the theoretical issues to be investigated are discussed in Mwangi S. Kimenyi and Patrick Meagher (2004), Devolution and Development, Ashgate Publishers, According to the researchers , there are indications that a number of countries in the region are intending to study the Kenyan model with the hope that they can legislate similar programs. As such, understanding the operations of CDF, particularly the aspects that impact on efficiency is crucial. It is therefore recommended that a rigorous study to identify the main sources of concerns that are emerging be undertaken so as to avert major failures in the future. Such a study would offer concrete recommendations on reforms and also the type of information and data that should be required of all CDF projects for effective monitoring and evaluation. Finally, a better understanding of CDF can provide important information that should help in designing of other decentralization schemes that may be implemented should the proposed constitution be adopted.

Participation is considered effective not by mere attendance to meetings but rather the ability to voice views and question decisions. Some preliminary analysis of data available on CDF expenditures across the constituencies for the 2003/2004 and 2004/2005 fiscal years seem to provide support of standard theories of decentralization.

The data used are from the Ministry of Finance, Government of Kenya as reported in the CDF website ([www.CDF.go.ke](http://www.CDF.go.ke)). Key information necessary for comprehensive analysis is missing and thus the analysis should be considered tentative.

See Mwangi S.Kimenyi,"How Well Do Projects under Kenya's CDF Reflect Revealed Priorities?" January 2005. Constituency Development Fund-Research Concept Note 5 but much larger in scope. Community involvement is also much higher in more .There is a likelihood that communities select projects that export costs to others—that is activities that have negative consequences to residents of other constituencies. This is an interesting issue that should also be

looked into. Having looked at the weaknesses in the centralized form of resources management, it is imperative that this is the opportune time to put decentralization into work as days are long gone when top- bottom approach used to be efficient and it the highest time to embrace bottom top approach. Decentralization has enabled this through allocating funds to constituencies and the constituents then decide on the best projects to suit their need gaps. Education has been a key beneficiary of this exercise and this forms the backbone of this exercise.

### **2.5 Concept of Constituency Development Fund**

Constituency Development Fund in Kenya was established in 2003 through the CDF Act in the Kenya Gazette supplement No. 107 (Act No. 11) of 9<sup>th</sup> January 2004. The fund aims to control imbalances in regional development by devolving funds to be administered at the Constituency level. The CDF board vision is to be the leading public institution in the effective and efficient management of the devolved funds. The mission is to provide leadership and policy direction in the optimal utilization of devolved funds for equitable development and poverty reduction at the community level. It targets all Constituency level development projects, particularly those aiming to combat poverty at the grassroots.

### **2.6 Identification of CDF projects**

The decentralization literature suggests that devolved spending powers encourage local people to fund projects that fit their tastes and preferences. The decentralization literature further suggests that citizens often suffer from fiscal "illusions" when they engage in public policy decisions which blind them from seeing the collective financial costs of their expenditure decisions on the central government's general fund. Fiscal illusions refer to the inability of local decision makers to grasp the collective financial costs of their independent expenditure decisions on the overall financial standing of the central government (Brennan & Buchanan, 1980).

Education facilities have been neglected for long and thus the CDF came in handy to rescue the situation, however this does not directly give school projects an upper hand in allocations from the CDF. According to the C.D.F. Act (2003), the members of the community are supposed to identify the projects to be funded by the C.D.F. The elected Member of Parliament should convene consultative meetings at each location of the constituency at least once every two years to generate development projects priority list for C.D.F. funding. The locational meetings generate project proposals which are deliberated by the C.D.F.C. together with any other project

which the committee consider beneficial to the constituency. The C.D.F.C. should consult with the relevant government departments to ensure that the cost estimates for the projects are as realistic as possible.

The committee should further rank the projects in order of priority but ongoing projects should take precedent. The committee should ensure in all this that personal awards to any person in cash or in kind shall be excluded from the list of projects. The priority list is forwarded to the district projects committee through a minuted resolution. The district projects committee ensures that there is harmony in the proposed list of projects within the district and further guides on the projects which cuts across the district. The proposed projects are sent to the National C.D.F. board which it considers and if satisfied that the proposals meet the C.D.F. Act it disburses the funds to the respective constituency fund accounts.

### **2.7 Project implementation, monitoring and evaluation under the CDF**

The project management committees (PMCs), implements project with support from the CDFC and technical advice from the relevant government department to ensure the achievement of the set objectives. The CDF Act defines a project committee as a committee or board of persons elected or nominated to implement a project or manage an institution, including a committee existing prior to the establishment of the fund.

The CDF Act emphasizes on participatory monitoring with actors being: Community, project management committee, Constituency Development Fund committee, relevant government departments, and the locational committees formed by the community. The CDF Act insists on community friendly monitoring which enhances community participation

### **2.8 Secondary school Education**

Secondary school education has seen many projects geared towards improving the quality of education offered. While the past decade has seen tremendous increases in primary school access, secondary school access remains low. This has been as a result of lack of capacity in secondary schools. This is basically lack of facilities (classrooms, laboratories, staffroom, and dormitories among many others. In 2009, the secondary school net enrollment rate was approximately 50% (World Bank, 2009), while the primary-to-secondary school transition rate was equally low at 55% (MOE, 2010). Despite the recent reductions in secondary school fees, these fees still present a major financial obstacle. It is at this point that sponsoring of needy

students through the CDF has had a great effect and thus the reason to find out the impact of this. The 2005 Kenya Integrated Household budget shows that on average secondary school expenditures accounted for approximately 55% of annual per capita household expenditures. While the increased availability of bursaries (e.g. from the CDF) have provided many families with financial assistance, the pressing burden of secondary school fees prevent many students from attending secondary schools. These financial barriers are especially important for females and vulnerable groups such as orphans, and the poor.

## **2.9 Physical facilities.**

Since the very beginning, human beings have done a lot to facilitate their lives with all the physical facilities of the world. The first need aroused for the human beings was the physical comfort, physical facilities provide, maintain, safe clean and relate educational environments that are conducive to high achievements of the pupils. Heyneman (1980) supports the idea (as cited in John Beynon 1997) that developing countries, low levels of learning among children can be partly attributed to poor and inadequate facilities of the schools. It is out of this that it has been thought wise that investing CDF in building physical facilities to ensure that secondary school education is successful. Embakasi constituency is populous and the secondary schools lack capacity to accommodate all the students. The CDF has been used to come up with the much needed facilities as evidenced in many secondary schools.

### **2.9.1 Crowded Classes**

Other problems faced by teachers in their teaching are crowded classes. The ratio of students in relation to teachers is not proportional in large classes. This is one of the reasons why individual attention is not possible to the students. This directly affects studies in the libraries, laboratories, playing fields and playing kits among others. The situation is no different in Embakasi constituency blessed with high number of secondary school enrolment. The quality of the education offered in these secondary schools is therefore affected and thus the need of this study to help find out the influence of the CDF on the quality of secondary school education

### **2.10 Sponsoring of students from less privileged families**

Many Kenyans live below the poverty line. This is to say that they earn less than a dollar daily. It is a challenge for many families to provide quality education for their children in Embakasi constituency. While yearly allocations may not appear to be much, its impact both physically and

socially at the community level has been phenomenal. For instance, through the CDFs, many schools have been built and equipped and many students gone through the secondary school education by being financed by the CDF.

