

**THE INFLUENCE OF CONSTITUENCY DEVELOPMENT FUND
(CDF) PROJECTS ON PUBLIC PRIMARY SCHOOLS
PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY
EDUCATION (KCPE) EXAMINATION IN STAREHE
CONSTITUENCY, NAIROBI COUNTY**

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DECLARATION

This is my original work and has never been submitted for academic award in any other University.

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DEDICATION

I dedicate this work to my wife Princillah Wanjeri and my children; Grace Wanjiku and Alvin Muiruri for their support and encouragement during the preparation of this research report.

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ABBREVIATIONS AND ACRONYMS

ASI	-	American Sport Institute
CDF	-	Constituency Development Fund
DDF	-	District Development Fund
DDO	-	District Development Officers
DEO	-	District Education Officer
GOK	-	Government of Kenya
GPA	-	Gross Performance Average
IEA	-	Institute of Economic Affairs
IM	-	Instruction Materials
KCPE	-	Kenya Certificate of Primary Education
MDG	-	Millennium Development Goals
MOEST	-	Ministry of Education, Science and Technology
MP	-	Member of Parliament
NARC	-	National Rainbow Coalition
PASS	-	Promoting Achievements In School Through Sport
RDF	-	Rural Development Fund
STAR	-	Student Teacher Area Ratio
WHO	-	World Health Organization

ABSTRACT

The purpose of the study was to find out the influence of CDF projects on public primary schools performance in KCPE Examination in Starehe constituency. The study was both qualitative and quantitative study. Both primary and secondary data were used for the study. Primary data was gathered by a questionnaire while the secondly data was gathered by a review of existing literature on the influence of CDF projects on public primary schools performance in KCPE Examination. Descriptive survey design was adopted for the study while the population of the study was 28 public primary schools in Starehe constituency. Four teachers including the headteacher were utilized in each primary school hence forming a sample size of 112 respondents. The Data was analyzed using univariate analysis then presented in tables. The study found that all projects that is physical, learning, and health related CDF projects have influenced school performance in KCPE but in a varying degree. The study found that there was unbalanced distribution of CDF projects upon all public primary schools in Starehe constituency. First the study recommends that CDF office should redirect more resources on physical and health related CDF projects with moderately low degree of influence. The study also recommends construction of more classrooms by the CDF in the schools with high population to ease overcrowding in existing classes and lastly but not least, the study recommends for equal distribution on CDF projects in order to have a balanced influence across all public primary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

During Kenya's colonial economy which was shaped into a distinctive pattern of imbalance in rural development through long years of colonial rule. It displayed characteristics typical of an under developed economy where the focus was the development of urban areas and regions that sustained export produce which were basically dominated by white farmers.

The rural areas lacked basic infrastructure such as schools, health facilities, electricity, roads and water among others (Ochieng, 1992). After independence, the Kenyan government took quick steps to restore the situation by formulating policies that would not only check the Kenya's mounting urban and rural poverty decay, but also place the economy at the hands of the local people. To meet the challenges experienced at that particular time, it was necessary to mobilize Kenyans to focus their attention towards improving the existing infrastructural facilities such as communication, hospitals, power supplies, educational and financial institutions (Wesonga, 2005).

The main strategies of Kenya's development after Independence were laid down in the sessional paper No. 10, 1965 (GOK, 1965). The document stressed mutual social responsibility and encouraged participation by all in the public affairs of the country (Ochieng, 1992).

As a result the movement '*Harambee*' was introduced by the president Jomo Kenyatta as a strategy for development to eradicate poverty, disease and ignorance which he cited as the enemies of development facing the country then. Kenya's first development plan after attaining independence (1966/70) recommended that development activities be originated and managed at district level (Wesonga, 2005).

In the government development plan of 1974/78, attempts were made to facilitate district-based development plan activities with the creation of two funds, the district development fund (DDF) and the rural works programme. These two were later merged to form the rural development fund (RDF) and District development officers (DDO's) were appointed (GOK, 1974). In the 1979/83 development plan, local authorities were

given greater autonomy and influence for instance, control of RDF was shifted from the ministry of finance to the district commissioners and more district development officers were appointed and deployed in the Districts (GOK, 1979). The 1982 Report of the working party on government expenditures chaired by Philip Ndegwa, recommended that the strategy of district focus for rural development be strictly implemented in the development plan of 1984 / 1988. This was an attempt to implement decentralized development strategy in Kenya although by the early 1990s the enthusiasm had subsided (Wesonga, 2006).

When National Rainbow Coalition (NARC) party took over the running of government affairs in January 2003, it spearheaded the enactment of the constituency development fund (CDF) through the CDF Act in the Kenya Gazette supplement No. 107 (Act No. 11) of 9th January, 2004. This is a decentralized scheme born as a result of the previous related concepts mentioned above to address regional development imbalances due to partisan politics of the time. The fund has been viewed as a key strategic driver of socio-economic development and registration within Kenya. It is a development initiative targeted at the constituencies by devolving resources to meet socio-economic objectives which have previously been managed from the centre.

The key objectives of the fund are to fund projects with immediate social and economic impact with a view to improving lives, alleviate poverty and general development purposes (IEA, 2006). It supports local development projects, especially those aimed at fighting poverty and developing infrastructure at the grassroots. It targets community based development projects as a criteria and whose benefits are enjoyed by all as well as projects related to setting up and equipping constituency project offices. In this way, the fund seeks to control imbalances in regional development, improve pro-poor targeting, expand coverage and improve development outcomes by eliciting local people's participating in decision-making.

The fund has been administered by an officer under the direction of a National management committee until in the year 2007, when the government made some changes with the principal Act and introduced the CDF Amendment Act 2007 which provided for the constituencies development fund Board to replace the former. The board was given the legal mandate to enforce prudent management of CDF funds at the constituency level (GOK, 2007). The allocation of the fund is based on the status of the

constituency wealth, where poor constituency get more than the rich constituencies. However, the issue of population in the constituency is also considered during the allocation of the funds (Oyugi, 2007).

The revised CDF Act of 2007 states very clearly how each constituency should spend it's funds, and stipulates percentages for each vote head, to be adhered by the CDF committee, where 3% is for CDF committee vehicle and equipment, 2% for monitoring and evaluation activities. 2% for environment activities, 5% is for emergency (this money remains un allocated in the constituency account and is only to be used for emergencies such as building or repairing bridges incase of floods, repairing school building that have collapsed due to extreme weather). 15% may be allocated to bursaries for needy students, while the remaining fund be allocated to identified projects.

1.2 Statement of the Problem

Physical learning Facilities and equipment that are designed to enhance delivery of education are lacking in most public primary schools. To worsen the situation, the money allocated for repair, maintenance and improvement of the school's infrastructure under free primary education programme is hardly sufficient to meet the ever rising demand. The large enrolment has created an accumulating demand for access to new learning physical facilities for instance most schools have not met the recommended toilet ratio of 1-25 pupils for girls and 1-35 pupils for boys. Most schools have dilapidated floors that have not been re-carpeted due to lack of fund. Therefore, there is need to look for alternative source of fund to cater for increasing demand for new learning physical facilities to enhance delivery of education in public primary schools (APHRC, 2008). This situation is what prompted the need to find out the influence of CDF projects on public primary schools performance in KCPE Examination.

1.3 Purpose of the Study

The purpose of the study was to find out the influence of CDF projects on public primary schools performance in KCPE Examination in Starehe Constituency.

1.4 Objectives of the study

The general objective of the study was to find out the influence of CDF projects on public primary schools performance in KCPE examination. The study was guided by the following specific objectives:

- i. To establish the extent to which CDF physical facilities influence school performance in KCPE Examination in Starehe Constituency.
- ii. To assess the extent to which CDF learning facilities influence school performance in KCPE Examination in Starehe Constituency.
- iii. To establish the extent to which CDF health related facilities influence school performance in KCPE Examination in Starehe Constituency.

1.5 Research Questions

The study was geared towards answering the following questions

- i. To what extent does the CDF physical facilities influence school performance in KCPE Examination in Starehe Constituency?
- ii. To what extent is the CDF learning facilities influence school performance in KCPE Examination in Starehe Constituency?
- iii. To what extent does the CDF health related facilities influence school performance in KCPE Examination in Starehe Constituency?

1.6 Significance of the Study

The study was of great importance to various stake holders:-

First the study findings would help the government of Kenya in deciding on whether to increase the allocation or remain at the current fraction.

Secondly, the findings would be a base for the government of Kenya to show to it's partners in Education and hence convince other donors to come into the assistance or partnership to fulfill the education dream which is vital for achieving vision 2030.

Thirdly, the findings would be used as a replica in other constituencies to elevate school performance in KCPE Examination.

