

**INFLUENCE OF CONSTITUENCY DEVELOPMENT FUND ON  
STUDENTS' ACCESS TO SECONDARY SCHOOL EDUCATION IN  
KILUNGU DISTRICT MAKUENI COUNTY KENYA**

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the Requirement for the Award of the Degree of Master of Education in  
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## DECLARATION

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

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The research project has been submitted for examination with our approval as the university supervisors

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## **DEDICATION**

I dedicate this research to my daughter Lynette, sons Collins and Jefferson and dear wife Eunice Wanza.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

CDF -- Constituency Development Fund

CMSF – Canadian Millennium Scholarship Foundation

DfID -- Department for International Development

EFA -- Education For All

EMIS –Education Management Information System

IDA – International Development Agency

KCPE--Kenya Certificate Of Primary Education

KCSE—Kenya Certificate Of Secondary Education

UNESCO—United Nations Education Science and Cultural Council

UNICEF--- United Nations Children Emergency Fund

## ABSTRACT

This study was carried out to investigate the influence of constituency development fund on access to secondary education in Kilungu district. The objectives of the study were; to establish the effect of expansion of schools on access to secondary education, to establish the effect of establishment of schools through the constituency development fund on enrolment in secondary schools and to establish the effect of provision of bursaries through the constituency development fund on transition and completion rates of students in secondary education.

This was a descriptive survey research that targeted all the 20 secondary schools in Kilungu district comprising of 234 teachers and 5825 students. All the 20 principals, 108 class teachers for forms three and four and 360 students randomly sampled from form three and four participated in the study. The data was collected using questionnaires, observation and oral interviews with principals of secondary schools. The data was analyzed by calculating percentages, frequencies and presented using tables, frequencies, percentage and charts.

From the analysis it is revealed that constituency development fund has funded the construction of classrooms, laboratories, dormitories and toilets which influenced students' access to secondary education in Kilungu district. There was increased enrolment with some schools expanding from single to double streams due to CDF financed projects. The study found that students still walk over six kilometres to get to school and classes are still congested though the CDF had financed the schools. It discovered that the CDF funds were not availed to all schools. 50% of the schools did not have any projects funded by the CDF. Some schools however were found to have multiple projects funded by the CDF. The fund was found not to have established new schools though it supported community initiatives of establishing schools.

Bursaries were only allocated to students in boarding schools benefiting a small percentage of students since majority of the students in Kilungu district were found to be day scholars. Bursaries were found to be inadequate in ensuring 100% transition retention and completion rates in secondary education. Students therefore still drop out of school including those awarded bursaries from CDF.

From the research several recommendations are made; the constituency development fund should fully fund the establishment of schools instead of joining what the community has done, restructure the bursary to include day scholars and provide enough funds to adequately enable the students remain in school and complete education. Suggestions for further studies have also been given which include; replication of the study in other districts to assess the impact of CDF on students' access to secondary education, study of the non-fee costs that cause drop outs in secondary schools

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the study.**

Education represents both consumption and an investment. On the one end it's valued for its immediate benefits, while on the other it creates income in future by providing educated workers with skills for high productive capacities thus receiving higher incomes. It's both a private and social investment shared by individual students, their families, employers, governments and other groups (Psacharopolous 1995). In most developing countries the direct costs of education are financed by the tax payer rather than the individual student. It is also seen as government investment since governments subsidize education and in return get higher taxes from the educated (World Bank, 2008).

Educational access is the ability to provide all students with appropriate educational institutions, materials and personnel. All students must have access to and complete a full course of schooling and eliminate social and economic barriers and gender disparity (UNICEF 2009). This creates the need to expand schools, establish new schools and provide bursaries to increase enrolments and improve transition, retention and completion rates.

The constituency development fund provides finance for expansion of schools through construction and improvement of classrooms and laboratories, establishment of new schools and bursaries to students (Simatwa and Ayodo, 2011). The constituency fund is the independent variable while access to

education is the dependent variable affected by the constituency fund through financing of classrooms, laboratories, new schools, and bursaries. This will improve access by increased enrolments through new schools, improved quality of teaching and learning through classrooms and laboratories. The retention and completion rates will improve due to reduction of economic barriers and gender disparity through bursaries.

The expansion of schools involves the renovation of existing schools, construction of libraries, laboratories, classrooms and other infrastructure to improve access by admitting more students. It also involves the provision of grants to improve school programmes. In Uganda the government aided community schools by giving capitation and development grants to improve school programmes and infrastructure. This improved access by expanding post primary enrolments by 40%, reduced student book ratio from 37:1 to 3:1 and increased girls enrolments to equal boys between 1993 and 2003 (Ministry of Education and Sports – Uganda 2004).

In the United States of America the federal government provided 6.2% of the 2011 budget and an extra 4 billion dollars in grants for innovation and improved classroom standards in schools. This increased high school enrolments (Grades 9-12) from 14.6 million students to the expected population of 15.8 million students in 2013. The class sizes then levelled at fifteen students per teacher since class sizes were found to affect reading and

mathematics in all levels since students must participate with the teacher attending all students (Lunenburg, 2012)

In Chile, municipal schools receive financing for infrastructure such as classrooms, playgrounds and also for operating costs from the government so as to expand schools which increased participation of students in learning ( Patrinos and Sosale, 2011). Availability of classrooms affects students' participation in learning. Classes of over one hundred students make the students feel that they do not belong to the student body, become isolated and despair. The students cannot participate in social programs (Grant, 2012).

Mworia (1993) also found that schools that lacked classrooms in central Imenti division were overcrowded and frustrated students' learning. Students in large classes are also excluded from teachers and curriculum development since only a few receive attention and recognition from teachers in class (Lunenburg 2012).

Between 1996 and 2007 the World Bank identified over populated schools as one of the factors affecting transition in secondary school in Senegal. Both the private and public sector then put efforts such as building of new classrooms to improve access. The secondary school enrolments then increased from 42,000 to 76,000 students (World Bank, 2008).

The expansion of schools includes the establishment of laboratories to enable students access science education. This also influences the students' grades in

the sciences. In Nigeria, a research by Ogunkunle (2008) showed that students taught science and mathematics using laboratories achieved better scores by 26.8 in boys and 28.9 in girls than those taught without laboratories. This was also shown by Okingho and Mosuafor (2008) who studied the use of laboratories in teaching mathematics. Two groups of students were taught algebra one with a laboratory the other without. The results were as follows

**Table 1.1: Effects of teaching mathematics using a laboratory**

| <b>GROUP</b>        | <b>MEAN<br/>TEST</b> | <b>PRE-<br/>MEAN<br/>TEST</b> | <b>POST-<br/>MEAN<br/>GAIN</b> |
|---------------------|----------------------|-------------------------------|--------------------------------|
| <b>EXPERIMENTAL</b> | 22.6                 | 50.5                          | 27.9                           |
| <b>CONTROL</b>      | 19.9                 | 34.7                          | 14.8                           |
| <b>DIFFERENCES</b>  | 2.7                  | 15.8                          | 13.1                           |

The availability and use of laboratory equipment improves the students' scores by 123% since they learn and understand the concepts better when taught using laboratories than without.

Sylvia Ware (1992) noted that science remains an experimental approach to knowledge acquisition and that the need to know how to do science is necessary for students who intend to become scientists. This is collaborated by a study carried out in America by the department of psychology in the

University of Washington which found that students learnt computer studies better by making them experience phenomena by manipulating through looking around, pointing, gesturing and picking objects rather than the eyes of a teacher or the textbook.(William Winn et al, 2010)

One of the goals of EFA as agreed in the Dakar forum of 2000 is to ensure that by 2015 all children have access to and complete free and compulsory basic education (UNESCO, 2007). This calls for the establishment of schools in the small and remote villages to ensure enrolment and retention of learners in small and remote villages in school.