### **2.11 Political interference**

In many cases the would be beneficiaries of the fund both the students and schools faces challenges brought about by political aspects. It has been found out that political leaders will always influence allocation of funds towards their areas of jurisdiction. This has always elicited heated debates and exchanges and many cases this compromises the influence of CDF in some areas whereas giving other areas unfair advantage in terms of resources sharing. In most areas political leaders influence CDF and it has been found to affect negatively the quality of education because funds meant for one school or students are diverted elsewhere. Embakasi constituency is no different. Corruption has been witnessed in the use of this fund such as some councilors and members of parliament demanding that beneficiaries make advance contributions before making a fraction of the benefits due.

### **2.12 Theoretical Frame Work**

This study relies on the fiscal federalism and decentralization literature to understand how CDF has influenced the improvement of education in Embakasi constituency. Fiscal federalism provides insights on the role of grants/transfers and their attendant problems.

The theory of fiscal federalism conceives the organization of the public sector in a more or less federal way so that different levels of government provide public services and have some scope for *de facto* decision-making authority irrespective of the formal constitution within a nation state (Oates, 1972; 1999). From a normative perspective, fiscal federalism identifies three roles for the public sector: macroeconomic stabilization, income redistribution and resource allocation in the presence of market failure (Oates 1999; Burkhead & Miner 1971).

The macroeconomic stabilization and income redistribution functions are assigned to the central government while resource allocation function is assigned to sub-national governments (World Bank Report 1999/2000).

The main benefit associated with a federal fiscal structure is economic efficiency, which rests on two assumptions. First, it assumes that a group of individuals who reside in a community or region possess tastes and preference patterns that are homogenous and that these tastes and preferences differ from those of individuals who live in other communities or regions. And



second, it assumes that individuals within a region have a better knowledge of the costs and benefits of public services of their region (Burkhead & Miner 1971). Thus, resources devoted for public purposes should be left to the local people to enhance their preferences for public expenditure that optimizes costs (Boadway & Wildasin, 1984).

Since local regions within a jurisdiction may not be equally endowed with resources, intergovernmental grants and transfers are important instruments for allocating resources within a federal structure (Gramlich, 1988). For economic efficiency, fiscal federalism literature suggests that local jurisdictions use transfers that communicate to its households the cost of consuming different levels of public goods (Oates, 1999).

A federal fiscal structure, however, is not without problems. Once created, it produces a new category of interest groups that are geographically located and lobby for greater transfers to enable them to provide more vote generating expenditures to their constituents at no additional direct tax cost (Grossman 1989). Additionally, a federal fiscal structure financed by transfers from the central government, encourages local jurisdictions to ignore the tax collection burdens of for financing their expenditures while at the same time increasing public expenditure obligations (Joulfaian and Marlow, 1990). The use and adequacy of transfers however, hinges on the goals that the national government seeks to advance. If the national goal is to improve the populations' welfare, then whether transfers export tax burdens to the national government is less important. If, however, the goal of the transfers is to free local jurisdictions from the center's dictates and make them sustainable, then transfers that lack a benefit-taxation principle might be detrimental.

A possible remedy for the above problems seems to be the need for clarity in defining a jurisdiction's fiscal responsibilities and the fiscal instruments needed to support the delivery of the needed public services (Oates, 1999).

The literature on decentralization on the other hand, points out that decentralization involves the establishment of an arena of decision making that lies outside the influence of the central government in which the central government delegates some of its power to local or regional administrators which carry out certain functions on their own (Kalaycioglu, 2000). In his view, Smith (1985) sees decentralization as the delegation of power to lower levels in a territorial hierarchy whether the hierarchy is one of governments within a state or offices within a large-scale organization. Further, Smith notes that decentralization can occur in all geographical areas

such as neighborhoods, field personnel in the area of central departments or within a large organization. From a fiscal perspective, decentralization refers to a set of policies designed to increase the revenues or fiscal autonomy of sub-national governments (Falleti, 2005). Tanzi (2000) notes that fiscal decentralization exists when sub-national governments have powers given to them by the constitution or by legislative laws, to raise some taxes and/or carry out spending activities within clearly established legal criteria.

According to Rondinelli and Nellis (1986), decentralization can take three forms: deconcentration, delegation, and devolution. Under deconcentration, the central government shifts some tasks to the local administrative units without allowing local discretion. Under delegation, local jurisdictions have a certain degree of discretion in the provision of public services, but they still follow the central government's directions and requests. Under devolution, local jurisdictions are independent decision makers that respond to their residents' preferences and needs in the provision of public services (Kwon, 2003). Though none of these three designs works better than the other in terms of satisfying people's needs, scholars agree that different decentralization designs produce different outcomes depending on the existing political and economic institutions in a country (Kumar, 2006). Thus, the "success" of any fiscal decentralization design can be argued to be context dependent and an acceptable criteria for judging success of any fiscal decentralization design, is on how well it serves the presumed national policy objectives.

In most developing countries, fiscal decentralization is promoted as a panacea for the ills of centralized structures and its potential benefits. For one, fiscal decentralization is associated with improvement in performance of the public sector through allocative efficiency (Oates, 1972; Ebel & Yilmaz, 2002). Second, decentralization is associated with improved performance on measures of basic needs such as health and education in developing countries (Lindaman & Thurmaier, 2002). Third, fiscal decentralization is associated with equity. When resources are allocated based on an agreed upon formula, all local jurisdictions are guaranteed a minimum level of per capita expenditures for essential services (World Bank Report, 1999/2000). Lastly, decentralization brings public services closer to the people unlike centrally planned services located in capital cities. Close proximity, it is argued, enhances accountability, autonomy and participation (Turner & Hume, 1997).

Fiscal decentralization however, poses a number of problems. First, especially in developing countries, it can be captured by local elites to advance their selfish interests (Boone, 2003). Second, it is difficult to assign taxes/transfers to match local spending needs due to administrative considerations and access to and sharing of information (Tanzi, 2001). Third, decentralization distorts macroeconomic stabilization policies especially when local jurisdictions engage in expansionary policies while the national government pursues contractionary policies (World Bank Report, 1999/2000; Ebel & Yilmaz, 2002). Lastly, fiscal decentralization may result in higher government expenditures due to loss of economies of scale for some services, increased public employment due to demands for more public services, and thus additional administrative costs for coordination, and auditing (Tanzi, 2001; Turner & Hume, 1997; Oates, 1985). From a budgetary perspective, fiscal decentralization may be relatively expensive.