Fourthly, the findings would be vital by adding to the existing body of knowledge in the subject of the influence of CDF projects on public primary schools performance in KCPE Examination in Kenya.

1.7 Limitations

The study faced the following challenges to its successful completion; first the study was limited to projects funded by the CDF in Starehe Constituency which represented just one of the areas covered by the CDF initiatives, therefore no generalization to wider population would be made. The study was also constrained by uncooperative respondents who in this case were teachers because they could not release any information without the authority from the director of education, City Council Education Department. To check on this, the researcher sought permission from the above named department in order to administer the questionnaires. The respondents were also assured that the information gathered was to be used purely for academic purposes.

1.8 Delimitations of the study

The study was restricted to cover the projects funded by CDF in Starehe Constituency. The extent to which these study findings would be applied to other public primary schools in the country would be an area to be confirmed by further research. The study focused on the topic of the influence of CDF projects on public primary school performance in KCPE Examination.

1.9 Assumptions of the study

The study was based on the following premises.

- i. That the respondents gave reliable information to enable credibility of the findings.
- ii. That the schools selected had benefited from CDF Kitty and had the characteristics studied.

1.10 Definition of Significant Terms

The section gave definitions of the significant terms as used in the context of this study.

Constituency : This is an area which is represented by one representative in parliament.

Constituency development fund: It is a decentralized fund which was established by the Kenyan government based on the belief that the local level government has a better understanding of the community needs.

The fund purpose is to address inequalities in development around the country.

- Physical facilities** : These are physical structures that make learning and teaching process run smoothly. They include perimeter wall and repair/renovation among others.
- Learning facilities** : These are facilities used by teachers and students for smooth teaching and learning to take place. They include classrooms and furniture.
- Health facilities** : In this study refer to facilities which not only lower the threats of the spread of illness but also convey a caring message to the students and teachers. They include construction of concrete drinking water tanks, provision of drinking plastic water tanks, construction of boreholes, drainage, physical education facilities e.g. balls & nets, individual and collective urinals, rehabilitation of swimming pools and construction of toilets among others.
- School performance** : This refer to the mean score index a school has attained Examination results are released by the Ministry of education.
- Project** : An activity with starting date, specific goals and conditions, defined responsibilities, a budget, a planning, a fixed end date and multiple parties involved.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

The chapter presented the relevant literature on the topic of study. The chapter began with section laying out the issue of fund utilization on school related projects to enhance school performance.

The chapter went on to present relevant literature concerning identified projects which were funded by CDF such as physical facilities, learning facilities and health related facilities. The chapter also presented the study's conceptual frame work, variable indicators frame work (operational frame work) and lastly the chapter summary.

2.2 Financial utilization in Education sector

If universal primary education, expansion of technical and vocational education and improvement in quality are to be fulfilled, a greater share of financial input is required for better learning environment in school (Turner, 1994). According to Beynon (1997) construction costs are made up of building materials, labour, contractor's overheads and contractor profits. On the other hand, construction quality is associated with durability and low maintenance costs. The basic rule of thumb is that one gets what one pays for (better quality buildings cost more) though poor construction supervision and poor workmanship can reduce the quality of a building without a concomitant reduction in costs. MOEST (2003) the government of Kenya noted that for equity to be attained is by directly targeting of resources to assist the poor. 'spending additional public resources on poor and undeserved districts and fewer resources on better off and well served districts would not only be more equitable but would also increase the effectiveness of public spending on Education'. In his words, Farombi (1998) opined that the wealth of a nation or society could determine the quality of education in that land; emphasizing that a society that is wealth will establish good schools with quality teachers, learning infrastructures that with such, students may learn with ease thus bringing about good academic achievement.

2.3 Physical Facilities and school performance in KCPE

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 and maintain, safe, clean and creative educational environment that are conducive to high achievements of the students. Physical facilities strive to give students a comfortable atmosphere in which they work and learn. In developing countries, low levels of learning among children can partly be attributed to poor or inadequate facilities of the schools. Physical facilities are the fundamental factors in better learning and achievements of the students. All facilities must be provided to the schools for the students' better, concrete, and real experiences.

Leeper et al. (1968) claimed that the child learns through concrete rather than abstract experience. Physical facilities help to enhance the learning of the students. Research has shown that availability of the physical facilities including boundary wall, dormitories and buildings have a significant positive influence on the performance of the students and their achievement.

The study undertaken by Shami and Hussain (2005) revealed that the availability of physical facilities in a school had a significance impact on students performance. In the context of school facilities, environment, in which the students learn is very crucial and without the suitable environment effective learning cannot take place. Bruce (2006), has rightly called the learning environment as the third teacher but it is important that the environment is not end in itself, we have to look at the settings. Space is an important factor in providing a rich environment for learning, but it is only significant to the degree that it assists in providing a suitable climate for learning.

Corcovan et al (1988) found that physical conditions have direct positive and negative effects on teacher morale, sense of personal safety, feelings of effectiveness in the classroom, and on the general learning environment. Building renovations in one district led teachers to feel a renewed sense of hope, of commitment, a believe that the district cared about what went on in that building. In dilapidated buildings in another district, the atmosphere was punctuated more by despair and frustration, with teachers reporting that leaking roofs, burned out lights and broken toilets were the typical back

drop for teaching and learning. Lower (1990) found that the ability to control classroom temperature is crucial to the effective performance of both students and teachers.

A research study conducted in the US context found that educational building conditions were hampering students' performance, and estimated that improved facilities could lead to a 5.5% to 11% improvement on standardized tests (Edward, 1991). In another study of school building design and student learning, Cash (1993) found that comfort factors appeared to have more effect on student achievement than did structural factors. High achievement was associated with schools that were air conditioned, enjoyed less noisy external environments, and where classroom furniture and student lockers were in good repair. More recent reviews have consistently found relationships between building quality and academic outcomes (Earthman & Lemasters, 1996, 1998; Schneider, 2002; Earthman, 2004; Higgins, Hall, Wall, Woolner, & McCaughey, 2005). The quality of school buildings has also been related to student behaviour which includes vandalism, absenteeism, suspensions, disciplinary incidents, violence, and smoking (Schneider, 2002).

A good school facility supports the educational enterprise. Research has shown that clean air, good light, and a small, quiet, comfortable and safe learning environment are important for academic achievement (Cash, 1993; Earthman & Lemasters, 1996; Lemasters, 1997; Lackney, 1999; Cotton, 2001; Schneider, 2002). The condition; adequacy and management of a school building are directly under the control of the school district and state, hence improving school facilities offers opportunity for improving academic performance. A study of the District of Columbia school system found the students' standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6% below schools in Fair condition and 11% below school in excellent condition (Edward, 1991).

McCuffey (1982) concluded that heating and air conditioning systems appeared to be very important factors, along with special instructional facilities (i.e science laboratories or equipment) and colour and interior painting in contributing to student achievement. Proper building maintenance was also found to be related to better attitudes and fewer disciplinary problems in one cited study. Research indicates that the quality of air inside

public school facilities may significantly affect students' ability to concentrate. The evidence suggests that youth, especially those under ten years of age, are more vulnerable than adults to the types of contaminants (asbestos, radon, and formaldehyde) found in some school facilities (Andrews & Neuroth, 1988). Jago, and Tanner (1999) found that adequate lighting and appropriate colour choice play a significant role in the achievement of students, affecting their ability to interpret the written word and their attention span.

Olutola (1982) stated that well sited school buildings with aesthetic conditions contribute to achieving higher educational attainment by the students. William (1973) succinctly said that school buildings are very vital input to educational system, emphasizing that even though they do not teach but their use may facilitate or impede learning. However, he did not see school building as one of the critical variables affecting school academic achievement because he found no evidence to show that an expensive school building would necessary improve academic achievement. The recent accumulation of research data is revealing that physical facilities are a fundamentally important factor in both school attendance and achievement (Beynon, 1997). Mwamwenda and Mwamwenda (1987) study on the effects of school physical facilities on examination performance of pupils in Botswana, revealed that the availability of physical facilities had a direct link with pupils performance in examinations.

Fuller (1990) in a review of the international research on environment and learning, concluded that physical facilities are important, though the evidence is less convincing for the UK and USA than it is for developing countries. Nevertheless (Cash, 1993) has shown that there are cases in the USA where incomparable environments, students who attend well-maintained schools which have a good appearance have higher achievement rates than do those who attend poorly maintained buildings. In their study (Govinda and Varghese, 1993) noted that many Indian schools without their own building and which held classes under the trees or in space borrowed from other schools or from other users tended to have poor attendance and those who did attend were inclined to have a poor academic performance. The overall conclusion is that while school building do not teach (parents, teachers, textbooks and supplementary learning materials do) soundly built, well maintained and adequately furnished and equipped buildings have a profoundly positive effect on both participation and achievement rates.