In Brazil 12% of 7-14 year olds in 1995 did not attend school due to lack of schools and poor quality schools while only 40% finished secondary school. This signified low transition and completion rates. Eighty public corporations then started giving 400 million U.S dollars per year to improve education. Public funds were then used to build new public schools and other community schools pushing enrolments in the 7-14 years age to 97% as the secondary school enrolment rose by 22% in 2000 (Patrinos and Sosale 2008).

The world bank noted that in majority of south Sahara African countries enrolment and transition from primary to secondary was very low by 1996 e.g. Tanzania 5% , Eritrea, Mali and Senegal between 10-25% .To increase transition African governments provided finance for establishment of new

schools and to support the students through bursaries. Most of the countries had increased enrolment and transition at the secondary level by 2005 e.g. Benin from 12% to 18% , Botswana from 43% to 65% , Cape Verde 21% to 55%, Malawi from 8% to 17% and south Africa from 15% to 95% (World bank, 2008).

In Iraq educational access was expanded through the construction of emergency schools and rehabilitation of existing ones. This created new school places for between 6000 and 8000 new students. Twenty five new schools were also built in very remote areas to enhance access in secondary education in the remote and disadvantaged communities. Their benefits included reduced early marriages and fertility rates which enabled girls to enrol in school improving access to education.(Education in Iraq; from Wikipedia free encyclopaedia 2010).

The construction of schools improves access by helping to diversify education to offer general and specialized learning. The government of Britain through the education act of 2002 introduced new types of schools called specialist and independent trust schools. Specialist schools were in technology, language, sports, arts, with new specialism in business, science, engineering and enterprise. The government then gave each school a one off grant of 100,000 pounds in 2003 for their construction and 126 pounds per student extra for four years. By 2006, 90% of the schools had turned into specialist schools giving education a wide diversification in the curriculum. (Kassem, Mufti and Robinson 2010).

To expand access all the students enrolled must be guaranteed retention and completion of education. Bursaries should be provided to benefit the needy children to ensure they stay on in school (UNESCO 2007). In Britain the government pays maintenance allowances for children from poor families to encourage them to stay on in school. By 2005, 250,000 students were benefiting from the maintenance for staying on in school which improved retention by preventing students from dropping out of school (Kassem, et al 2010).

Bursaries improve access by reducing inequality in enrolments. It ensures that the needy are not denied access due to lack of funds or inability to pay. In Chile there are subsidized private schools that compete for enrolment with the state funded municipal schools. An aid system was also established for those unable to pay in the shared financial system to ensure they are retained in school. The aid prevented inequalities in education and increased enrolment in the private sector from 15% to 33% between 1994 and 2003 (Patrinos et al 2008).

Bursaries help in reducing dropout while increasing transition from primary to secondary schools. In Venezuela the government spent 150 million U.S dollars to subsidize education for 459,000 students in 2001 and 245 million U.S dollars for 483,000 students in 2003 in both private and public secondary schools. This reduced dropout rates to only 1.7% in private schools and 3.2 %

in public schools which increased completion rates to 98.3% in private schools and 96.8% in public schools (Philipson, 2008).

Bursaries also act as an affirmative action in education for the disabled. In America the government provided \$14 billion in 2008 and \$15.9 billion in 2009 for disabled children with a \$1000 grant per handicapped child through compensating acts. The total number of handicapped children enrolled in school increased from 6.0 million to 6.6 million and 13.0% to 13.4% of the total enrolments from 2006-2008 (Lunnenburg and Allan, 2012)

In Bangladesh the International Development Association (IDA) launched a female secondary assistance programme in 1993 to improve access that provided tuition stipends to girls. The initiative increased girls' enrolments from 1.1 million in 1991 to 3.9 million in 2005. The project also helped to achieve gender parity in education. The girls completion rate also increased from 39% to 62.8% in 2008 (International Development Agency, 2010).

In Kilungu district the constituency development fund spent Ksh 6.2 million in 2004, 5.6 million in 2005 and 3.2 million in 2006 in rehabilitation and construction of classrooms and 1.5 million in the construction of laboratories (Constituencies Development Fund Board, 2012). Funds have also been allocated for the construction of new secondary schools and the allocation of bursaries to students in secondary schools. What therefore has the constituency development fund done towards students' access to secondary school education?

## **1.2 Statement of the problem.**

This is an evaluation of the impact of the constituency development fund on access and participation in secondary education. The fund was established 2003 by an act of parliament to distribute at least 2.5% of the government revenue to constituencies for development. Since its inception the government had disbursed 81.6 billion by the 2010/2011 financial year. On average education takes 33.9% of which bursaries take 12.3%. The CDF is mandated to participate in education through the establishment of schools, expansion of infrastructure in the schools and provision of bursaries (Constituency Development Fund Board, 2012).

Kaiti constituency where Kilungu district is located received a total of Ksh 517, 773,57 between 2003 and 2013 (Department for International Development, 2012). The CDF has a mandate to improve access through taking schools closer to the students hence reaching the unreached with educational opportunities.

In Afghanistan girls still face many challenges which prevent them from accessing education such as long distances between their homes, restricted movement and more importantly poor facilities (UNESCO 2012). The CDF should have reduced distance either by funding the establishment of schools near the village or constructing dormitories in the schools to reduce the

distance that students walk to school. This would improve access by preventing students from dropping out due to the challenge of distance to school. New school places should have been created to enable the admission of more students leading to increased enrolments (CDF Board, 2005).

The provision of bursaries should have reduced chances of students dropping out by reducing the costs that students pay in school. This would then raise the transition, retention and completion rates in secondary education. The purpose of this study is to find out the influence of CDF on enrolments, transition and completion rates in secondary education.

The table below shows the number of students who sat the Kenya certificate of primary examination their mean score and the number enrolled in form one the following year:

**Table 1.2: Number of K.C.P.E candidates and form one enrolments in Kilungu District (2007 – 2012)**

| <b>YEAR</b>  | <b>NUMBER</b>  | <b>K.C.P.E</b> | <b>YEAR</b> | <b>NUMBER</b>   |
|--------------|----------------|----------------|-------------|-----------------|
|              | <b>WHOSAT</b>  | <b>MEAN</b>    |             | <b>ADMITTED</b> |
|              | <b>K.C.P.E</b> | <b>SCORE</b>   |             | <b>TO</b>       |
|              |                |                |             | <b>FORM ONE</b> |
| <b>2007</b>  | 2148           | 253.89         | <b>2008</b> |                 |
| <b>2008</b>  | 1922           | 265.67         | <b>2009</b> | 1175            |
| <b>2009</b>  | 1803           | 265.67         | <b>2010</b> | 1494            |
| <b>2010</b>  | 1783           | 266.60         | <b>2011</b> | 1568            |
| <b>2011</b>  | 1967           | 254.10         | <b>2012</b> | 1585            |
| <b>2012</b>  | 1984           | 262.63         | <b>2013</b> | 1585            |
| <b>TOTAL</b> |                |                |             | 1585            |

Source: Education management information system data; District Education Office- Kilungu District (2007 -2013).

The enrolments show transition rates of about 80%. This figure includes admissions for the provincial and county boarding schools which admit students from outside the district. The transition rates could be lower since the mean score in K.C.P.E ranged from 253.89 to 266.60 showing that only few

students qualified for admission to provincial and national schools outside the district.

The number of candidates who sat the Kenya certificate of secondary examination (K.C.S.E) in 2011 was 924 compared to the cohort of 1175 admitted to form one in 2008. The number registered for K.C.S.E 2013 is 1117 compared to the 1494 admitted in form one in 2009. This raises concern over the role of bursaries in ensuring retention and completion of education at the secondary level in Kilungu district (EMIS-data, 2007-2013).