Apart from its policy problems, fiscal decentralization also poses some technical problems. First, fiscal decentralization is rarely designed to improve the fiscal discipline or reduce the size of government (Stein, 1998). Second, poorly designed decentralization structures based on transfers from the central government and where expenditure responsibilities are inadequately defined weaken the center's budgetary constraints due to coordination problems (Rodden, 2003).

In designing a decentralized fiscal structure, policymakers try to answer the question:

"Who pays for what and how?" (Kalaycioglu, 2000). For decentralization to work adequately, those who initiate local capital projects must be accountable to those who pay for local projects and those who benefit from those projects. Scholars suggest that different fiscal decentralization designs affect the size of government with mixed results. On the one hand, those who define "size of government" as a ratio of total government receipts to the gross domestic product (GDP) have found positive correlations (Brennan & Buchanan, 1980; Grossman, 1989; Joulfaian & Marlow, 1990; Rodden2003). These scholars note that fiscal structures that relies on own revenues as opposed to those that rely on transfers, negatively correlate with growth of the public sector. On the other hand, however, Oates' studies (1985; 1999) failed to establish such correlations, though from a budgetary perspective he noted that fiscal decentralization does increase the central government's overall expenditures. In the Latin American study on fiscal decentralization and size of government, Stein (1997) established a positive correlation. From an African perspective, little research has been undertaken to examine how various decentralization

schemes have influenced education in their area of jurisdiction. This study attempts to fill that void.

### 2.13 Conceptual framework

Conceptual framework is a theoretical structure of principles and rules that hold together the ideas comprising a broad concept. In this study, KCSE performance and secondary school enrolment are the dependent variables while the community participation is the intervening variable and political influence is the moderating variable. Fees payment and infrastructure are the independent variables. Intervening variable like community participation and moderating variable which is the political influence come into play affecting how CDF affects the impact of physical resources and needy students in secondary schools in Kenya thus contributing to the performance of secondary schools Embakasi constituency. This is shown in the figure below (Figure 1)

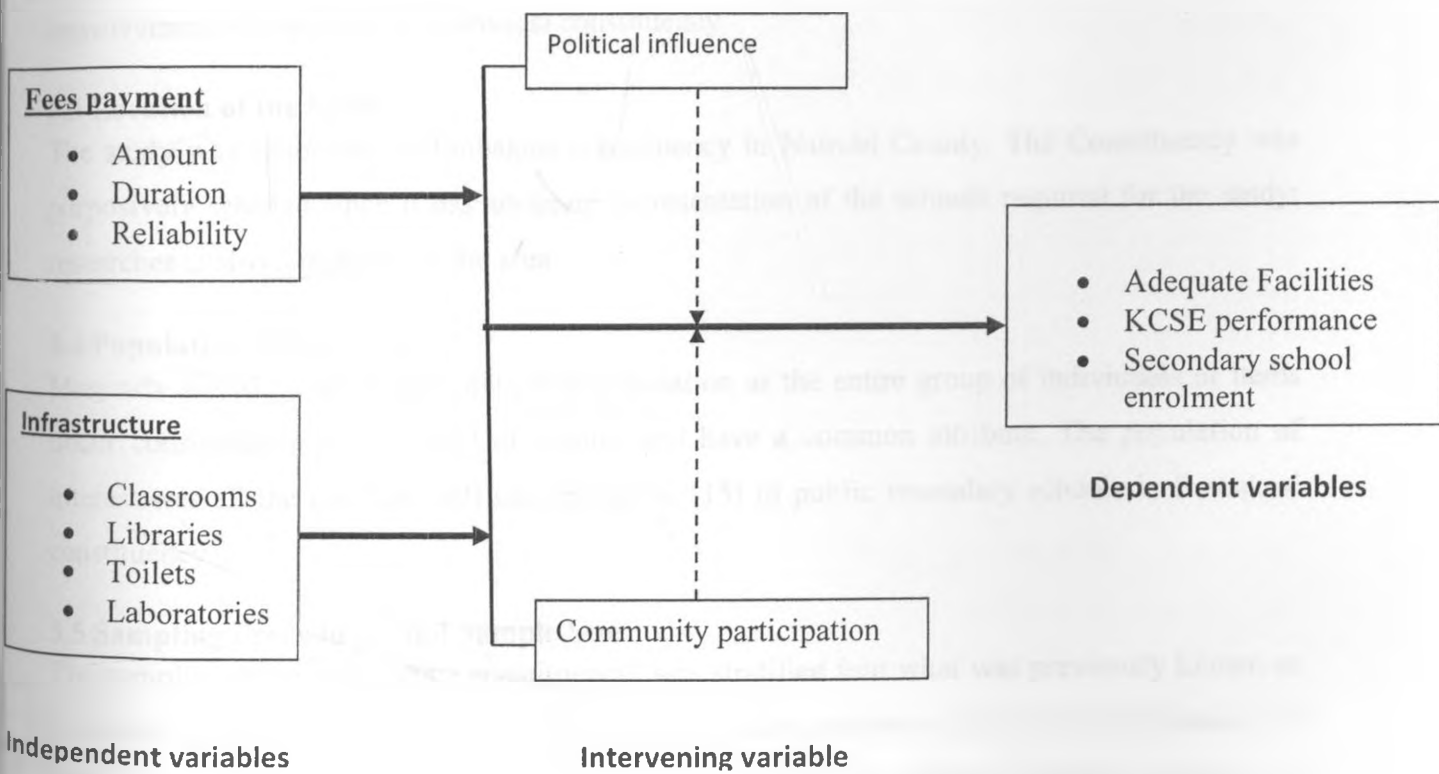


Figure 1: Conceptual Framework of the Study

## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This chapter describes the research methodology employed in this study. This is set out in sections under sub-headings containing research design, location of the study, target population, sampling procedure and sample size, research instruments, data collection and data analysis.

#### 3.2 Research Design

The research design that was used in this study is descriptive survey designs. According to Mugenda and Mugenda (2003) a descriptive designs aims at explaining and describing the state of affairs as they are and then report the findings. The designs involves fact finding, formulation of important principles of knowledge and solution to significant problem (Orodho, 2002). The descriptive design as applied in the study was used to establish influence of CDFs in the improvement of education in Embakasi constituency

#### 3.3 Location of the Study

The study was conducted in Embakasi constituency in Nairobi County. The Constituency was purposively selected since it has adequate representation of the schools required for the study; researcher is also familiar with the area.

#### 3.4 Population of the Study

Mugenda and Mugenda (2003) described population as the entire group of individuals or items under consideration in any field of inquiry and have a common attribute. The population of interest was all the teachers (60) and principals (15) in public secondary schools in Embakasi constituency

#### 3.5 Sampling Procedures and Sample Size

The sampling frame (Embakasi constituency) was stratified into what was previously known as locations under the old constitution .Out of all the public secondary schools in Embakasi, the study accessed a stratified sample of 15 schools where each location formed a stratum, 15 Principals/school heads and 60 teachers. These samples represented 30% of the total accessible population according to Fischer in Mugenda and Mugenda (1999). Gay (1996) postulates that ten to twenty percent of the population is sufficient for reliable findings .All the principals from the

sampled schools were purposively selected to participate in this study. The participating schools and teachers in each location were selected through random sampling.