2.4 Learning Facilities and school performance in KCPE

Naseer and Saeed (2007) found in the Pakistani context that there is a strong relationship among school size and class size and students' achievement. Class size research, most notably the longitudinal research represented by the Tennessee student / Teacher Area Ratio STAR project and the follow up lasting benefits study, pointed directly to a social and physical link to achievement (Achilles, 1992; Finn & Achilles, 1990). Project STAR followed 6,500 children from kindergarten through third grade. Children in smaller classes (13-17 per room) out performed those in regular - sized classes (22 – 25 per room) as measured by test scores such as the Stanford Achievement test.

Adequate provision of school learning facilities in relation to the students' population is important because the quality of education that our children receive is affected by the availability or non-availability of learning facilities (Adesina, 1990). Further more, provision of necessary facilities in schools provides a challenging environment for students to learn and for effective teaching by the teachers. (Bolorunduro, 1998). On the other hand, lack of adequate facilities such as text books, ill equipped classrooms, laboratories, workshops and library are among the probable causes of student's poor performance in examinations (Olubor, 1998).

According to Akande (1985) learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio visual, software and hardware of educational technology, so also, size of classroom, sitting position and arrangement availability of tables, chairs, chalk boards, shelves on which instruments for practical are arranged (Farrant, 1991; and Farombi, 1998). According to Oni (1992) learning facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system including education. He further stated that their availability, adequacy and relevance influence efficiency and high productivity.

Writing on the role of learning facilities in teaching, Balogun (1982) submitted that no effective science education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem solving skills and scientific

attitudes. In their contribution, Ajayi and Ogunyemi (1990) reiterated that when learning facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students. Commenting on why high academic attainment is not in vogue in Nigeria, Adesna (1981) identified poor and inadequate learning facilities, obsolete teaching techniques, overcrowded classrooms among others, as factors throwing more light on school learning facilities and moral guiding provision. Fabunni (1997) asserted that school learning facilities when provided will aid teaching learning programme and consequently improve academic achievement of students.

Wilcockson (1994), Lawal (1995), Ajayi (1996), and Suleiman (1996) have variously identified the significance of facilities in teaching and learning spheres. We can say that absence or poor (and or deteriorating) quality of educational facilities can affect academic performance. Gamoran (1992) however, holding a contrary view noted that facilities, teachers' salaries, books in the library and the presence of science laboratory, had little impact on variation in student achievement once student background variables had been taken into account. This statement connotes that before such student could perform well in higher educational level, he must have been groomed or cushioned by availability of resources in his elementary days upon which he now uses as spring board.

According to Hallak (1990), facilities form one of the potent factors that contribute to academic achievement in the school system. They include classroom, libraries, laboratories, furniture and other instructional materials. He went further to say that unattractive school buildings and overcrowded classrooms among others contribute to poor academic attainment. In another development, Aliyu (1993) as cited by Johnson 1998 found that there was no significant difference between students in secondary schools with and without adequate instructional facilities. However, he submitted that instructional facilities were indispensable to academic achievement of students in English language, Mathematics, Biology and Geography while students could perform well in other subjects without adequacy of sophisticated instructional materials. He concluded that the effect of instructional facilities on students' academic achievement is

more felt 'in pure and social sciences. Many research findings have shown that the success of any educational endeavor rest on the availability of learning facilities.

An investigation conducted in Nigeria by Urwick and Janaida (1983) formed the conclusion that facilities like separate classrooms, students' desks among others, determine the very organization of teaching / learning activities and these factors do influence learner achievement. Research in India indicate that the existence of school desks and to a lesser degree school building, are important if a school is going to be a success (Varghese, 1995). Other researchers have conducted investigations and have provided empirical evidence to support the theory that in developing countries, low levels of learning among children can be partly attributed to poor and inadequate learning facilities in school (Heyneman, 1980).

According to Meir (1965). In his study on education man power and Economic growth in Havard University, U.S.A noted that, Kenya invests in education heavily because of the belief that an educated skilled labour force is a necessary condition for sustained economic growth in terms of productivity. He asserts that, adequate provision of classrooms, laboratories and libraries, among others lead to smooth learning process hence good performance, while lack of them put a lot of hurdles on the learning process thereby impacting negatively on performance. A study conducted by Hynemann and Loxely (1983) on the effective of primary school quality on academic achievement across 29 high school and low income countries showed that a school library has a significant effect on the learner's academic performance. A Kinsolu (2010) in his study on teacher and student academic performance in Nigerian secondary schools pointed out that, there is a significant relationship between enrolment, utilization of classrooms provided for teachers, learning activities and student academic performance.

Eshiwani (1983) in a study on factors influencing performance among primary and secondary school pupils in Western province of Kenya concurs that, schools that had the best learning facilities were among the high achievers and those that had inadequate facilities formed poorly in national examinations. He further concluded that, the presence or absence of learning facilities distinguishes high achieving and low achieving schools. Gakuru (1982) study on factors that influence the achievement of

primary education objectives in Nairobi also indicated that the condition of school building was an important aspect in learning. The teachers in classrooms with lockable doors and windows were able to leave their teaching aids in the class for long without fear of either damage or theft. Those without lockable doors and windows experienced storage problems.

Maengwe (1985) in his study on factors influencing poor performance in rural areas, Kisii, Kenya also noted that over crowding in classrooms affected learning. Children crowded in class found it hard to write, while teachers also found it hard to move round to reach all students where they sit working on their assignments. This inability meant that teachers could not mark the student's work as they continued working on them. In Kenya, the Population Council of Kenya and the Ministry of education (1997) carried out a study to find out the effects of material inputs on the performance of students in single sex and mixed secondary schools. The material inputs looked at were libraries, laboratories and science room. An examination of these in selected schools revealed that single sex secondary schools were better equipped than mixed schools. Shortage of the necessary material input was therefore identified as one of the factors effecting performance. Otieno (2009) study in Gusii Schools in Kisii District found that in schools where physical facilities such as laboratory, library among others were not available, the students performed poorly in national examination especially in science subjects.

2.5 Health Facilities and school performance in KCPE

The primary environment policy and management objectives of every school facility should be that of taking whatever steps are necessary to create a "sense of well-being". By definition, this is a healthy environment. "Healthy been the state of complete physical, mental, and social well being". Successful school must radiate a sense of well-being which is the essence of health. When a school environment is transformed from a state of hopeless deterioration to a healthy condition, attitudes of the students, teachers, parents, and surrounding community turn energetically positive so as to allow for effective teaching and learning (Berry, 2002).

According to (Hesselbarth, 2005), water supply and sanitation are essential for human health and survival, for food security and empowerment of women as well as the

education of girls, for reduction in production of girls, for reduction in productivity losses due to morbidity and malnutrition, for the management and protection of natural resources. He further asserts that improved water supply and sanitation facilities exert their positive impact on primary education through several channels. Relieving girls from their water fetching duties can improve their school attendance as can the installation of separate sanitation facilities at the schools. Both boys' and girls' school attendance and educational achievements improve significantly with reduced health-risks and better nutritional status from improved water supply and sanitation as well as reduced injuries and strain from water carrying, in particular for girls. Chronic early childhood diarrhea can result in permanent effects on brain development with the resulting impact on a child's learning achievements.

His assertions were supported by John Dams, Jamie Bartram, Yves Chartier, and Jackie Sims (2009) who noted that adequate provision of water supply, sanitation, hygiene and waste management in schools has a number of positive effects. The disease burden among children, staff and their families is reduced; healthy children in healthy environments learn more efficiently; there can be greater gender equality in access to education and meeting hygiene related needs; educational opportunities are created to promote safe environments at home and in the community; and school children can learn and practice life long positive hygiene behaviours. This is in line with international policy environment which increasingly reflects these issues. Providing adequate levels of water supply, sanitation and hygiene in schools is of direct relevance to the Millennium Development Goals (MDG) on achieving universal primary education, promoting gender equality and reducing child mortality. It is also supportive of other goals, especially those on major diseases and infant mortality.

In schools with access to water and sanitation facilities, teachers engage pupils frequently on discussions about health; this promotes teaching and learning thus increasing student's chances of excelling in their academics. It has also been proved that healthy schools improve national academic performance (APHRC, 2011).

Study on Diet & Nutrition done by Taras (2005), Galal & Hulett (2003), Kretchmer (1996), and Meyers (1991) found that under-nourished children have decreased school attendance, less attention, and lower academic performance, and also experience more

health problems compared to well nourished children. On the other hand, cognition, concentration and cooperation are enhanced when students are healthier.