The difference in enrolments in the years 2009/2010 is 74 students, 2010/2011 is only 17 students and 0 in the year 2012/2013. The source of the students in the new schools needs to be well established since they do not reflect the fund's effort of reaching the unreached with schools. The purpose of this study is to find out to what extent the CDF has influenced educational access through expansion of secondary schools and enrolments through establishment of schools. The effect of provision of bursaries on transition and completion rates in secondary education will also be evaluated.

### **1.3 Purpose of the study**

The purpose of the study was to carry out an impact evaluation of the performance of the CDF on students' access to secondary school education in Kilungu district.

#### **1.4 Objectives of the study**

The main objective of the study was to establish the influence of CDF on access to secondary education in Kilungu district.

The specific objectives were:

- i) To examine the effects of expansion of schools through the CDF on students' access to secondary school education.
- ii) To determine the effects of establishment of secondary schools through CDF on students' enrolment to secondary education.
- iii) To establish how the provision of bursaries through the CDF affects the transition rates in secondary education.
- iv) To examine how the provision of bursaries to students through the CDF affects completion rates in secondary education.

#### **1.5 Research Questions**

The research was guided by the following questions.

- i. How has the expansion of schools through the constituency development fund affected students' access to secondary school education in Kilungu district Makueni County?
- ii. How has the establishment of secondary schools affected students' enrolment in secondary school education in Kilungu district Makueni County?

- iii. How does the provision of bursaries through the CDF affect students' transition rates in secondary school education in Kilungu district Makueni County?
- iv. How does the provision of bursaries through the CDF affect students' completion rates in secondary school education in Kilungu district Makueni County?

### **1.6: Significance of the Study.**

The findings of this study are likely to assist the fund's committee in knowing the effects of their investment in education. This may help them in prioritising the investments or reallocation of funds to areas that have more benefits to students.

The study may also inform the county government on the status of students' access to secondary education. This may form a basis for improvements in education or the need for a further evaluation of the county's level of students' access to education.

Principals of secondary schools may also use the outcomes of this study to plan future projects in the school. They may also use the results to reorganise their schools to increase or improve students' access to education by sourcing more funds from the CDF.

The national government may be informed of the impact the CDF has had on access to education. This may form a basis for review of the criteria for awarding of bursaries or CDF funds to ensure funds are targeted to the needy or where they are more economic benefit.

### **1.7 Limitations of the study**

The study faced some limitations. The main ones were that it was not possible to establish whether all funds for projects listed as CDF funded were only from the CDF. The researcher assumed that all funds used for the projects were provided by the CDF. It was also not possible to reach the students who dropped out of school to know the reasons for dropping. The researcher relied on the reasons given by their class teachers

### **1.8: Delimitation of the study**

Although the issue of constituency development fund is national, the study was confined to secondary schools in Kilungu district. Only the projects funded through the constituency development fund in secondary schools were studied. The constituency development fund finances the primary, secondary and tertiary levels of education; this study was only concerned with physical facilities and bursaries in secondary schools. The constituency development fund is also concerned with many areas and issues both within and outside the education system; the study was only restricted to issues that affect students' access to education in secondary schools in Kilungu district.

## **1.9 Basic assumptions of the study**

The researcher assumed that:

- i. All the sampled schools were aware of and received financial support from the CDF.
- ii. The funds were used for implementation of the projects they were provided for.
- iii. Students were aware of the availability of bursaries from the CDF and applied for the bursaries through the appropriate procedures.

## **1.10 Definition of significant terms.**

**Affirmative action:** Refers to giving special treatment to a disadvantaged group or correct some past injustice or malpractice.

**Completion rate:** Refers to percentage of students who successfully go through a level of education or who graduate from a level of education after their enrolment.

**Enrolments:** Refers to the total number of students admitted in school or in the education cycle/level.

**Retention rates:** Refers to percentage of students /children who remain in an educational institution or level of education.

**Transition rates:** Refers to the percentage of students who move from one level of education to another e.g. Primary to secondary

### **1.11 Organization of the study**

The study is organised in five chapters. Chapter one is the introduction consisting of the background of the study, statement of the problem, purpose, objectives, research questions, significance, limitations and delimitations, and assumptions of the study. Significant terms used in the study have also been defined.

Chapter two explores literature on the variables of the study. This is the effect of expansion of schools on access, establishment of secondary schools on enrolment, and provision of bursaries on retention and completion rates in secondary education. A summary of the related literature, the researcher's theoretical and conceptual frameworks have been given in this section.

Chapter three is the research methodology divided into target population, research design, sample size and sampling procedure, research instruments and the procedure for data collection and analysis. Chapter four focuses on data analysis techniques. Chapter five is a summary of the findings, conclusions and recommendations for further research.

## **CHAPTER TWO LITERATURE REVIEW**

### **2.1 Introduction.**

This chapter looks at the issues and areas that affect access in education. It discusses how the expansion of schools, establishment of new schools, and the provision of bursaries contributes to access in education. In the chapter ways in which the constituency development fund may have influenced access will be suggested with a view to establishing a basis and reasons for the evaluation of its impact on access and participation in secondary education.

### **2.2 The effects of expansion of schools on students' access to education**

The expansion of schools involves the provision of infrastructure and facilities to accommodate a higher student population and to offer a wider curriculum. The infrastructure includes classrooms, laboratories, offices, dormitories, play grounds etc.

Classrooms improve learning achievements and reading comprehension. The classrooms should be well ventilated with good lighting with reduced distractions to provide conducive learning environments (blog. room to read . org.). This allows learners to concentrate in learning without unnecessary distraction. This is collaborated by the European Union which found that construction of classrooms and their furnishing promotes active participation in learning (European Union, 2008). In Bangladesh class sizes

are limited to thirty three students by the Bangladesh rural advancement committee on access to education to ensure quality learning (Karlen, 2005). This enables teachers to control the students and maintain class attention with small classes

For students with special needs the special education classroom is valuable to the student allowing them to work one-on-one with special education teachers, addressing any need for remediation during the school day (Ijaiya, 2000). Special classes modified depending on the special need allows those with special needs to learn with comfort and ease.

The availability of laboratories affects the students' performance in examination. A national focus group on teaching of science in India (2005) found that the main reason for failure in exams by a large number of students and their limited understanding of concepts in mathematics and science was marginalisation of experiments in the school science curriculum. The focus group suggested that investments were needed to improve laboratories and workshops to promote experimental culture. At least a science laboratory with the necessary equipment needed to be set up in each secondary school and at least three laboratories for science subjects in higher secondary schools (UNESCO, 2002).

The need to know how to do science is necessary for students who intend to become scientists. The sooner this is an integral part in their learning the better since those who learn a subject well when young are likely to

continue learning later (Walberg 1990; in secondary school science in developing countries 1992). The availability and use of science laboratories therefore stimulates interest in the students learning of science. This is important in Kenya's vision 2030 of being an industrialised country since science is the key to industrial take off.

Small schools lack special facilities, are wasteful and uneconomical since they lack special facilities and teachers. Large schools on the other hand are well organised and have something for everyone through their diversified resources and facilities. The small schools however give students a chance to participate in leadership since the students are few and have a better chance of academic recognition (Lunenburg, 2012). This raises questions as to the economic benefits of starting new schools that remain small in the early years instead of expanding the already existing.

According to Gregory and Smith (2010) who studied schools in America, large schools result in counterproductive and administrative pre-occupation with control and order. Anonymity also tends to work against students sharing of ideas, learning and working together. The sense of community ownership is however easily obtained in small schools located in small towns and villages in America since they generate a lot of commitment, morale and interpersonal bonding among the students, teachers and parents since they are few. A school should therefore not be more than 250 students (Lunenburg, 2012).