### **3.6 Instrumentation**

According to Mugenda and Mugenda (1999), there is no single method of collecting data that can be described as perfect, so it is necessary to use more than one instrument. The study used two research instruments; questionnaires and an observation checklist. The instruments were used to collect data from teachers and principals in order to achieve the objectives of this study.

#### **3.6.1 Questionnaire**

A questionnaire adopting five point-Likert scaling system was developed for establishing the influence of CDFs on the improvement of education in Embakasi constituency. Teachers and principals were expected to indicate their level of agreement with various statements which were constructed based on the objectives of the study. The level of agreement was from Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD). The questionnaires were used because they allowed the respondents to give their responses in a free environment and help the researcher get information that would not have been given out had interviews been used. The questionnaires were administered directly to the respondents and collected on the same day by the researcher.

#### **3.6.2 The observation checklist**

Information was gathered through observation of physical facilities and other visible school equipment through an observation checklist filled in by the researcher during his visit to schools participating in the study. This instrument was used to determine the nature, availability and adequacy of the physical education resources in a school. It was also used as a means of gathering more relevant information from the sampled schools. The checklist allowed further insights on issues of concern as the researcher was able to seek more clarification to some vague response given by the respondents. Observations was used as a scientific tool and the method of data collection as it served a formulated research purpose, systematically planned and subjected to checks and controls validity and reliability. The information was sought by way of investigator's own direct observation without asking from the respondent. The main advantage is that subjective bias is eliminated if observation is done accurately. Secondly the information

obtained under this study related to what is currently happening; it was not complicated by past behaviour or future intentions or attitudes. Thirdly it is independent of respondents' willingness to respond and as such is relatively less demanding of cooperation on the part of respondents as happens to be the case in the interview or the questionnaire method (Kothari, 1990).

### **3.7 Validity**

Validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure using some tool (Annabel, 1992). According Singleton et al, (1988) validity cannot be assessed directly and defines it as "the congruence or goodness of fit" between an operational definition and the purpose it is purported to measure. In logical analysis the adequacy of the reasoning as opposed to the truth of the premises. There are two aspects to validity: what is measured and how consistently it is measured (Ebel & Frisbie, 1991). Construct, content and face validity of instruments was determined by expert judgments as supported by Fraenkel and Warren (2000) and Huck (2000). Face validity refers to the likelihood that a question will be misunderstood or misinterpreted while content validity refers to whether an instrument provides adequate coverage of a topic (Wilkinson, 1991). Five research experts from the Department of Education of Nairobi University reviewed the data collection instruments. The experts determined whether the items in the questionnaires adequately represented all the areas that needed to be investigated. This was to ensure that the instruments were not biased and the language used was appropriate and the objectives of the study were captured and also ascertained the layout and formatting of the instruments (Kosomo, 2006). In addition, the researcher also ensured validity of the data collected by administering the questionnaires personally. Suggestions given by the experts were used to make the necessary changes.

### **3.8 Reliability.**

Reliability is concerned with questions of stability and consistency. It is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Neuman 2000). Seliger and Shohamy (1989) pointed out consistency as an essential criterion of reliability in data collection, analysis, and interpretation. In this study, reliability was ensured by pre-testing and retesting the research instruments in four schools in Laikipia West District with similar characteristics with the target population which was not to be involved in the actual research to enhance the clarity of the instruments. The purpose for piloting the instruments was to check the:

- i. Suitability of the language used – simplicity of language to PE teachers and principals
- ii. Clarity of the questions as well as the relevance of the questions in addressing the problem.
- iii. Time taken by each respondent in completing the questionnaire
- iv. Adequacy of spaces provided for the written responses.

The researcher attempted to minimize random errors that might have arisen from inaccurate coding, ambiguous instruments to the subjects, interviewer and interviewee fatigue and biases (Mugenda and Mugenda, 1999). Furthermore, by means of a methodological triangulation (Patton, 2002), cross-checking of the existing observation data and field notes with the yielded survey data about the curriculum implementation activities undertaken by the physical education teachers as a whole was carried out. The purpose was to seek corroboration of one source and method with another source and method (Mason, 1996)

### **3.9 Data Collection Procedure**

After the researcher was given approval to carry out the research by the graduate school, a permit was obtained from the National Council of Science and Technology (NCST) and then permission from the ministry of education through District Education Officer (DEO). The researcher personally administered the data collection instruments in the sampled schools. The respondents were left to respond to the items in the questionnaire independently; meanwhile the researcher was carrying out the observation exercise. The researcher then collected duly completed questionnaire. The exercise continued until when all the sampled schools were covered and the researcher was satisfied that he had enough data for analysis

### **3.10 Data Analysis**

Data collected through questionnaire and observation schedules was analyzed by use of descriptive statistics with the help of Statistics Package for Social Science (SPSS). Descriptive statistics was computed for presenting and analyzing the data. Descriptive statistics enables the researcher to describe the aggregation of raw data in numerical terms (Neuman, 2000). Findings were presented in form of frequency tables, graphs, pie charts and the necessary measures of variances for interpretation.



## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter focuses on data analysis, presentation and interpretation. It presented the questionnaire return rate, data analysis as per the study objectives, presentation of data by use of APA table format, pie charts and data interpretation.

#### 4.2 Survey objective

The broad objective of the study was to determine the influence of the CDF on the improvement of the secondary school physical resources and needy students in Embakasi, Kenya.

#### 4.3 Questionnaire Return Rate

A total of 15 principals and 60 teachers were selected through stratified simple random sampling from the selected 15 schools and were interviewed with the questionnaire return rate of 100%. Out of the 75 interviewed, 42(56%) were male while 33(44%) were female.

#### 4.4 Highest Academic Qualification of English Teachers

A target population of principals and teachers was interviewed. It was found out that a greater percentage of the teachers were B.Ed graduates (62.5%). Other academic qualifications included MA (18.8%) and PGD (18.7%) as displayed in the pie chart below.

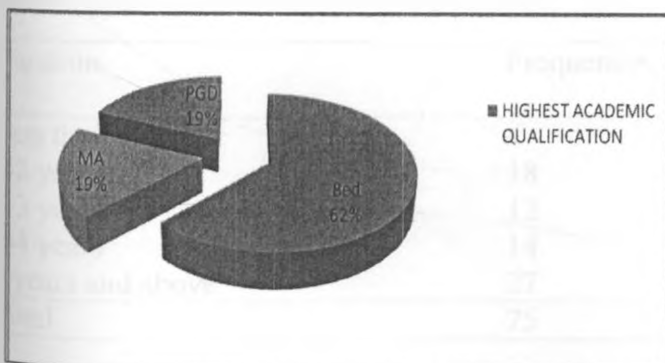


Figure 2: Academic qualification of teachers

**Table 4.1: Distribution of Participants by Academic Qualification**

Qualification	Frequency	Percentage (%)
Bed	47	62
MA	14	19
PGD	14	19
<b>Total</b>	<b>75</b>	<b>100</b>

Most of the teachers who participated in the interview were qualified as demonstrated in the data above.