According to Molla (2004), and Lantz (1998) on their study on Education and Health, concluded that more formal education is associated with lower death rates and therefore interventions that reduce school dropouts by improving the health of students can improve educational attainment.

Ogundare (2002) on his research on physical education and cognitive development noted that “A sound mind in a sound body” is a popular phrase originating from renowned philosophers. There is no doubt that the functional ability of the mind is influenced by the health and care of the body. The Gestalt Psychologists (Hall and Lindsey, 1959) asserted that “the human organism behaves as a unified whole and not as a series of differential parts”. Kephart (1960), in analyzing the slow learners in the class room situation, observed that the learning difficulties experienced may be explained by a perceptual motor break down since all behaviours are basically motor in nature.

Theories on perceptual-motor concept formation are built on the assumption that perceptual motor training, which takes advantage of the relationship between sensory processes and motor responses, act through the cortex and the lower brain centres to improve perceptual and motor functions. The rationale is that motor performance stimulates the central nervous system to such an extent that underdeveloped, dead, or dying cells will either be rehabilitated or their function assumed by other or newly generated cells. He further adds that, research efforts have shown modest positive relationship between academic success and athletic performance. After a thorough review of researches on various physical fitness variables and academic success, mental ability measures and standard achievement tests, Kirkendall concluded that there was generally a moderate positive relationship between motor performance factors (especially balance and coordination) and intellectual performance (Kirkendall, 1986).

The warfare in the mind strongly influences human behaviours, perceptive ability, judgment, and interpretation of situations. For example, in a game situation, where the ball has to be advanced to advantageous positions while tackling, dribbling or feinting to avoid opponents interception, coupled with the intent to shoot for a goal within few

seconds, requires a combination of mental exercises or stimulation that could only be achieved in a sporting or game situation. Thus, the process of making adaptive decisions to solve motor problems, the mental qualities such as spatial relations, rhythmic and timing Judgment, Kinesthetic memory and concentration needed, are readily developed through physical activities. This psychomotor training experience improves interpretative, judgmental and perceptual qualities required for mental processes in diverse life application (Kirkendall, 1986).

Research has shown that “athletes tend to exceed comparable non-athletes in their achievement of educational goals” (Philips, 1971). Although this research was performed in the late 1960’s and focused solely on boys, the theoretical concepts of Philip and Schafer’s study, seem to remain true today. The theory that athletes excel in academic endeavors as well as athletic ones, was described as the direct result of the cultural influence imposed by team members, coaches, and the overall sports cultural formed by sports teams. Schafer indicated “athletes are less likely to be deviant than comparable non-athletes,” and argued that “there must be some influences in athletics that deter boys from engaging in delinquent behaviours such as smoking, drinking, maintaining late hours, wearing beards or long hair, breaking laws, or disrupting the community (Schafer, 1969). Schafer further conclude that playing sports influences students to see school as a positive experience deterring them from rebelling against it. Together, Philips and Schafer argued that the influence is due to the “subculture” that exists in the world of sports.

Twenty years following Philip and Schafer’s research, trends of student athletes doing well in school was noted by another researcher. Chambers (1991), in a review of the effect of students’ participation in sports, concluded “academic achievement can be fostered through sports”. He linked this fostering of academic achievement to the influences of coaches as well as the heightened self esteem which he found was a result of playing sports. Chambers noted that in most cases of his review of empirical research, students who played sports experienced fun, which lessened feeling of stress and anxiety. He went on to state that this fulfillment leads to “a greater perceived competence which aids student athletes in academic endeavors as well.

In the 1990s, a new program known as promoting Achievement in school through sport (PASS) was added to the curriculum of several California high schools over a four year period. The program was a year-long intervention that used sports in an effort to improve academic achievement. The rationale behind the study was based on the American Sports Institute's (ASI) position that, there are positive aspects of the sports culture which can provide an environment in which students want to be in school, want to learn, and ultimately enhance learning (PASS, 1996).

This view contradicted the traditional notion of the time that at best, sports should take a back seat to academics, or at worst that sport may impede academic success if they take priority over academics (PASS, 1996). The notion of a positive sports culture was the sole basis for this program despite the latter opinion, and indeed had promising results. The programme had an integrated curriculum whose interdisciplinary aspects included language arts, social studies, philosophy, and physical education. It focused on self-esteem, responsibility and leadership, all aspects seen by the ASI to be derived from sports participation. The program results revealed 47% more PASS students improved their grades than students in the control group, with twice as many PASS students increasing their GPA by a full point.

Vansteenkiste, Lens, and Deci (2006) in their review of academic motivation. Controlled motivation, one component of motivation, was described by Vansteenkiste et al. (2006) as "involving the experience of being pressured or coerced". This component of motivation falls under extrinsic motivation, defined as participating in an activity to reach an outcome that is separate from the activity itself (Vansteenkiste et al., 2006). This being said, one could argue student athletes do well in academic endeavors, not for the sake of education, but rather to reach an outcome that is separate from academic altogether... sports eligibility.

The role of physical exercise in health promotion and maintenance cannot be over emphasized. In ancient times as far back as 2698BC., the Chinese used Kungfu gymnastics as means of improving health. The same is true for some other sports such as yoga. Researchers have shown that sports exercises have prophylactic and therapeutic effects on heart and lung related diseases, stroke, obesity, as well as other degenerative diseases and postural malformations (Fox and Mathews, 1981;

Sharkey,1997; Aahperd, 1999). Lack of physical activity may predispose individuals or aggravate their conditions in any of these diseases. Exercise of various forms and degrees are often required to rehabilitate and manage these ailments for curative purposes.

In conclusion, participating in sport may lead to experience, attitudes, self-perceptions, and treatment that enhance the academic role for reasons such as if one is participating in sport there may be an increased interest in the school, including academic activities, to maintain athletic eligibility the athlete is motivated to perform at a higher academic level, athletic success may lead to a heightened sense of worth that spills over into academic achievement, coaches, teachers, and parents taking a personal interest in athletes, including their classroom performance, athletic participation may lead to membership in the elite peer groups and an orientation toward academic success and lastly but not least, the athlete may have the hope or expectation of participating in athletics in college

(Pilot Study, 2008).

In Snyder and Spreitzer's study, they investigated the above six key concepts noted above. They surveyed 11,995 male seniors from 1100 Public and private high schools, using the control variables of socio economic status, parent – adolescent relations, and cognitive development, all explicitly defined in their study. Prior to their study, Snyder and Spreitzer (1990) had found other research that claimed that student athletes performed equally as well as or better than their non-athlete peers in high school. From these findings, they questioned why is it that athletes succeed in school and based their study on this question. They believed it to be the six factors described above, and constructed their survey to evaluate the impact of these factors on student athlete behaviours. The results supported their prior findings that athletes do equal or better in school than their non-athlete counterparts. They also stated that sports, attitudes, self perceptions, and treatment of athletes (Snyder and Spritzer, 1990) were the reasons for academic success.

2.6 Research gap

Studies on CDF conducted outside Starehe constituency and even those conducted within the Starehe constituency had not focused on finding out the influence of CDF projects on Public primary schools performance in KCPE Examination.

Owuor (2009) who undertook a study on factors influencing management of constituency development fund projects in Ainamoi constituency, Kericho district, used survey research design for his study while his target population was the population of Ainamoi constituency.

Omondi (2007) study on CDF in Siaya which focused on the constraints of CDF allocation to secondary students in Ugenya and Gem Constituencies. His study was guided by the classical liberal theory of equity of opportunities and social Darwinism. His target population was secondary schools principals, students and the DDO.

Ochieng (2007) addressed the effectiveness of CDF monitoring and evaluation tool by the CDC and beneficiaries in Kisumu district. His theories were based on monitoring and evaluation. He used both qualitative and quantitative techniques but his target population was specifically the CDC and project management committees.

Odhiambo (2007) measured the effectiveness of the CDF in poverty reduction. His study target population included house holds, CDC, Chiefs and DDO. His data collection methods included interviews, Questionnaire, focus group discussion and documentary records.

Mapesa (2006) did an assessment of the management and utilization the CDF in Kenya with reference to Limuru, Kijiado Central, Machakos town, Kangundo and Makadara constituencies.

Korote (2007) who undertook a study on the role of locals in management of CDF in Sabatia Constituency, adopted a survey research design and his target population was location opinion leaders. He used questionnaire to collect data.

On contrary, this research was about the influence of CDF projects on public primary schools performance in KCPE Examination with a focus on Starehe Constituency, Nairobi County. The study was significant as it generated research evidence needed to help the government of Kenya in deciding whether to increase the allocation or remain at the current fraction and also the findings would be used as a replica in other constituencies to elevate school performance in KCPE Examination.