### **2.3 The effect of establishment of schools on enrolment to education.**

One area of educational access according to the United Nations Educational, Scientific and Cultural Organisation (UNESCO, 1999) is reaching the unreached with educational opportunities. This is by establishing new schools in areas where they are not existing such as the remote rural areas and among the poor. In 2002, the UNESCO in Botswana developed a strategy of taking facilities to the people through construction of schools in remote settlements. The aim was to ensure that resources and infrastructure were equitably distributed so as to increase access in education (Botswana National Commission for UNESCO, 2002).

The UNICEF (2005) noted that even if schools have adequate infrastructure parents may not allow girls to attend if schools are far away. The same was also observed in Bangladesh (Kalen, 2005) in a report on challenges and successes in primary education which noted that many of the schools are too far discouraging parents from sending their children with parents over protective of girls and rather keeping them at home instead of making them travel long distances to school. Schools therefore needed to be established nearer to allow the girls access education. This compares to North Eastern Kenya where distance to the nearest school is still a problem. By 2007 May there were only 250 schools leading to low gross enrolment rates of only 35 % ( Kremer, 2011).

The availability of schools improves equity in access including male / female enrolment rates and success rates, rural against the urban areas and povertyrelated access restrictions. In Bangladesh enrolment stood at 80% with the 20% not in school being found in isolated rural communities among the homeless or from marginalised areas. The schools should therefore be near the people to enable both boys and girls to enrol (Kalen, 2005).

Small schools are cheaper to operate since they do not need expensive cafeterias, fuel expenses, lighting, and large constructions that remain unoccupied yet they have to be maintained (Lunenburg et al 2012).This justifies the establishment of secondary schools through the constituency development fund in Kilungu district.

New schools ensure quality learning by limiting class sizes to manageable levels. Class sizes in Bangladesh were limited to thirty three students by the Bangladesh rural advancement committee on access to education to ensure quality learning (Kalen Ardt et al May 2005 P.16).Teachers are able to control the students and maintain class attention with small classes.

## **2.4 The impact of bursaries on transition and completion rates in secondary education.**

A bursary is a monetary award made to an individual to help pay for education (Ontario Students Assistant Plan, 2013). The Wikipedia free encyclopaedia defines a bursaries as monetary awards made by some institutions to individuals or groups of people who cannot afford to pay full school fees. Bursaries are expected to benefit the needy child by guaranteeing completion of education (UNESCO 2005). This is by availing funds for their expenses to enable the students to stay on instead of dropping out.

Bursaries are also needed to prevent in-equalities in education by aiding those unable to pay to get education (Patrinos et al 2011). This view is supported by Lunenburg (2012) who noted that in America the Federal government provides compensatory funding to the poor so as to equalize educational opportunities. The funding therefore depends on the local community's ability to fund education (Educational Administration 2012).

Mccaig (2006) ,Adnett (2009) and Calendar (2009) all agree that funding groups are offering larger bursaries to the poor to help them access education than offering bursaries to all qualified applicants. Institutions and governments are providing bursaries to students from the unrepresented

groups. Their studies noted that bursaries are for those unrepresented in the whole of the education system in the United Kingdom.

A research carried out by Schwartz (2008) found that selective institutions can widen participation in education by selecting applicants from lower participation neighbourhoods or the underrepresented groups so as to increase their representation in education. This enables the students to concentrate in learning enabling them to perform and promote retention and completion rates.

In the United Kingdom is an education maintenance allowance scheme and opportunity bursaries providing grants to students from poor backgrounds. This has increased participation among those eligible by 5.9 % (Davies 2008). Bursaries ensure that people from poor backgrounds are not deterred from education in Britain

In Canada the parliament created the Canadian millennium scholarship foundation (CMSF). This is an independent organization to distribute 325 million U.S dollars in bursaries to those with economic barriers to improve access to post-secondary education annually. It helps those facing economic and social barriers to encourage high level of achievement and engagement in Canadian education. The government is scaling the arrangement to the secondary schools also to improve retention and completion among those with economic barriers (Finnie, 2008)

Asayo (2009) noted that in Kenya bursaries existed before free day secondary education(FDSE) in 2008 but only for those already enrolled . The bursaries were sent directly to the secondary schools for allocation to needy students. After the introduction of the constituency development fund and free day secondary education in 2008, bursaries are awarded through the constituency development fund. They are awarded only to those in boarding schools since day schools are free. The bursary is to help the poor send their children to boarding schools since day schools are free. The two systems kept out those not enrolled and the poor since admission was needed for one to benefit. It is also the poor who attend the low cost day schools since they cannot afford admission to boarding and then apply for the bursaries (Asayo 2009).

## **2.5 Summary of literature review**

This section discussed the impact of the construction of classrooms, establishment of schools, the provision of bursaries and the construction of laboratories in access to education. A lot of literature and scholarly work exposed the influence of these variables on access to education some negative practices within the variables e.g. the provision of bursaries were also cited in the chapter.

The review did not have adequate information on how bursaries are assisting those not yet enrolled. In most cases the funding was generally for all schools. There were few cases of funding for particular projects and only for particular schools. Most of the literature available was also from outside Kenya. There is a need to evaluate the Kenyan case which is the purpose of this study.

The review shows that the use of public funds in other countries had direct effect of improving access through increased enrolments, improved transition and completion rates. Public funds were also used to overcome the challenges of distance to school in Afghanistan by taking schools closer to the remote villages and expanding schools in Uganda and Chile. An increase in the number of schools should also reflect a proportionate increase in enrolments while bursaries in other countries improved transition and completion rates. This study aimed at assessing the use of public funds in Kenya through the CDF in relation to the findings in other countries.

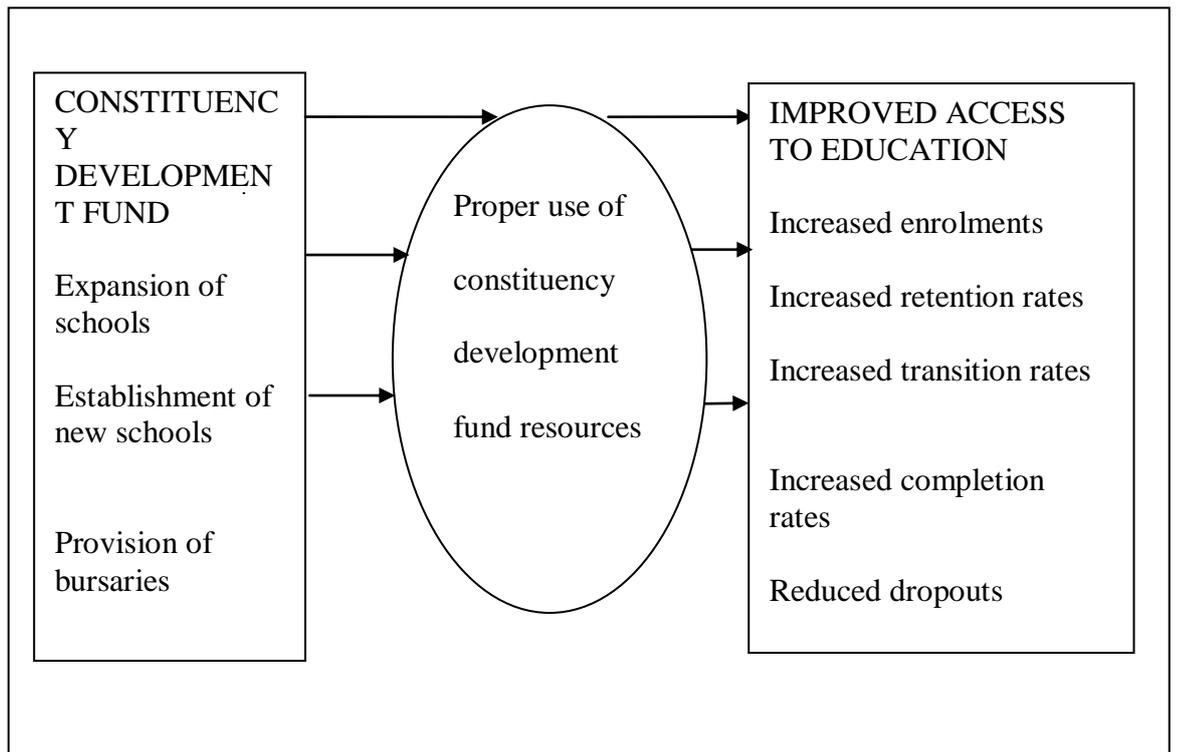
Bursaries had not assisted the poor before 2008 as found by Asayo (2009) enrol in school or remain in school and complete their secondary education. This study assessed the new system of disbursing bursaries through the CDF to find its effect on students' transition and completion rates in secondary education.