**4.5 Professional qualification of teachers**

The respondents were further probed on their professional qualifications. The data revealed that majority of respondents were graduate teacher II 50%. Other qualifications were Graduate Tr I and senior Graduate Tr I with 18.8% each. ATS2 and ATS2 made up 6.3% of the respondents with 6.3% each.

**4.6 Teaching experience**

It is good to note that the study engaged teachers who had long teaching experience of 8 years and above (37.5%), those who have been teachers for a period of 5-7 years (31.3%), 3-4 years (12.2%) and those who have been teachers for less than 2 years (19.1%). The duration that the respondents have been working in their current school is as shown in the Table below.

**TABLE 4.2: TEACHING EXPERIENCE**

Duration	Frequency	Percentage (%)
Less than one year	4	5.3
1-2 years	18	24
2-3 years	12	16
3-4 years	14	18.7
5 years and above	27	36
<b>Total</b>	<b>75</b>	<b>100</b>

**4.7 Number of students sponsored by CDF**

It is evident from the findings that CDF has played a very vital role in promoting education in secondary schools through sponsorship of students especially those from humble backgrounds.

The study established through the interview with the principals that the students under CDF sponsorship could hardly complete their secondary school education without the financial support they enjoyed from the CDF kitty. However, the teachers felt that they had experienced cases of nepotism, tribalism and total lack of transparency in CDF distribution and allocation. The respondents mentioned these vices as key ideologies underlying selection of CDF bursary beneficiaries and the general functioning of the fund. There was a general feeling among the respondents that CDF committees did not involve the community and school principals in decision making e.g. selection of projects.

The respondents thought that transparency in the management of CDF was either too little or lacking altogether. For instance, in Embakasi, there was no open discussion about the activities and usage of CDF money among the teachers. Mystery seems to surround the CDF and its activities in schools. The implementers are rarely willing to discuss CDF activities freely with the beneficiaries. This has created a feeling that there are underhand activities. This level of confidentiality is not necessary as it creates suspicion and lack of confidence in the process.

The number of students who are sponsored by CDF in Embakasi was provided by the principals and the tabulation by both the form and gender is displayed in the subsequent table

**TABLE 4.3: NUMBER OF STUDENTS SPONSORED BY CDF**

Form	1	2	3	4	Total
Boys	60	45	60	120	285
Girls	45	30	60	225	360
Total	105	75	120	375	645

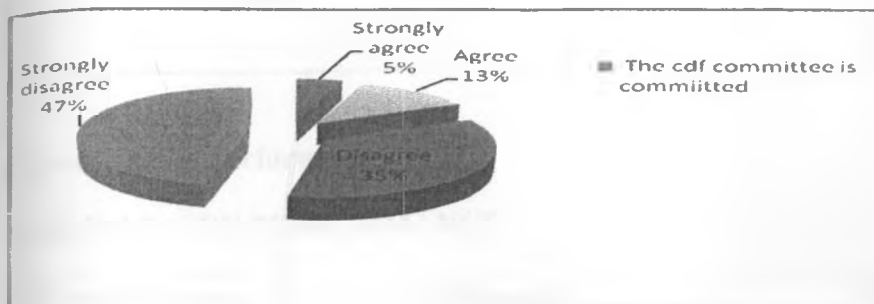
#### 4.8 Teachers' attitude towards the CDF on the improvement of physical structures

It was further established that 87.5% of teachers in Embakasi have a fairly positive attitude towards CDF on the improvement of physical resources in their school. 12.5% of the respondents had a positive attitude towards the same. This could be attributed to the various ongoing projects in the schools that are funded by CDF.

#### 4.9 Commitment of CDF committee towards the improvement of infrastructure

The respondents were asked to record their opinion on the commitment of CDF committee in the improvement of the physical facilities on a scale of 1-4. The four point Likert scale ranged from strongly agree to strongly disagree. 46.7% of respondents strongly disagreed that the CDF

committee was committed ,35.3% disagreed,13% agreed while a significant 5% strongly agreed. A pie chart representation of the divergent opinion is displayed below together with a table of frequencies.



**Figure 3: Commitment of CDF committee**

**TABLE 4.4: COMMITMENT OF CDF COMMITTEE**

Commitment	Frequency	Percentage
Agree	10	13
Strongly Agree	4	5
Strongly Disagree	35	47
Disagree	26	35
Total	75	100

#### 4.10 Commitment of CDF committee in sponsoring of needy students

On the issue of commitment of CDF committees in sponsoring students, a staggering 73.3% agreed that with the opinion that the CDF committee was committed in sponsoring needy students in Embakasi, 6.8% strongly agreed, 12% strongly disagreed while 8% disagreed.

#### 4.11 CDF performance

The respondents were asked to rate the performance of the CDF committee in sponsorship of needy students. It is very clear from the findings that CDF has greatly influenced secondary school education in Embakasi through sponsorship of needy students. The results were as illustrated in the pie chart below.

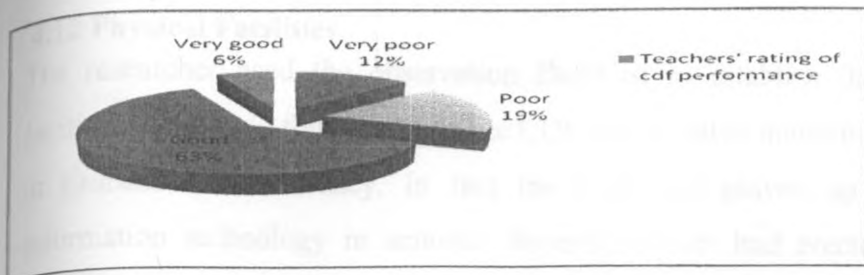


Figure 4: CDF Performance

TABLE 4.5: CDF PERFORMANCE

Cdf performance	Frequency	Percentage
Good	47	63
Very good	5	6
Poor	14	19
Very poor	9	12
Total	75	100

The respondents were further requested to award a score for CDF projects in their schools. The average scores out of ten for each aspect of a project were as follows:

- Community participation in project selection -3.4
- Community/users satisfaction with the project -3.0
- Project completion status-on time/within budget -1.8
- Visual assessment of overall quality of construction and finish -3.53
- Sponsorship of needy students -4.67

The Table below summarizes the score awarded to each attribute of the project and its percentage as attested by the respondents.