2.7 Conceptual Frame work

A conceptual frame work is very important in any research study being undertaken. The conceptual framework in figure 1, shows the relationship between the dependent variable and the independent variables. The independent variables were factors which influenced the dependent variable in the study.

Here, the researcher determined what dependent variable to measure. This was measured through questionnaire items. The independent variables became the parameters that would be measured and their effect on the dependent variable determined. From the literature reviewed the study categorized the CDF funded projects that influence school performance in KCPE Examination into three categories namely; physical, learning and Health related facilities. These became the independent variables for the study. These facilities were conceptualized to determine whether they influence school performance in KCPE Examination.

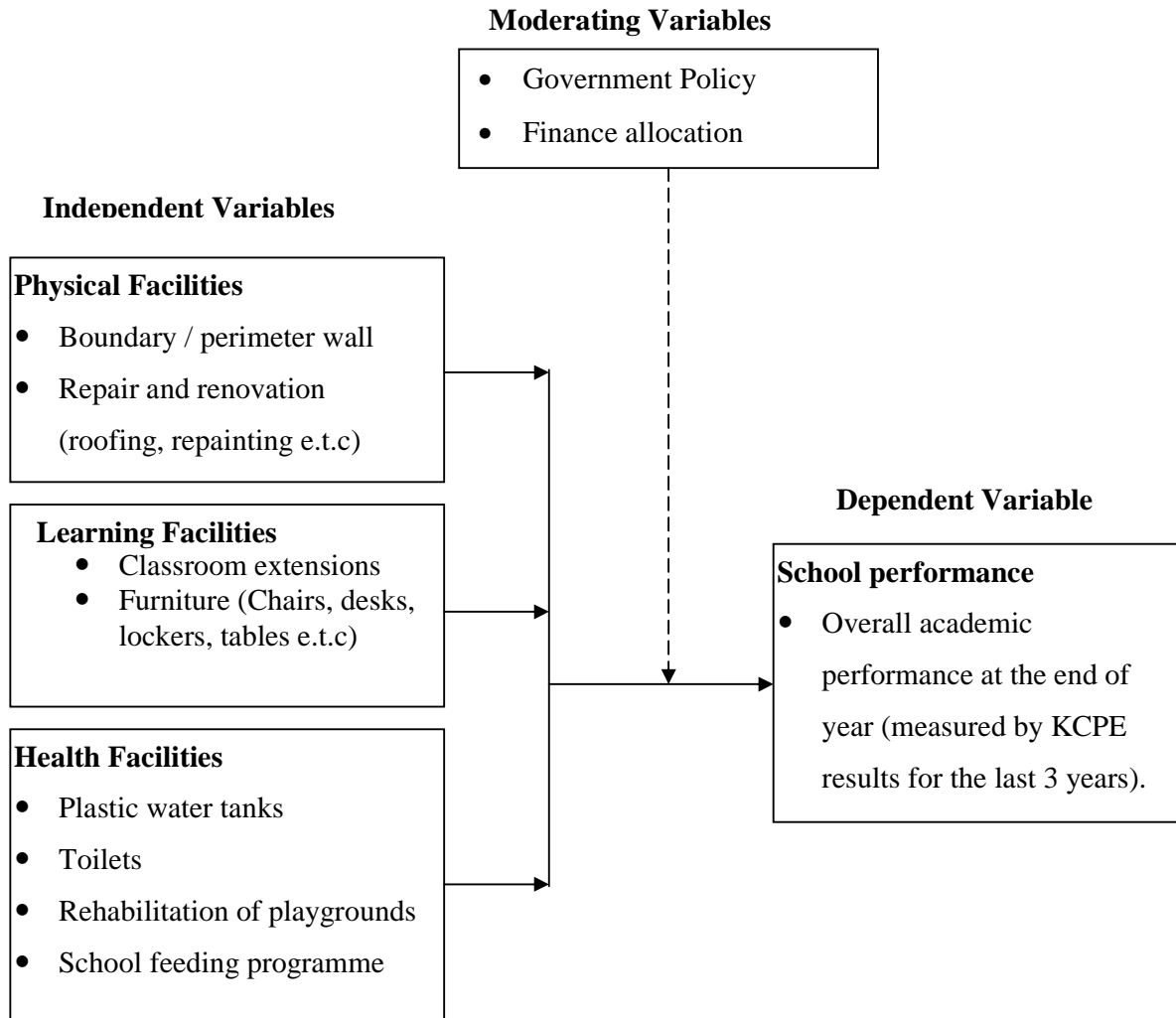


Figure 1: Conceptual Frame work

2.8 Chapter Summary

The chapter reviewed the relevant literature in relation to the research questions presented in the study. It identified the influence of CDF projects on public primary schools performance in KCPE Examination under three headings namely physical facilities, learning facilities, and Health related facilities. The literature was based on global, regional and also Kenyan cases. The following chapter describes the methodology used to carry out the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section discussed the methodology used in collecting the study data. The elements included research design, target population, sample size and sampling procedure, data instruments, validity of the research instruments, reliability, data collection procedures and data analysis procedure.

3.2 Research design

The purpose of the study was to find out the influence of CDF projects on public primary schools performance in KCPE Examination in Starehe Constituency.

To achieve this, a descriptive survey design was chosen. The descriptive method was chosen because according to Best (1970), It is concerned with conditions or relationships that exist, practices that prevail, beliefs, point of view or attitudes that are held, processes that are going on, effects that are being felt or trends that are developing.

Indeed, Jacobs & Chesser (1996) have defined survey research methodology as a technique in which detailed information concerning social phenomena are collected by posing questions to respondents so that it becomes possible to find reasonable explanations. According to Ray (1988), the findings of a survey help researchers to explain social phenomena with confidence. A survey research aims at generating ideas and explanations, rather than testing them

In addition, Marion and Cohen (1998) explain that survey serve the purpose of describing the nature of existing conditions and determine relationship between specific events. Therefore, the use of survey was appropriate because the study intended to report and describe the way things were with confidence in terms of the influence of CDF projects on public primary schools performance in KCPE Examination.

3.3 Target Population

The study population was the twenty eight public primary schools in Starehe Constituency with a total population of 541 teachers. The study targeted the teachers of these public primary schools in Starehe constituency.

3.4 Sample Size and Sampling Procedure

Sampling is a procedure where a fraction of the data is taken from a large set of data, and the inference drawn from the sample is extended to the whole group. The study utilized both simple random sampling and purposive sampling.

According to Mugenda and Mugenda (1999) a sample size of 10-15% is enough for a survey. The study choose 15% of the teachers to make the sample size. The calculation of the sample size was done as shown below. The twenty eight primary schools had total population of 541 teachers including head teachers. 15% of 513 (excluding head teachers) led to $(0.15 \times 513) = 76.95$ which when rounded off equal 77 teachers in the twenty eight schools. Therefore each school produced $(\frac{77}{28})=2.7$ and when rounded off is equal to 3 teachers, hence total number of teachers was $(3 \times 28) = 84$ teachers which when added to 28 headteachers led to a total of 112 teachers, hence a sample size of 112 respondents.

The selection of 3 teachers was done through simple random sampling where the researcher got the list of all the teachers then assigned them numbers, after which the numbers were placed in a container and then picking any number at random. The subjects corresponding to the numbers picked were included in the sample. On the other hand, head teachers were chosen purposefully in order to provide indepth information concerning the variables under study.

3.5 Data Collection Instruments

Questionnaires with closed and open questions were used for data collection. The good thing with closed questions was their ease of analysis. Questionnaires which were useful in reaching a large group of respondents within a short time and with little costs according to (Gay, 1996) was used in collecting research data from teachers hence easing time taken to collect the data in addition to cutting the cost of collecting the data.

In addition, cross checking documented records of school performance in KCPE for the last 3 years was done to seek conformity of the information given by the informants.

3.6 Validity of the Research Instruments

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. According to Saunders, Lewis and Thorn hill (1996) before using your questionnaire to collect data it should be tested. Prior to data collection, the questionnaire was tested by conducting a pilot survey on three public primary schools, in the neighbouring Kamukunji constituency to ascertain its content validity. The purpose of the pilot survey was to check the appropriateness of the language used in the Questionnaire as well as determine the difficulty of the items in the instruments. The researcher then made the necessary adjustments on the tools thus improving the level of instruments' validity.

3.7 Reliability of the Research Findings.

Reliability is the extent to which results are consistent over time and an accurate representation of the total population under study (Mulusa, 1990).