## **2.6 Theoretical framework**

This study was guided by the human capital theory which dates back to the times of Adam Smith (1776) who believed that the production of human capital yields considerable return in the form of greater life time income (Cohn, 1978). Schultz (1961) and Denilson(1962) then showed that education contributes to the growth of national income by improving skills and productive capacities of the labour force (Psacharopoulos, 1995). This is the basis upon which the CDF is investing in education. The benefits of the investments will be realized through high enrolments, high transition rates from Primary to Secondary and high retention rates.

## 2.7 Conceptual Framework

**Figure 2.1; The influence of constituency development fund on access to secondary education**



The influence of CDF on access to education was measured as a process of relationship between inputs and outputs. The CDF is the input which provides funds for expansion of schools, establishment of new schools and the provision of bursaries. Through the process of proper use of resources an output of increased enrolments, transition and retention and completion rates in secondary education is produced.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with the techniques used in carrying out the study. It highlights the target population, the research design, sample size and the sampling procedure, the tools used to collect data and the data analysis and presentation techniques.

#### **3.2 Research Design**

This study used the descriptive survey design. Descriptive designs determine the relationship between one thing (the independent variable) and another (the dependent variable) in a population (Hopkins, 2008). This design observes and explains the association between variables without any attempts to change behaviour or conditions (Burke, 2000). The study tried to establish the relationship between the constituency development fund which is the independent variable and access to education (the dependent variable). The descriptive survey design was therefore found to be appropriate.

#### **3.3 Target population.**

Best and Khan (2004) define target population as a group of individuals with one or more characteristics of interest to a researcher. This is the larger population to whom the research study results are to be generalised. The target

population for the study was the twenty secondary schools in Kilungu district. The targeted respondents were all the; twenty principals, two hundred and thirty-four teachers and five thousand eight hundred and twenty five students in secondary schools in Kilungu district.

### **3.4 Sample size and Sampling procedure**

A sample is smaller group attained from the accessible population (Mugenda & Mugenda 2004). Orodho (2009) defines a sampling as the process of selecting a sub-set of cases in order to draw conclusions about the entire set. Because of the small population of only 20 schools, this study used census sampling where all the twenty schools were studied with all the 20 principals from these schools participating in the study.

For this study purposive sampling was used to sample class teachers and students in forms three and four. All the class teachers, 9 students in form four and 9 students in form three from each school participated in the study translating to 108 teachers and 360students.

### **3.5 Research Instruments**

The questionnaire was used to get the required information. The questionnaire consisted of both open and closed questions. The questionnaire was chosen because it is easy to administer and the researcher can simultaneously collect information from the respondents hence saving time (Mugenda & Mugenda,

2003). Document analysis of records showing enrolments in the schools at the district education office and the allocation of constituency funds for bursaries and other projects in schools at the constituency office was also done. Interview method was also used by interviewing the principals. Observation of the projects in the schools and their use was also done.

### **3.5.1 Validity of the instruments.**

Validity is the extent to which a test measures what it is supposed to measure (Tuckman, 1994). This is collaborated by McMillan and Schumacher (2010) that it is the truthfulness of findings and the degree of accuracy of explanations. For any instrument to be valid it must be written to cover all areas of study or should have questions from all the objectives of the study (Siegle, 2002, Ebele, 2008). The questionnaire contained questions covering the effect of establishment of schools on access to secondary education, the effect of expansion of schools on enrolments and the effect of the provision of bursaries on transition and completion rates in secondary education. The research supervisors are experts and were consulted to advice on the validity of the questionnaire and their advice followed before collection of data.

### **3.5.2 Reliability of the instrument**

Reliability is the degree to which a research instrument yields consistent results after repeated tests (Mugenda & Mugenda 2003). Test-retest is a technique of applying the same test twice to the same group

(Mugenda&Mugenda2003) and Strategic Research, 2011). The results of the two tests are then compared using the Pearson product moment of correlation. The value of the correlation coefficient must be  $\leq$  to one for the questionnaire to be accepted as reliable. The research instrument was administered twice in one school with a one week lapse between the first and second tests. The responses were scored and a comparison between the two scores done using the Pearson product moment of correlation.

The formula for computing the Pearson product moment of correlation is

$$r_{xy} = \frac{\sum (x - \bar{x})(y - \bar{y})}{NSxSy}$$

Where: x- Score of one person on one test.

$\bar{x}$ - The mean score of the first test.

y- score of one person on the other test.

$\bar{y}$ - The mean score of the second test.

Sx- The standard deviation of the x scores.

Sy- The standard deviation of the y scores.

N- The number of scores/ number of respondents in the sample.

A correlation coefficient of 0.78 was obtained and the questionnaire judged reliable for the study.

### **3.6 Procedure for data collection**

The researcher obtained an introductory letter from the University of Nairobi and applied for a permit from the National Council for Science and Technology to collect data. The researcher presented the permit to the District Commissioner and District Education Officer Kilungu District to allow visits to schools in the district. The researcher then visited the schools to administer the questionnaires to principals, teachers and students. After a brief explanation on the nature and importance of the study and assuring the respondents of confidentiality they were requested to fill the questionnaires and hand them back.

### **3.7 Data analysis techniques**

The data was first coded and prepared by checking for accuracy before entering it into the computer. It was then analysed by calculating measures of central tendency including the mean, the median and the mode occurrence of the different variable such as construction of classrooms, new schools and laboratories.

Qualitative data analysis was done by describing the distribution of single variables e.g. bursaries within the district. The relationship and links between the independent and the dependent variables will be discussed and logical conclusions made.

Quantitative measures of dependence and relationship between the variables was explained e.g. availability of constituency development funds and access to education through provision bursaries .The data is then presented through tabular representations of frequency tables for each variable, calculation of fractions and percentage of each variable. Graphical methods have been used to show frequency distributions by using bar graphs, pie-charts and histograms

## **CHAPTER FOUR**

### **DATA, ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This study was an evaluation of the influence of the CDF on students' access to secondary education in Kilungu district. This section focuses on the analysis of data, interpretation and discussion of findings. The data was collected with the aim of establishing the influence of CDF on students' access to secondary education in Kilungu District, Makueni County. The researcher used secondary school principals, class teachers and forms three and four students to collect the required data for the study. The collected data was first coded then fed into the computer for analysis using Statistical Package for Social Sciences (SPSS) programme.

#### **4.2 Questionnaire return rate**

This is the proportion of questionnaires that are returned to the researcher from the sample that participated in the study. All the principals returned their questionnaires making a return rate of 100%. Eight class teachers did not return their questionnaires making a return rate of 92.5% whereas 32 students did not return their questionnaires making a return rate of 91.1%.

### 4.3 Demographic information of the respondents

The respondents were asked to give information about their gender. The results are as given in table 4

**Table 4.1 Gender of the respondents**

|                | Principals |     | Class teachers |     | Students  |     |
|----------------|------------|-----|----------------|-----|-----------|-----|
|                | Frequency  | %   | Frequency      | %   | Frequency | %   |
| <b>Males</b>   | 16         | 80  | 64             | 64  | 182       | 55  |
| <b>Females</b> | 4          | 20  | 36             | 34  | 146       | 45  |
| <b>Total</b>   | 20         | 100 | 100            | 100 | 328       | 100 |

Table 4.1 indicates that males dominate the principals' position at 84% and also among the class teachers at 64%. Among the students boys are slightly more at 55%. This concurs with the Koech Report (2009) which revealed that gender parity continued to exist in Kenyan education sector. Kilungu district is therefore not an exception.