TABLE 4.6: SCORES AWARDED TO CDF PROJECTS

Attribute	Score	Percentage
Community participation in project selection	3.4	34
Community/users satisfaction with the project	3.0	30
Project completion status-on time/within budget	1.8	18
Visual assessment of overall quality of construction and finish	3.53	35.3
Sponsorship of needy students	4.67	46.7

#### 4.12 Physical Facilities

The researcher used the observation checklist to establish the availability of key physical facilities. The study found out that the CDF had initiated numerous projects in secondary schools in Embakasi Constituency. In fact the CDF had played an enormous role in promoting information technology in schools. Several schools had erected computer rooms that were equipped with computers courtesy of CDF. The CDF had also helped improve sanitation through erection of toilets which is a very key component in schools with an ever increasing population. Though all the schools had classrooms, some were in deplorable condition or overcrowded. Laboratories and libraries were found to be void of key facilities and relevant curriculum books while some schools had no such facilities at all. The observation helped to corroborate the information provided by the respondents. The following table shows the status (complete/incomplete) of the projects initiated by CDF in secondary schools in Embakasi constituency. The study found out that 40% of classrooms initiated by CDF had been completed and 60% of the classrooms had not been completed. The table below shows all the physical facilities started by CDF in secondary schools in Embakasi Constituency and their status.

**TABLE 4.7: STATUS OF CDF INITIATED PROJECTS**

Facilities	Complete		Incomplete	
	Frequency	Percentage	Frequency	Percentage
1. Classrooms	20	40	30	60
2. Laboratories	2	40	3	60
3. Staffrooms	5	71	2	29
4. Dining Hall	3	50	3	50
5. Libraries	3	38	5	62
6. Water Tanks				
7. Wash Rooms	5	62	3	38
8. School Gates	5	100	0	0
9. Staff Quarters				
10. Furniture (Desks)	300	100	0	0
11. Renovation of worn out Facilities	3	38	5	62

#### 4.13 Physical facilities situation

The researcher also established that the physical facilities were in different levels in terms of their adequacy at the face of increasing student population. It was found out that the physical facilities were not sufficient to cater for the students' population in Embakasi constituency. The

**TABLE 4.8: PHYSICAL FACILITIES SITUATION**

Facility/situation	Classroom		Desk		Tables		Chairs		Offices		Staffroom		Library		Laboratory	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Very Adequate	20	27	25	33	2	31	3	4	3	43	28	37	5	7	8	11
Adequate	10	13	30	40	2	35	2	3	2	35	24	32	4	5	10	13
Not Sure	5	7			4	5	2	3					15	20		
Inadequate	32	43	15	20	1	20	7	9	1	13	15	20	27	36	30	40
Very inadequate	8	11	5	7	7	9	8	1	7	9	8	11	24	32	27	36

Toilets		Counseling room		Computer room		dining hall		Multipurpose hall	
F	%	F	%	F	%	F	%	F	%
25	33	7	9	5	7	10	13	4	5
15	20	5	7	8	11	15	20	2	3
6	8	6	8	6	8	3	4	37	49
10	13	33	44	25	33	20	27	13	17
19	25	24	32	31	41	27	36	19	26

table below shows the situation at the schools. It was found out that 27% of the respondents felt that classrooms were very adequate, 13% said that chairs were adequate, 7% were not sure, 43% felt that the chairs were inadequate and 11% said that they were very inadequate. Tables 4.8 shows the situation of different physical facilities at secondary schools in Embakasi constituency



## CHAPTER FIVE

### SUMMARY OF FINDINGS, DISCUSSIONS AND CONCLUSION

#### 5.1 Introduction

This chapter focuses on summary findings of the study, discussions, conclusions, recommendations and suggestions on areas that the researcher felt that further studies in relation to the subject of this study should be carried out.

#### 5.2 Summary of Findings and Discussions

The objective of the study was to establish the influence of the CDF on the improvement of the secondary school physical resources and needy students in Embakasi, Kenya. This study found out that

The attitude towards CDF on the improvement of physical structures and sponsorship of students in Embakasi is fairly positive among the teachers and principals. This was attested by the findings that established that 87.5% of teachers in Embakasi had a fairly positive attitude towards CDF on the improvement of physical resources in their school. This was attributed to the ongoing projects in the schools funded by CDF.

The CDF has greatly helped to improve the general welfare of students through erection of classrooms, toilets and libraries, sponsorship of needy students and provision of information technology equipment like computers

The majority of respondents (46.7%) feel that the CDF committee in Embakasi is not committed to the improvement of education in Embakasi

There is nepotism, tribalism and lack of transparency in the disbursement of funds for projects in schools and sponsorship of students

There is little or no community participation at all in project selection, allocation, use and management of CDF. In fact community participation was rated below average by the respondents (34%)

Some projects that have been initiated through CDF have stalled. This could be attributed to poor management by the CDF committee in Embakasi

There are structural weaknesses of CDF as manifested in low project prioritization, efficiency, reach and impact emanating from skewed politically motivated project distribution

The is lack of Proper Communication/information Flow on CDF issues .of the respondents reported the existence of difficulties in information sharing on matters of CDF

The principals cited some cases of funding of non-priority projects where some CDFs have been used to fund white elephant projects; projects do not benefit the poor; urgent projects being sacrificed for easy and lucrative ones; uneven distribution/many do not reach the neediest areas

Population of needy students in some areas in Embakasi is too large making equal allocation of funds in a given area unfair

CDF has impacted positively to the welfare of secondary schools in Embakasi constituency as it was found out that there is positive attitude by the respondents basically the principals and the teachers in these schools. CDF has come a long way in helping secondary schools put up essential facilities in secondary schools like the laboratories, libraries, class rooms, staff rooms, toilets that would have otherwise been difficult to put up if parents were to be asked to contribute to help build them. This is in line with one of the objectives of CDF that is to control and reduce imbalances in regional development brought about by partisan politics as had been experienced previously in Kenya (Kibua, 2006).

In Kenya it has been difficult in the past for secondary schools to develop because the government rarely allocated funds for putting up infrastructure in schools. The schools management in the past had to organize fundraising to help raise the funds needed to put up the necessary physical structures. Many authors have argued that in some regions of the country, such projects under the CDF have been the first infrastructural development in many years (IEA 2006; Kibua 2006). CDF has been of great help even though the amount allocated to every project in many cases has not been adequate to support the project to completion and this has been the reason behind many incomplete projects as found out by the researcher. The projects take long to complete as funds have to be allocated in phases every government financial year. The trend shows that the financial allocations to CDF have been increasing over time. That being the case, it may also mean that there are more resources going to the community for purposes of development in their areas and the impact of these funds will be realised soon (Gikonyo, 2008)

Having observed that CDF has been having a positive impact in secondary schools in Embakasi constituency, the fund faces numerous challenges. The first challenge arises due to

mismanagement. The fund seems to be highly influenced politically and this ends up in corruption. As argued by various authors, CDF has mainly been used for political patronage as opposed to local community development as was envisioned in the CDF Act (Awiti 2008; IEA 2006; Gikonyo 2008; Mapesa and Kibua 2006; Mwalulu and Irungu 2007). There seems to be structural weaknesses of CDF management. Lack of transparency, lack of community participation at all in project selection, allocation, use and management of CDF, lack of proper Communication/information flow on CDF issues are some of the identifiable challenges faced during implementation of CDF in school projects. Another challenge arises when identifying the needy deserving students. Nepotism, tribalism have been identified as the greatest challenges whereby the politically correct students ends up being awarded with the bursaries at the detriment of the deserving needy students.