Nachmias and Nachmias (1976) recommended split-half method to measure reliability of a test to be used. The instruments during pilot survey were split into two subtests one consisting of odd numbered items / Questions and the other made of all even numbered items. The scores of all the odd numbered and even numbered items of the responses in the pilot survey were computed separately. The odd numbered scores for all items was then correlated with the even numbered scores using the Pearson's product moment correlation coefficient. The correlation coefficient obtained represented the reliability of only one half (½) of the instrument. In order to obtain the reliability of the entire instrument, the Spearman Brown prophecy formula indicated below was used.

$$Re = \frac{2r}{1+r}$$

Where Re = reliability of scores on total test and r = reliability for ½ (half) test.

3.8 Data Collection Procedures

The researcher sought permission from Nairobi City Council education office in order to collect data in public primary schools included in the sample size. After receiving the permit, the researcher carried out pilot survey on three public primary schools in the neighbouring Kamukunji constituency. This was followed by a visit to the twenty eight schools and the purpose was to brief the head teachers about the researcher and the topic under study, then an appointment was booked for the administration of the questionnaires. The questionnaires were distributed personally to the respective schools and picked the following week by the researcher.

3.9 Data Analysis Techniques

The study used both quantitative and qualitative methods of data analysis. To ensure easy analysis, the questionnaire items were coded according to each variable of the study to ensure the margin of error was minimal and ensure accuracy during data analysis.

Descriptive statistics which enable the researcher to reduce a large mass of data to simpler, more understandable terms hence making it easier for an observer to understand the data, was used (Gay, 1996). The descriptive statistics utilized in this study included mean, frequencies and percentages that are used to describe information with more scores.

The analysis was done with the help of statistical package for social sciences (SPSS) program. Data was coded in order to generate frequencies such as mean scores and percentages. These were presented using tables to give a clear picture of the research findings at glance. This was enhanced by offering a narrative explanation as outlined below in the next page:

Table 3.1 Operationalization of the Variables

Objective	Variable	Indicator	Measure	Scale
	Physical facilities	Boundary / Perimeter wall	No. of boundary / perimeter walls	Nominal
		Repair /renovation.	No. of repair /renovation	Nominal
	Learning Facilities	Classroom	No. of classes	Nominal
		Furniture	No. of furniture	Nominal
	Heath Facilities	• Plastic water tanks	No. of plastic water tanks	Nominal
		• Toilets	No. of Toilets	Nominal
		• Rehabilitation of Play rounds	No. of play grounds rehabilitated	Nominal
		• School feeding program	Amount of food staffs given	Nominal
	School performance	• Overall academic performance at the end of year.	KCPE results	Ordinal

3.10 Chapter Summary

The chapter described the methodology that was used in carrying out the study. The research design was descriptive study in nature focusing on projects funded by the CDF. The population was the 28 public primary schools in Starehe Constituency. The sample size, the sampling procedure and questionnaire as a primary data collection instrument were also described. The chapter also indicated the procedure involved in data analysis and presentation.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This study investigated the influence of CDF projects on public primary schools performance in Kenya Certificate of primary education (KCPE) examination in Starehe constituency, Nairobi Country. The chapter begins with first, study respondent rate and then personal information of the respondents which is analysed and presented in frequency tables and their interpretation in the background information. There were three specific objectives which guided the study, namely; the extent to which CDF physical facilities, learning facilities and health related facilities influence school performance in KCPE Examination. Since it is not continuous date, mean of all independent variables are calculated to indicate the extent to which each kind of CDF project influence school performance in KCPE Examination.

4.2 Response rate

The researcher administered 112 questionnaires to the respondents, out of which 84 were returned hence constituting to seventy five (75%) response rate.

4.3 Personal information

The researcher sought the personal information of the respondents. This information was given in terms of gender, age, highest academic level and duration of years in the school. This information was analysed and presented in Tables 4.1, 4.2, 4.3 and 4.4 respectively and interpretation made based on each Table as shown below.

4.3.1 Gender

Table 4.1: Gender of the Respondents

Gender	Distribution	
	Frequency	Percentage (%)
Male	29	34.5
Female	55	65.5
Total	84	100

As shown in Table 4.1, Female were more than male by 31%. This implies that more female participated in the study as compared to their male counterpart respondents.

4.3.2 Respondents Age

Table 4.2: Respondent's Age

Age	Distribution	
	Frequency	Percentage (%)
25-30 years	3	3.6
31-35 years	6	7.1
36-45 years	35	41.7
46 years and above	40	47.
Total	84	100

From the Table 4.2, 47.6% were drawn from the 46 years and above bracket, 41.7% were aged between 36- 45 years, 7.1% from the 31-35 years bracket while 3.6% were from age bracket 25-30 years.

4.3.3 Highest academic level

Table 4.3: Highest Academic qualification of the respondents

Academic Level	Distribution	
	Frequency	Percentage (%)
P2 teacher	2	2.4
P1 teacher	22	26.2
Approved teacher 4	8	9.5
Approved teacher 3	2	2.4
Diploma teacher	15	17.9
Untrained graduate	2	2.4
Trained graduate	32	38.1
Masters in counselling	1	1.2
Total	84	100

As indicated from the Table 4.3, 38.1% were trained graduates, 26.2% were P1 teachers, 17.9% were diploma teachers, while P2 teachers, approved teacher 3 and untrained graduate each constituted 2.4%, 9.5% were approved teacher 4 and only 1.2% had masters in counseling.

4.3.4 Teachers duration of years in the school

Table. 4.4: Teacher Duration of years in the school.

Duration of years	Distribution	
	Frequency	Percentage (%)
1 year	8	9.5
2 years	16	19
3 years	14	16.7
4 years	12	14.3
5 years	13	15.5
Over 5 years	21	25
Total	84	100

The study sought to establish how long a teacher has been in a particular school hence been knowledgeable about the topic under study. Its clear from the Table 4.4 above that, majority of teachers constituting 25% were in the school for more than 5 years, 15.5% have been there for 5 years, 14.3% for 4 years, 16.7% for 3 years, 19% for 2 years and 9.5% had been in the school for only one.

4.4 Physical Facilities.

In this section, the researcher sought to gather information on the type of physical facilities funded by the CDF in the schools from the list given. Table 4.5 below shows schools that benefited from physical facilities.

Table 4.5 Physical Facilities

School Name	Perimeter Wall	Quantity	Repair & Renovation	Quantity
Ndururuno primary	√	1		
Salama Primary	√	1		
St. Clevers Primary	√	1	√	1
Daima Primary	√	1		
Park Road Primary	√	1		
St. Teresa's Primary	√	1		
Islamia Primary			√	1
Pumwani Primary	√	1		

Key: √ denotes CDF project in the School and also in subsequent tables.

From Table 4.5, Ndururuno, Salama, Daima, Park Road, St. Teresa’s and Pumwani benefited from perimeter wall, while Islamia benefited from repair/renovation only. On the other hand St. Clevers benefited from both perimeter wall and repair/renovation.

4.5 Learning Facilities

In this section, the researcher sought to gather information on the type of learning facilities funded by the CDF in the schools from the list given. Table 4.6 shows the schools that benefited from learning facilities.

Table 4.6: Learning Facilities

School Name	Classroom	Quantity	Furniture	Quantity
SSD primary			√	30 Desks
Mathari Primary	√	4 classes	√	50 Desks
Kiboro Primary	√	4 classes	√	200 Desks
Parklands Primary			√	100 Desks
Pangani Primary			√	25 Desks
Dr. Aggrey Primary			√	50 Desks
Ainsworth Primary			√	50 chairs & 50 lockers
Juja Road Primary			√	80 desks
Daima Primary			√	1 office table
Park Road Primary			√	50 chairs & 50 Lockers
Racecourse Primary			√	100 desks
Muslim Primary	√	2 classes		
St. Teresa’s Primary	√	4 classes	√	200 chairs & 200 Lockers
Valley Bridge Primary			√	100 desks
Islamia Primary			√	50 chairs & 50 lockers

As indicated from Table 4.6, SSD, Parklands, Pangani, Dr. Aggrey, Ainsworth, Juja road, Daima, Park Road, Racecourse, Valley Bridge, and Islamia benefited from furniture while Mathari, Kiboro and St. Teresa’s benefited from both classrooms and furniture. On the other hand, Muslim primary benefited from classroom only.

4.6 Health related Facilities

This section solicited information on the type of health related facilities in the schools.

Table 4.7 below shows the schools that benefited from health related facilities.