The students were asked to give their age. The aim was to establish if any of them were outside the official secondary school age bracket of 14-18 years.

The results are given in table 4.2

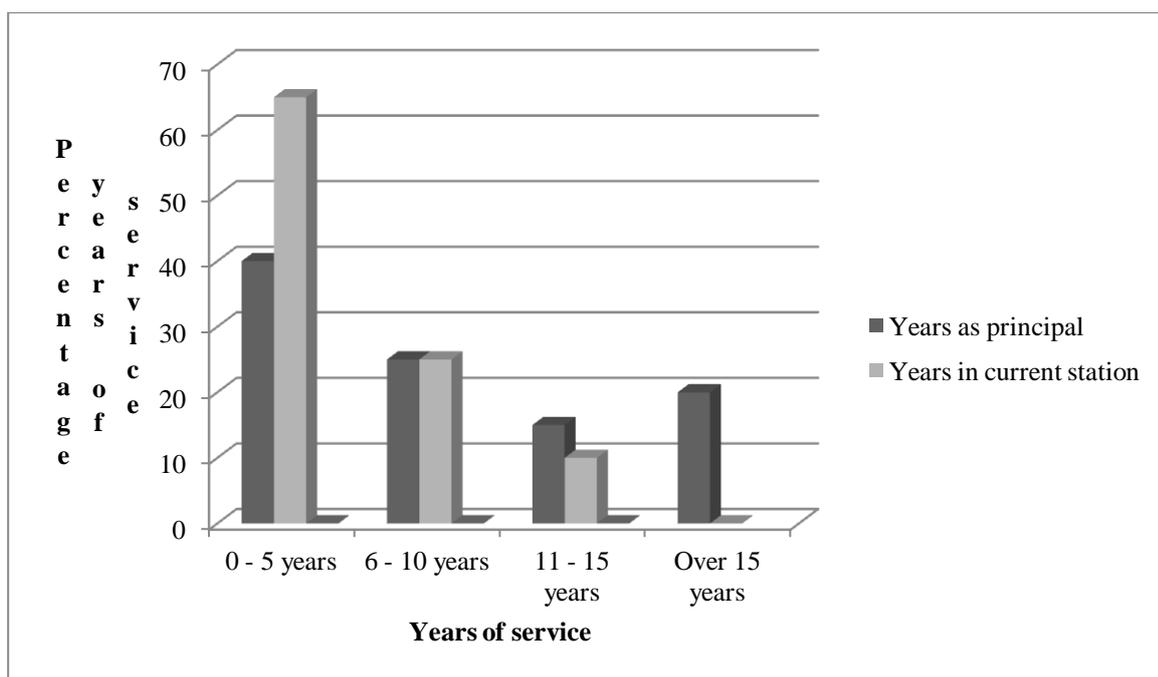
**Table 4.2: Age of form four and form three students**

| <b>Years</b>  | <b>15- 16</b> |   | <b>16 - 17</b> |    | <b>17 – 18</b> |    | <b>&gt;18</b> |    |
|---------------|---------------|---|----------------|----|----------------|----|---------------|----|
|               | Frequency     | % | Frequency      | %  | Frequency      | %  | Frequency     | %  |
| <b>Male</b>   | 8             | 5 | 14             | 8  | 40             | 22 | 120           | 66 |
| <b>Female</b> | 4             | 3 | 27             | 18 | 46             | 32 | 69            | 47 |
| <b>Total</b>  | 12            | 4 | 41             | 13 | 86             | 26 | 189           | 58 |

Information in table 4.2 shows that 48% of form three and four students are above the age 18 years. This implies that they may have been at secondary school for more than four years. There was no student below the age bracket of 15 - 16 years.

The principals were asked to indicate how long they had served as principals and the number of years they had served in their current schools. The aim was to establish whether the principals had served long enough to be conversant with the operations of the CDF in schools, the history of the school's establishment, CDF projects in the school, availability of bursaries to students in the school and their effects on access to secondary school education. The results are shown in Figure 4.1.

**Figure 4.1 Years of service as principal and years served in current station**



Majority of the principals 65% had served as principals and in the current station for between 0 and 5 years. 65% had been at the station at the station for between 0 and 5 years.. Since this was the shortest time of service al the principals had enough time and experience to know the operational structure of the CDF in their schools.

The class teachers were asked to state whether they became class teachers for their respective classes since form one, two, three or four. If the class teachers had been with the same g of students for over three years, they were able to

provide information onCDF projects and bursaries to the students. The results are shown in table 4.3

**Table 4.3: Class teachers and the level they became class teachers for their current class**

|               | <b>Frequency</b> | <b>Percentage</b> |
|---------------|------------------|-------------------|
| <b>Form 1</b> | 20               | 59                |
| <b>Form 2</b> | 7                | 20                |
| <b>Form 3</b> | 3                | 9                 |
| <b>Form 4</b> | 4                | 12                |
| <b>Total</b>  | 34               | 100               |

The majority of the class teachers 59% had been class teachers for their classes since form one. It was therefore assumed they were conversant with the students' financial needs and they are also aware of those who receive and not receiving bursaries in the school and any projects funded by CDF in the school.

#### **4.4 Analysis of data**

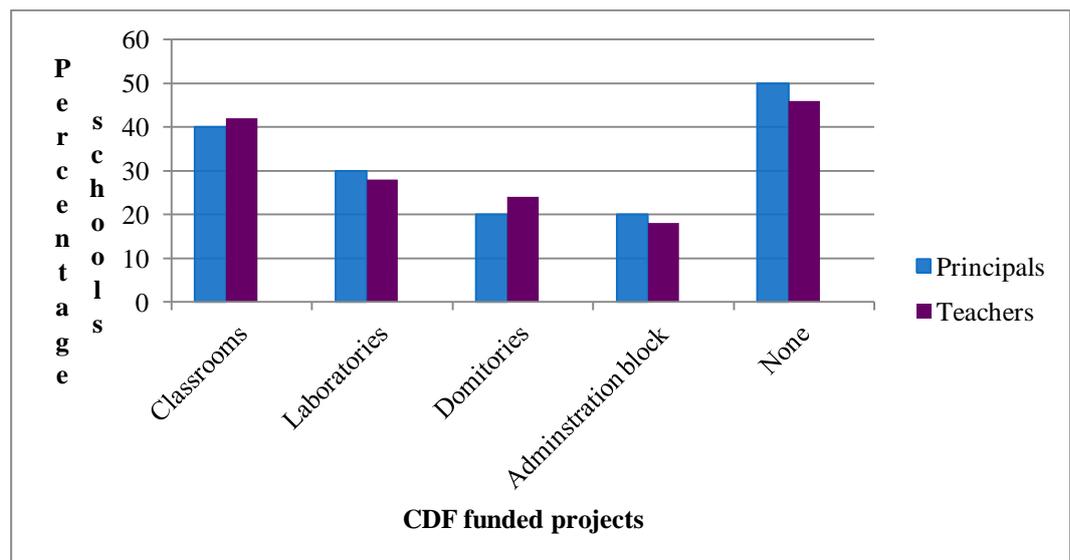
The study was guided by four objectives. These were; to evaluate how the expansion of schools through the CDF affects students' access to secondary education in Kilungu District, to assess how the establishment of secondary schools through the CDF affects students' enrolment to secondary education in

Kilungu District, to establish how the provision of bursaries through the CDF for students affects transition rates in secondary education in Kilungu District and to examine how the provision of bursaries through the CDF for students affects completion rates in secondary education in Kilungu District.