These challenges are compounded by the fact that CDF committee in Embakasi is not committed to the improvement of education in Embakasi as the study found out.

### **5.3 Conclusions**

It is evident that the fund has great importance to the secondary schools in Embakasi constituency. This has been attested by the fact that the infrastructures that were difficult to put up have been erected through the assistance of CDF. The fund has also helped the needy students who have challenges raising schools fees. CDF complements the secondary schools financial resources that are inadequate as the government through cost sharing with the parents have not managed for a long time to raise financial resources needed to develop the schools in line with the increasing enrolment of students as a result of free primary school education.

Implementation of CDF projects has not been efficient as many would want for the fund to impact greatly on secondary schools in Embakasi constituency. Numerous challenges have been encountered as the survey found out. These challenges definitely point out to the structural weaknesses of the management of the fund. These weaknesses can be addressed and efficiency of the fund realized to the fullest. Political interference on the CDF committees should be eradicated because it was found out to be the root cause of mismanagement of the fund.

### **5.4 Recommendations**

Going by the findings and conclusions above, the study gives the following recommendations:

- i. There should be community participation and inclusion in CDF issues. This will not only improve public participation in CDF management but also curb the excessive powers MPs enjoy in nominating their cronies in the current set up.
- ii. There is need to improve project prioritization as dictated by community needs. This will greatly enhance responsiveness and pro-poor targeting.
- iii. There should be improved accountability, transparency and efficiency in CDF allocation
- iv. The CDF committee should undertake to complete each initiated project before embarking on another one
- v. There should be timely release of funds to ensure that projects do not stall or sponsored students are not affected by delayed release of funds
- vi. The CDF committee should involve schools' administration in identifying needy students
- vii. There should be improved standards of CDF projects and more funds allocated to build new structures and sponsor students

### **5.5 Suggestions for Further Research**

In relation to the findings of the study, the researcher finds it necessary to carry out further studies on the following areas:

Best management practices possible for a fund of this nature. The research should try and find out on how best to manage this fund and any other fund of similar nature so as to enable realization of full potential of the fund. The studies should in particular explore on how to eliminate political interference during allocation of funds to the proposed projects and implementation of the projects. The research should also try and establish the best criteria of identifying and awarding bursaries to the deserving needy students.

Other sources of raising resources needed for development and improvement of physical resources in secondary schools in Kenya because CDF is being applied almost similarly in all constituencies in Kenya and could be facing the same challenges countrywide. The study should strive to explore other viable and sustainable sources of funds for secondary schools that will have minimal interference from external interests like politicians. On the same breadth the research should undertake to look at a reliable solution of aiding the needy deserving students in Kenya.

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## APPENDICES

### APPENDIX 1: LETTER OF INTRODUCTION TO RESPONDENTS

**UNIVERSITY OF NAIROBI,**

**P.O BOX 30197,**

**NAIROBI.**

5<sup>th</sup> March, 2012.

Dear Respondent,

I am a postgraduate student in the University of Nairobi pursuing a Postgraduate Diploma in Education. I am carrying out a research entitled:

**“THE INFLUENCE OF THE CONSTITUENCY DEVELOPMENT FUND ON THE IMPROVEMENT OF THE SECONDARY SCHOOL PHYSICAL RESOURCES AND NEEDY STUDENTS IN EMBAKASI, KENYA”**

Your school has been sampled out for the study and you have been selected as a respondent. Please answer the questions in the questionnaires provided as truthfully as possible. The questionnaires are meant to help in fulfilling the research objectives. The results of this study will be used for academic purposes only. I kindly request for your co-operation and support.

Any information collected will be treated with utmost confidentiality.

Yours Faithfully,

**Henry Musyoka Nungu**



## APPENDIX II: HEAD TEACHER'S QUESTIONNAIRE

The purpose of this research is purely academic. Kindly take your time to answer the questions as honestly and truthfully as possible. The information collected in this questionnaire was used solely for the intended purpose and therefore any responses or information given was treated with utmost confidence. Respond to all items by ticking (✓) the correct option or providing the accurate information.

### PART I: Information about the Head teacher

1) Indicate your Gender

Male ..... [ ]

Female ..... [ ]

2) Indicate your age in the appropriate box

(a) Less than 30 ..... [ ]

(b) 31 – 45..... [ ]

(c) 46 – 60..... [ ]

3) What is your highest Academic qualification?

(a) KCSE / KCE ..... [ ]

(c) B.Ed. .... [ ]

(b) Diploma ..... [ ]

(f) Other (specify..... [ ]

4) What is your highest professional qualification?

(a) P2 ..... [ ]

(f) ATS 1..... [ ]

(b) PI ..... [ ]

(g) SNR G.Tr. I ..... [ ]

(c) ATS 4 ..... [ ]

(h) G.Tr. II ..... [ ]

(d) ATS 3 ..... [ ]

(i) G.Tr. I ..... [ ]

(e) ATS 2..... [ ]

## APPENDIX II: HEAD TEACHER'S QUESTIONNAIRE

The purpose of this research is purely academic. Kindly take your time to answer the questions as honestly and truthfully as possible. The information collected in this questionnaire was used solely for the intended purpose and therefore any responses or information given was treated with utmost confidence. Respond to all items by ticking (✓) the correct option or providing the accurate information.

### PART I: Information about the Head teacher

1) Indicate your Gender

Male .....

Female .....

2) Indicate your age in the appropriate box

(a) Less than 30 .....

(c) 46 – 60.....

(b) 31 – 45.....

3) What is your highest Academic qualification?

(a) KCSE / KCE .....

(c) B.Ed. ....

(b) Diploma .....

(f) Other (specify.....

4) What is your highest professional qualification?

(a) P2 .....

(f) ATS 1.....

(b) PI .....

(g) SNR G.Tr. I .....

(c) ATS 4 .....

(h) G.Tr. II .....

(d) ATS 3 .....

(i) G.Tr. 1 .....

(e) ATS 2.....

5) How long have you been a Head teacher?

(a) Less than 5 yrs .....

(d) 16- 20 yrs .....

(b) 6 – 10 yrs .....

(e) Over 20 yrs .....

(c) 11- 15 yrs .....

5) How long have you been a Head teacher?