Table 4.7 Health related Facilities

School name	Provision of plastic water tanks	Quantity	Toilets	Quantity	Rehabilitation of play ground	Quantity	School feeding programme	Quantity
Huruma Primary							√	30 bags of maize and 5 bags of beans
Racecourse Primary	√	2						
Dr. Aggrey primary	√	4	√	2			√	20 bags of maize and 3 bags of beans
Salama primary					√	1	√	24 bags of maize and 4 bags of beans
Ndururuno primary			√	4			√	32 bags of maize and 5 ½ bags of beans
Kiboro primary							√	34 bags of maize and 6 bags of beans
Mathari primary	√	1	√	1				
Pumwani primary							√	30 bags of maize and 5 bags of beans
Murang'a Road primary	√	1						

From Table 4.7 above, all the schools apart from Racecourse, Mathari and Murang'a Road benefited from school feeding programme, Dr. Aggrey benefited from three projects while Salama, Ndururuno and Mathari benefited from two projects each and only Salama out of all the schools benefited from rehabilitation of playground.

4.7 School performance

This section sought perceptions of the respondents regarding the influence of CDF project(s) on school performance in KCPE Examination. A four point likert scale ranging from "1=strongly disagree", "2=disagree", "3= agree," and "4 = strongly agree" was used to rate the CDF funded projects in the schools and perception of each project was outlined in the Table 4.8 below.

Table 4.8: Perceptions of the Respondents regarding the influence of CDF project (s) in the schools.

Statements	Strongly Disagree		Disagree		Agree		Strongly Agree	
	F	%	f	%	f	%	f	%
Classrooms constructed by the CDF have influenced schools performance in KCPE Examination	0		1	6.25	12	75	3	18.75
Furniture Provided by the CDF have influenced School performance In KCPE Examination	5	8.9	10	17.9	37	66.1	4	7.1
Perimeter wall constructed by the CDF have influenced school performance in KCPE Examination	5	17.9	8	28.6	12	42.8	3	10.7
Repair and Renovation done by the CDF have influenced school performance in KCPE Examination	0		1	12.5	6	75	1	12.5
Provision of plastic water tanks by the CDF have influenced school performance in KCPE Examination	0		0		16	100	0	
Construction of toilets by CDF have influenced school performance in KCPE Examination	1	6.3	4	25	11	68.7	0	
Rehabilitation of Play ground by the CDF have influenced School performance in KCPE Examination	1	25	1	25	2	50	0	
Provision of school feeding programme by the CDF have influenced School performance in KCPE Examination	2	8.3	3	12.5	18	75	1	4.2

Key: f denotes frequency

As indicated in Table 4.8 above, 6.25% of the respondents disagreed that classroom had influenced school performance in KCPE Examination, 75% of the respondents agreed while 18.75% of the respondents strongly agreed.

From the Table 4.8, 8.9% of the respondents strongly disagreed that furniture provided by CDF fund had influenced school performance in KCPE Examination, 17.9% disagreed, 66.1% agreed and 7.1% strongly agreed that indeed furniture provided by CDF had influence school performance in KCPE Examination.

17.9% of the respondents in Table 4.8 strongly disagreed that perimeter walls that had been constructed by CDF influenced school performance in KCPE Examination, 28.6% disagreed, 42.8% agreed, while only 10.7% strongly agreed with the statement.

75% of the respondents in Table 4.8 agreed with the statement that CDF repair and renovation in the school had influenced school performance in KCPE Examination, 12.5% strongly agreed with the statement while 12.5% disagreed that repair and renovation had influenced school performance in KCPE Examination.

100% of the respondents in Table 4.8 who benefited from provision of plastic water tanks by CDF anonymously agreed with the statement that indeed CDF plastic water tanks had influenced school performance in KCPE Examination.

6.3% of the respondents in Table 4.8 strongly disagreed that CDF toilet funded projects had influenced school performance in KCPE Examination, 25% disagree, while 68.7% agreed with the statement.

25% of the respondents in Table 4.8 strongly disagreed that the rehabilitation of the play ground had influenced school performance in KCPE Examination, 25% disagreed with the statement and only 50% of the respondents agreed.

8.3% of the respondents in Table 4.8 strongly refuted that CDF school feeding programme had influenced school performance in KCPE Examination, 12.5% disagreed, while 75% agreed and only 4.2% of the respondents strongly felt that indeed

the CDF school feeding programme had influenced school performance in KCPE Examination.

4.8 The extent to which CDF funded projects; that is physical facilities, learning facilities and health related facilities influence school performance in KCPE Examination.

To establish to what extent the CDF physical facilities, learning facilities and health related facilities influence school performance in KCPE Examination, the mean of each CDF project perception was calculated and presented in the Table 4.9 below.

Table 4.9: The mean Perception of CDF projects on school performance in KCPE Examination

Type of CDF project	Frequency	Mean
Classrooms	16	3.13
Furniture	56	2.7
Perimeter wall	28	2.46
Repair & renovation	8	2
Plastic water tanks	16	3
Toilets	16	2.62
Rehabilitation of playground	4	2.25
School feeding programme	24	2.75

From Table 4.9 above, five variables were rated moderately high and only three were rated moderate low. The respondents perceived classrooms with a mean of (m=3.1) to have contributed greatly to school performance in KCPE Examination. Provision of plastic water tanks was also rated high with a mean of (m=3), followed by school feeding programme (m=2.75), furniture (m=2.7), and toilets (m=2.62) respectively. On the other hand, perimeter wall (m=2.46), rehabilitation of playground (m=2.25) and repair and renovation (m=2) respectively were rated moderately low below the critical scale value which was defined as 2.5.

4.9 Conformity with KCPE Results

To confirm whether the respondents perception on CDF projects in the schools reflects the actual KCPE results, the mean average of KCPE results for the last three years was calculated and presented in the Table 4.10 below.

Table 4.10: Average mean for the last three years of the schools and the projects they benefited from.

Type of CDF project	Average mean		
	2009	2010	2011
Classrooms	41	42	43
Furniture	44	45	47
Perimeter wall	46	47	48
Repair & renovation	30	34	53
Plastic water tanks	38	40	45
Toilets	40	43	44
Rehabilitation of playground	42	45	46
School feeding programme	38	42	43

From the findings shown in Table 4.10, the average mean indicate an improvement in KCPE results from year 2009 to 2011. This implies that the respondents perceptions on CDF projects in the schools are true.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to find out the influence of CDF projects on public primary schools performance in KCPE Examination, in Starehe constituency. In this chapter, summary of findings are presented, discussed and conclusion made in relation to study objectives. Lastly recommendations and recommendations for further research are made based on the findings of the study.

5.2 Summary of findings

The study found that public primary schools in Starehe constituency have not benefited equally from the CDF funded physical facilities, learning facilities and health related facilities. Some of the schools have benefited from both physical and health related facilities, while others have benefited from one type of project. The study has established that all the CDF projects that is physical, learning and health related facilities have influenced school performance in KCPE Examination but in a varying degree. For instance construction of classroom was rated to have contributed greatly in improvement of KCPE performance with a mean of (m=3.1) followed closely by provision of plastic water tanks (m=3) while other variables such as school feeding programme (m=2.75), furniture (m=2.7) and toilet (m=2.65) were rated moderately high. On the other hand however, respondents felt that variable such as perimeter wall (m=2.46), rehabilitation of playground (m=2.25) and repair and renovation (m=2) influenced school performance at moderately low degree compared to other variables.

The findings indicate that most of CDF projects are tailored towards furniture variable, while repair and renovation, rehabilitation of playgrounds received little funding hence its influence not felt to a greater extent unlike other CDF projects.

5.3 Discussion of Findings

Based on the study findings, the following discussion makes a link with other studies findings in the same subject. It could be noted that physical facilities that is perimeter

wall and repair/renovation were rated moderately low in terms of influencing KCPE performance, nevertheless, overall outcome of KCPE results indicate an improvement from 2009 to 2011, hence the findings concurs with Shami and Hussain (2005) whose findings revealed that availability of physical facilities in a school had a significance impact on students' performance. The findings are also in agreement with Mwamwenda and Mwamwenda (1987) findings which found that availability of physical facilities in a school had a direct link with pupil's performance in examinations.

The findings reveals that learning facilities especially construction of classroom had the most influence on KCPE performance compared to other independent variables. Furniture also indicated a strong influence on KCPE performance. This findings are in agreement with Akinsolu (2010) findings which pointed out that, there is a significant relationship between enrolment, utilization of classrooms provided for teachers, learning activities and student academic performance. The study findings are also in line with Urwick and Janaida (1983) who formed the conclusion that facilities like separate classrooms, students' desks among others, determine the very organization of teaching /learning activities and these factors do influence learners achievement, also Fabunni (1997) findings do support this study findings by asserting that learning facilities when provided will aid teaching learning programme and consequently improve academic achievement of students.