**4.4.1 The influence of expansion of schools through CDF on students' access to secondary education.**

The first objective was to establish the effect of the expansion of schools on students' access to secondary education. The Principals and class teachers were asked to indicate the projects in their schools that are funded by the CDF. The aim was to establish whether the CDF had contributed to the expansion of schools. The results are as in figure 4.2

**Figure 4.2 Projects funded by CDF in secondary schools**

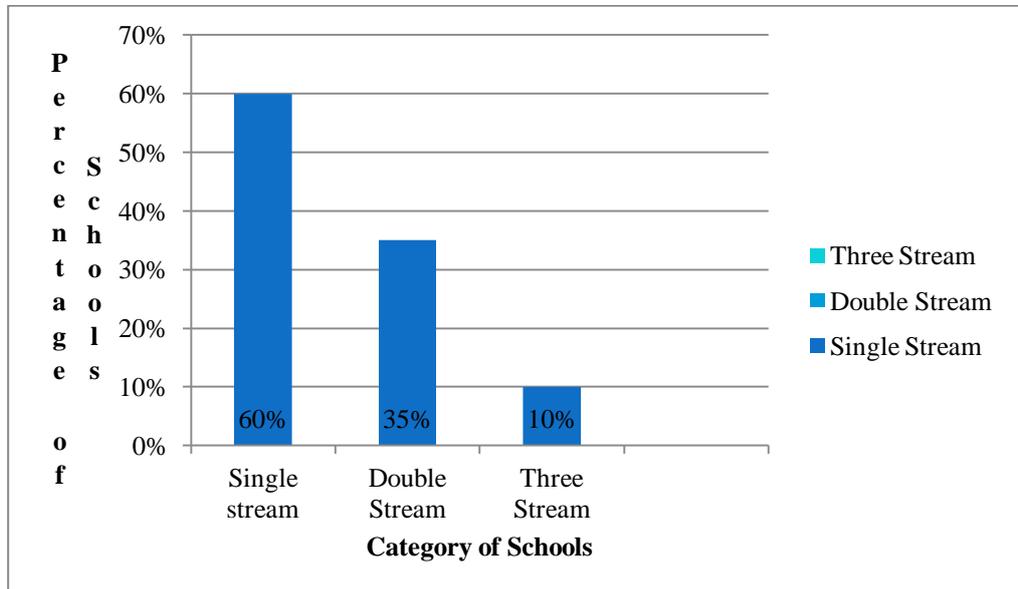


The information in figure 4.2 shows that 40% of the schools had classrooms, 30% laboratories, 20% dormitories, 10% administration block while 50% did not have any CDF funded projects. The finding is that the CDF influenced access through the construction of classes. This provides enough space in the class for quality teacher student interaction as argued by Ijaiya (2005) that classrooms should have enough space for quality and quantity teacher student interaction.

The total percentage indicates that some schools had more than one project funded by the CDF as reported by the principals. This unequal distribution of funds has led to the large classes with over 50 students as shown in 4.3. Such classes are congested and crowded. This prevents the establishment of child friendly schools as advocated by the Ministry of Education (Child friendly schools. Road to Vision 2030, 2012) which should have adequate classrooms for interactive learner centred methods.

The principals were asked to indicate whether the schools were registered as single, double three or more than three streams. Their responses are shown in figure 4.3

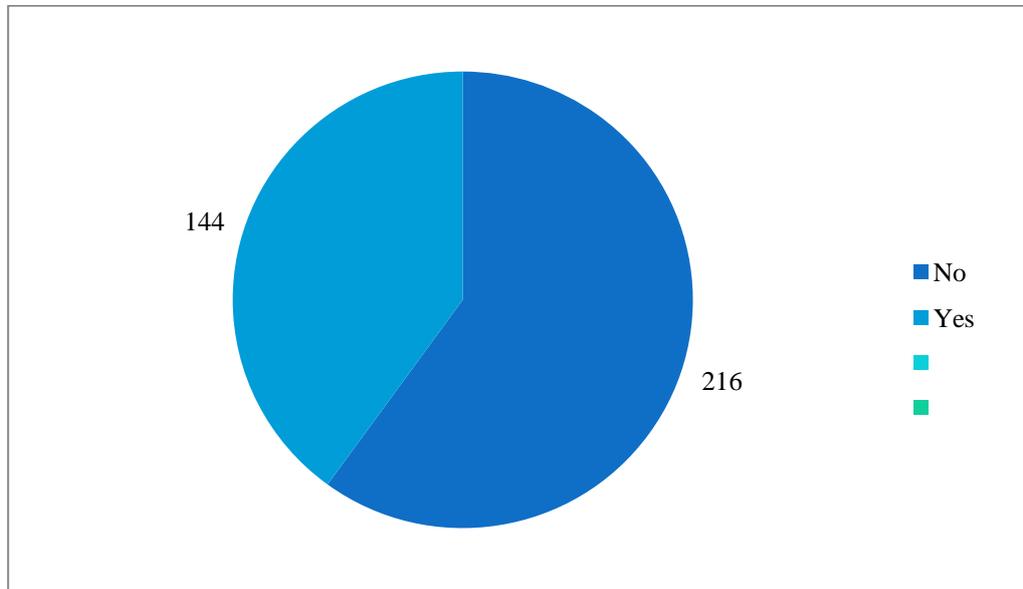
**Figure 4.3 Category of Schools**



The finding is that majority of the schools 60% were single stream. This schools are not likely to have expanded due to C.D.F finding. The students were then asked if there were any closer that were not in use in their schools.

The responses are as shown in figure 4.4

**Figure 4.4 Use of Classes in schools**



60% of the students answered No while 40% answered Yes. The finding is that majority of the classes in the district are in use. Any classes constructed using C.D.F finding is therefore likely to have led to increased enrolments. This concurs with the finding by Lunenburg et al(2012) in America where innovation and improvement of classrooms led to admission of an extra 1.2 Million students .

The Principals and class teachers were also asked to state how the projects had benefited the school. The results are as in table 4.5

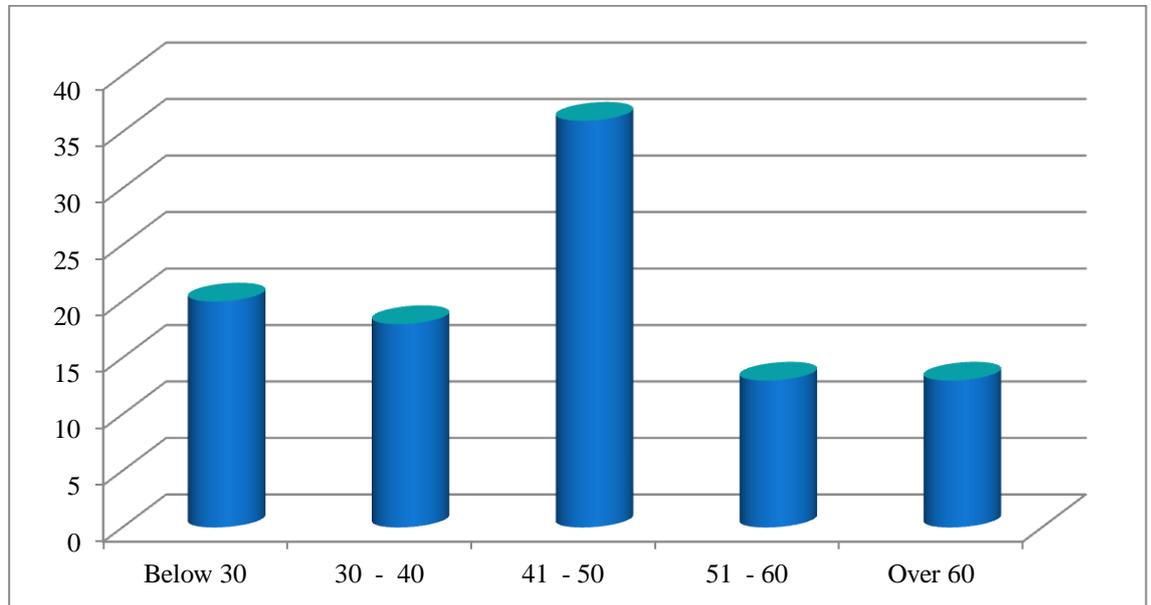
**Table 4.4: Benefits of CDF projects in schools**

| <b>RESPONSE</b>                   | <b>% of Principals</b> | <b>% of class teachers</b> |
|-----------------------------------|------------------------|----------------------------|
| <b>Expansion to more streams</b>  | 14                     | 16                         |
| <b>Enrolment of more students</b> | 34                     | 38                         |
| <b>Reduced class congestion</b>   | 42                     | 46                         |
| <b>Reduced distance to school</b> | 10                     | 8                          |
| <b>Total</b>                      | 100                    | 100                        |