(a) Less than 5 yrs ..... { ..... }  
 (b) 6 – 10 yrs ..... { ..... }  
 (c) 11- 15 yrs ..... { ..... }

(d) 16- 20 yrs ..... { ..... }  
 (e) Over 20 yrs ..... { ..... }

PART II: Information about the Institution

DISTRICT..... DIVISION .....ZONE .....SCHOOL

6) Indicate the number students by gender (2012)

FORM	1	2	3	4	TOTAL
Boys					
Girls					
Total					

(b) Indicate the number of students by genders that are sponsored by the CDF this year.

FORM	1	2	3	4	TOTAL
Boys					
Girls					
Total					

7) Indicate the staff establishment by gender (TSC Teachers)

Female .....	
Male .....	
Total .....	

Physical facilities

8) Indicate the appropriate situation of the physical facilities in you schools

Facility	Very Adequate	Adequate	Not Sure	Inadequate	Very Inadequate
(A) Classrooms					
(B) Desks					
(C) Tables					
(D) Chairs					
(E) Offices					
(F) Staffroom					
(H) School Library					
(I) Laboratory					
(I) Toilets					

9) Do you think that the CDF committee is committed in the improvement of the physical facilities in this school?

(i) Strongly agree [ ] (ii) Agree [ ] (iii) Disagree [ ] (iv) I don't know [ ]

10) How would you rate the performance of the CDF committee in this constituency in relation to improvement of physical facilities in this school?

(i) Very poor [ ] (ii) Poor [ ] (iii) Good [ ] (iv) Very good [ ] (v) Excellent [ ]

11) Do you think the CDF committee is committed in the sponsoring of needy students in this school?

(i) Strongly agree [ ] (ii) Agree [ ] (iii) Disagree [ ] (iv) I don't know [ ]

12) How would you rate the performance of the CDF committee in sponsorship of the needy students?

i) Very poor [ ] ii Poor [ ] (iii) Good [ ] (iv) Very good [ ] (v) Excellent [ ]

13) Please give each project score out of 50 marks for:

a) Community participation in project selection (10 marks); [ ]

b) Community/users satisfaction with the project (10 marks); [ ]

c) Project completion status - on time/within budget? (10 marks) [ ]

d) Visual assessment of overall quality of construction and finish (10 marks). [ ]

e) Sponsorship of needy students 10marks [ ]

Total score ..... %

14) What would you recommend to help improve the influence of CDF in this constituency in relation to physical facilities in secondary?

a) .....

b) .....

c) .....

15) What would you recommend to help improve the influence of CDF in this constituency in relation to sponsoring needy students?

a) .....

b) .....

c) .....

(Thank You)

### APPENDIX III: TEACHERS' QUESTIONNAIRE

Please complete this questionnaire as truthfully as possible. The information given will purely be used for the purpose of this study and was treated with the strictest confidence.

- 1) Indicate your gender. Male.... [  ], Female .... [  ]
- 2) What is your highest academic qualification?  
KCSE/ KCE ----- [  ]                      M.A ----- [  ]  
DIPLOMA ----- [  ]                      Others (Specify) -----  
B.Ed. ----- [  ]
- 3) Indicate your professional qualification. (Tick as appropriate)  
a) P2 ..... [  ]    f) ATS 1 ..... [  ]  
b) P1..... [  ]    g) G. Tr II ..... [  ]  
c) ATS 4 ..... [  ]    h) G.Tr I ..... [  ]  
d) ATS 3.....[  ]    i) Snr. Gtr. I ..... [  ]  
e) ATS 2 ..... [  ]
- 4) How long have you been a teacher?  
(a) Less than 2 years (b) [  ] 3 – 4years [  ] (c) 5 – 7 years [  ] (d) over 8 years [  ]
- 5) How long have you been teaching in the current school?  
a) Less than 1 years [  ]                      d) 2 – 3 years [  ]  
b) 1-2 years [  ]                      e) 3 - 4 years [  ]  
c) 5 and above years [  ]
- 6) How many students by gender are in each class on average? Boys \_\_\_\_\_ Girls \_\_\_\_\_  
Total \_\_\_\_\_
- 7) What are your attitudes towards the CDF on the improvement of physical structures in your school  
(a) Positive [  ] b) fairly positive [  ] (c) unknown [  ] (d) negative [  ] (e) very negative [  ]

8) What physical facilities are available in your school for teaching?

	Very adequate	Adequate	Not sure	Inadequate	Seriously inadequate
Laboratories					
Classrooms					
Toilets					
Counseling rooms					
Offices					
Computer room					
Dining hall					
Multipurpose hall					

9) What do you think is the attitude of the following?

(i) Yourself towards CDF

(a) Positive [ ] (b) fairly positive [ ] (c) unknown [ ] (d) negative [ ] (e) very negative [ ]

]

(ii) Other teachers towards CDF

(a) Positive [ ] (b) fairly positive [ ] (c) unknown [ ] (d) negative [ ] (e) very negative [ ]

10) Do you believe that the CDF committee is committed in the improvement of the physical facilities in your school?

(i) Strongly agree [ ] (ii) Agree [ ] (iii) Disagree [ ] (iv) Strongly disagree

11) How would you rate the performance of the CDF committee in this constituency in relation to improvement of physical facilities in your school

(i) Very poor [ ] (ii) Poor [ ] (iii) Good [ ] (iv) Very good [ ] (v) Excellent [ ]

12) Do you think the CDF committee is committed in the sponsoring of needy students in this school?

(i) Strongly agree [ ] ii) Agree [ ] ii) Disagree [ ] (iii) I don't know [ ]

13) How would you rate the performance of the CDF committee in sponsorship of the needy students?

(i) Very poor [ ] ii) Poor [ ] iii) Good [ ] (iv) Very good [ ] (v) Excellent [ ]

14) Please give each project score out of 50 marks for:

a) Community participation in project selection (10 marks) [ ]

b) community/users satisfaction with the project (10 marks) [ ]

c) Project completion status - on time/within budget? (10 marks) [ ]

d) Visual assessment of overall quality of construction and finish (10 marks) [ ]

e) Sponsorship of needy students 10marks [ ]

Total score ..... %

15) What would you recommend for the CDF to have a greater influence on the improvement of physical infrastructure?

a) .....

b) .....

c) .....

16) What would you recommend for the CDF to have a greater influence on the sponsoring of needy students in secondary schools in this constituency?

a).....

b) .....

c) .....

(Thank you)



### APPENDIX IV: OBSERVATION CHECKLIST

Facilities	Complete	Incomplete
12. Classrooms		
13. Laboratories		
14. Staffrooms		
15. Dining Hall		
16. Libraries		
17. Water Tanks		
18. Wash Rooms		
19. School Gates		
20. Staff Quarters		
21. Furniture (Desks)		
22. Renovation of worn out Facilities		

UNIVERSITY OF KIRURU  
 KIRURU  
 P.O. Box  
 KIRURU