The findings also revealed that health related facilities influenced to a moderate high degree school performance in KCPE Examinations. School performance especially with provision of plastic water tanks had a high influence. Same observation as in provision of plastic water tanks was reflected on schools that benefited from school feeding programme and toilet hence the clear indication was that, those CDF health related projects which were less popular in the schools such as rehabilitation of playgrounds should be boosted by relocating CDF resources to them, in order to increase their influence on school performance. This findings are backed up by Hesselbarth (2005) who noted that improved water supply and sanitation facilities exert their positive impact on primary education through improved school attendance, educational achievements due to reduced health risks and better nutritional status.

5.4 Conclusion

In conclusion, respondents experiences and perceptions have been placed at the heart of this research, with the aim of informing not only education stakeholders, but most importantly to the constituency development fund office on the influence of CDF upon public primary education enhancement in order to realize vision 2030 of creating a pull of competent manpower. The study reveals vividly that, there is an improvement in KCPE results for the last three years.

The findings suggest that if a greater portion of CDF resources were redirected to physical, learning and health related facilities in public primary schools, this would be reflected on an increased performance of the schools in internal and national examinations. Further still, the study contributes to the existing body of knowledge on the influence of CDF upon various government sectors.

5.5 Recommendations

Based on the findings of this study, the following recommendations are suggested.

1. The CDF office should redirect more resources on physical and health related facilities with a moderately low influence in order to increase their degree of influence hence be at par with other independent variables influencing school performance in KCPE Examination.
2. Despite classroom being rated as the highest in terms of influencing school performance in KCPE Examination, only four schools out of twenty eight schools in Starehe constituency have benefited from classroom facility. Therefore there is need for CDF office to allocate extra fund for the construction of more classrooms to schools with high population to ease overcrowding in these schools.
3. The study suggest that, there should be equal distribution of CDF facilities in order to have a balanced influence on schools across all public primary schools in Starehe Constituency.

5.6 Suggestion for further research

The study recommends that further research be conducted in other constituencies in Kenya to determine whether the situation in Starehe constituency is representative of the situation country wide.

The CDF health related facilities didn't capture girl child sanitary project and its influence on girl child academic performance in Primary level as the study was general hence there is need to research on this.

The study only concentrated on the influence of CDF facilities on academic performance, hence there is need to research on other influences of CDF facilities other than academic performance.

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER

Dear Respondents,

REF: THE INFLUENCE OF CDF PROJECTS ON PUBLIC PRIMARY SCHOOLS PERFORMANCE IN KCPE EXAMINATION

My names are Munyori Charles Maina and I am pursuing a Masters in Arts at University of Nairobi.

The attached questionnaire is aimed at finding out the influence CDF projects on public primary schools performance in KCPE Examination in Starehe Constituency. You have been selected for the purpose of the study. Please take time to complete the Questionnaire. Your genuine response will be appreciated. High level of confidentiality will be assured. The information obtained will be used purely for academic purposes.

Thank you all in advance.

Yours sincerely,

Munyori Charles Maina

University of Nairobi-M.A Student

REG NO: L50/63887/2011

Personal Address: cmunyorimaina@gmail.com.

APPENDIX II: RESEARCH QUESTIONNAIRE FOR TEACHERS

Please put a tick (✓) in the box next to the right response.

Section A: Respondent general information

1. What is your gender?

Male

Female

2. What is your age bracket?

(i) 25 – 30 yrs

(ii) 31 – 35 yrs

(iii) 36 – 45 yrs

(iv) 46 yrs and above

3. What is your highest academic qualification?

(i) P2 teacher

(ii) P1 teacher

(iii) Approved Teacher 4

(iv) Approved Teacher 3

(v) Diploma teachers

(vi) Untrained Graduate

(vii) Trained graduate

4. How many years have you been to this school?

(i) One year

(ii) Two years

(iii) Three years

(iv) Four years

(v) Five years

(vi) Over five years

Section B: Physical Facilities

5. In the Table list below, what project has CDF funded in the school?

Kind of project	Tick Appropriately (√)	Quantity
Boundary wall / perimeter wall		
Repair / renovation (roofing, repainting e.t.c)		

Section C: Learning Facilities

6. In the Table list below, what project has CDF funded in the school?

Kind of project	Tick Appropriately (√)	Quantity
Classroom		
Furniture (Chairs, desks, tables, lockers etc.)		

Section D: Health related Facilities

7. In the Table list below, what project has CDF funded in the school ?

Kind of project	Tick Appropriately (√)	Quantity
Plastic water tank		
Toilets		
Rehabilitation / construction of play grounds		
School feeding program		

Section E: School performance

Using a four point likert scale where 1 = “Strongly Disagree,” 2 = “Disagree”, 3 = “Agree,” and 4 = “ Strongly Agree”.

8. What is your perception concerning the following statements relating to the CDF projects that have been done in your school for the last three years.

(a) Physical Facilities

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
Perimeter wall constructed by the CDF have influenced school performance in KCPE Examination				
Repair and renovation done by the CDF have influenced school performance in KCPE Examination				

(b) Learning Facilities

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
Classrooms constructed by the CDF have influenced school performance in KCPE Examination				
Furniture provided by the CDF have influenced school performance in KCPE Examination				

(c) Health related Facilities

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
Provision of Plastic water tanks by the CDF have influenced school performance in KCPE Examination				
Construction of Toilets by CDF have influenced school performance in KCPE Examination				
Rehabilitation of play ground by the CDF have influenced school performance in KCPE Examination				
Provision of school feeding Programme by the CDF have influenced school performance in KCPE Examination				

Thank you for your time and cooperation

APPENDIX III: RESEARCH QUESTIONNAIRE FOR SCHOOL HEADS

Please put a tick (✓) in the box next to the right response.

Section A: general information

1. What is your gender?

Male

Female

2. What is your age bracket?

(v) 25 – 30 yrs

(vi) 31 – 35 yrs

(vii) 36 – 45 yrs

(viii) 46 yrs and above

3. What is your highest academic qualification?

(viii) P2 teacher

(ix) P1 teacher

(x) Approved Teacher 4

(xi) Approved Teacher 3

(xii) Diploma teachers

(xiii) Untrained Graduate

(xiv) Trained graduate

4. How many years have you been to this school?

(vii) One year

(viii) Two years

(ix) Three years

(x) Four years

(xi) Five years

(xii) Over five years

Section B: Physical Facilities

5. In the list below, what project has CDF funded in the school?

Kind of project	Tick Appropriately (√)	Quantity
Boundary wall / perimeter wall		
Repair / renovation (roofing, repainting e.t.c)		

Section C: Learning Facilities

6. In the Table list below, what project has CDF funded in the school?

Kind of project	Tick Appropriately (√)	Quantity
Classroom		
Furniture (Chairs, desks, tables, lockers etc.)		

Section D: Health related Facilities

7. In the Table list below, what project has CDF funded in the school

Kind of project	Tick Appropriately (√)	Quantity
Plastic water tank		
Toilets		
Rehabilitation / construction of play grounds		
School feeding program		

Section E: School performance

Using a four point likert scale where 1 = “Strongly Disagree,” 2 = “Disagree”, 3 = “Agree,” and 4 = “ Strongly Agree”.

8. What is your perception concerning the following statements relating to the CDF projects that have been done in your school for the last three years.

(a) Physical Facilities

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
Perimeter wall constructed by the CDF have influenced school performance in KCPE Examination				
Repair and renovation done by the CDF have influenced school performance in KCPE Examination				

(b) Learning Facilities

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
Classrooms constructed by the CDF have influenced school performance in KCPE Examination				
Furniture provided by the CDF have influenced school performance in KCPE Examination				

(c) Health related Facilities

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
Provision of Plastic water tanks by the CDF have influenced school performance in KCPE Examination				
Construction of Toilets by CDF have influenced school performance in KCPE Examination				
Rehabilitation of play ground by the CDF have influenced school performance in KCPE Examination				
Provision of school feeding Programme by the CDF have influenced school performance in KCPE Examination				

9. Please indicate in the table below, the school KCPE mean score for the last 3 years

Year	Meanscore
2011	
2010	
2009	

Thank you for your time and cooperation

**APPENDIX IV: LIST OF PRIMARY SCHOOLS IN STAREHE
CONSTITUENCY**

1. SSD primary
2. Mathari primary
3. Ndururuno primary
4. Kiboro primary
5. Parklands primary
6. Pangani primary
7. Dr. Aggrey primary
8. Salama primary
9. Ainsworth primary
10. Juja Road primary
11. St. Clevers primary
12. Daima primary
13. Park Road primary
14. Race course primary
15. Muslim primary
16. St. Teresa's primary
17. Valley Bridge primary
18. Islamia primary
19. Pumwani primary
20. River Bank primary
21. Huruma primary
22. City primary
23. Khalsa Race Course primary
24. Murang'a Road primary
25. St. Brigids primary
26. Arya primary
27. Moi Avenue primary
28. Mathari Technical Centre