The table implies that reduced congestion in classes was the greatest influence from the CDF according to 42% of principals and 38% of teachers. Enrolment of more students also took place according to 34% of principals and 38% of class teachers. Majority of the new enrolments are likely to be day scholars from Kilungu District since only 20% of the schools had dormitories. This is corroborated by the students when asked to indicate whether they were boarders or day scholars who reported that 82% were day scholars. The finding agrees with the World Bank assertion that since 2005 third world countries had increased enrolments at the secondary level by providing finance to improve infrastructure, construct new schools and support students (World Bank, 2008).

The principals were asked to give the enrolments and number of classrooms per class. The students were asked to give the total number of students of students in their classes. The average class sizes are as in figure 4.5

Figure 4.5 Average numbers of students per class



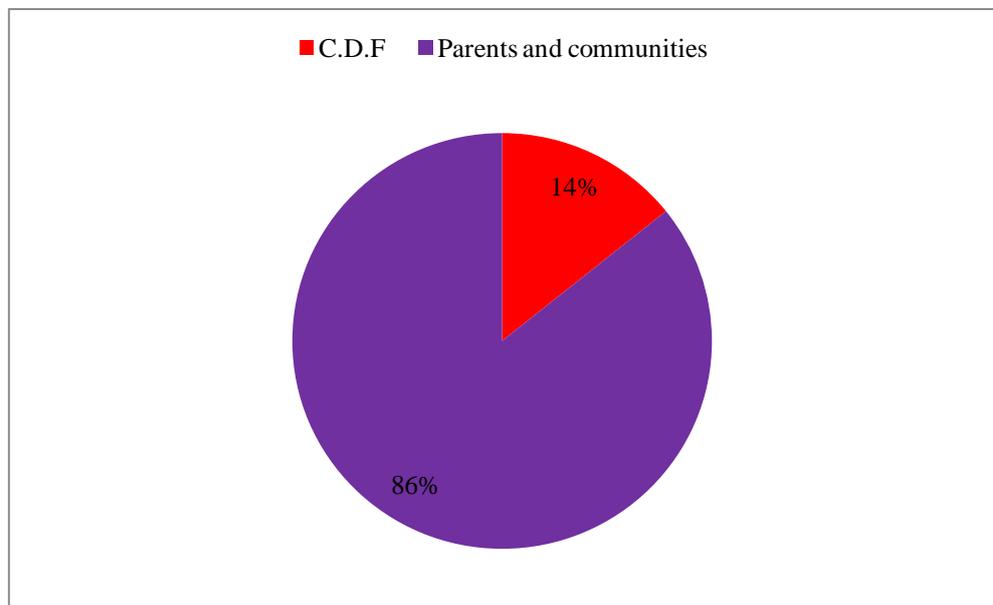
The most common class size is 41 – 50 students constituting 36% of classes. Such classes are overcrowded as observed by the European union (2008) that class sizes should be limited to 35 students to ensure quality learning. CDF must either establish more schools or expand the existing ones to bring the class size to the government recommendation of 40 – 45 students.

The students were asked if any classes in their schools were not being used. 98% said no while only 2% said yes. A visit to the schools established that four of the schools that started after 2003 did not have science laboratories and were still using classrooms borrowed from the mother primary schools. This implies that the CDF has not assisted in expansion of the schools after their establishment.

**4.4.2 The effect of establishment of schools through the CDF on students' enrolment in secondary school education.**

The second objective was to assess the effect of the establishment of secondary schools through the CDF on enrolments in secondary schools. The Principals and of the schools that were established after 2003 were asked to state the source of funding for their schools. The responses are as in figure 4.6

**Figure 4.6 Sources of funds for establishment of secondary schools in Kilungu district.**

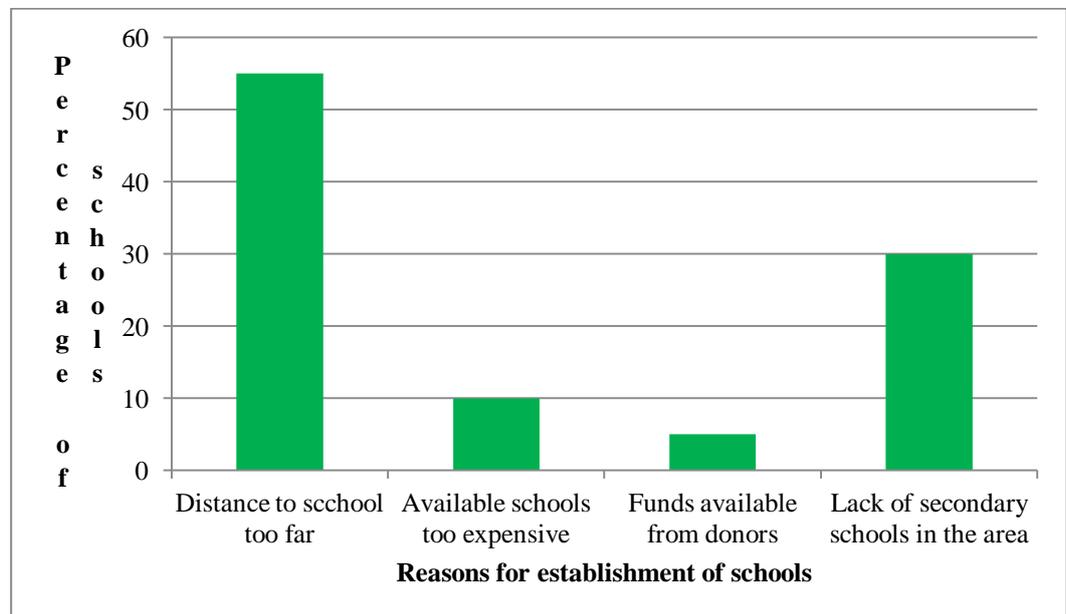


The figure shows that only 14 % of the schools established after 2003 are by with assistance from the CDF. According to the principals the CDF did not

fully start the schools. The benefits cannot therefore be fully attributed to the CDF in Kilungu District.

The Principals of the schools that started after 2003 were then asked to give the reasons for establishment of the schools. The results are shown in figure 4.7

**Figure 4.7: Reasons for establishment of schools**



Distance to schools is still a problem with 56% of the schools established due to the long distance that students walk to school. This compares to North Eastern Kenya where Kremer (2011) found that enrolment rates were low due to lack of schools that made students to walk long distances to school. Many of the students dropped out or did not enrol in school. To solve this problem

CDF should endeavour to establish more schools to reach the unreached with educational facilities.

The study sought to find out the effects of the establishment of schools on enrolment. A review of records in the district education office on number of schools and change in the total enrolment in secondary schools in Kilungu District revealed the data in table 4.5

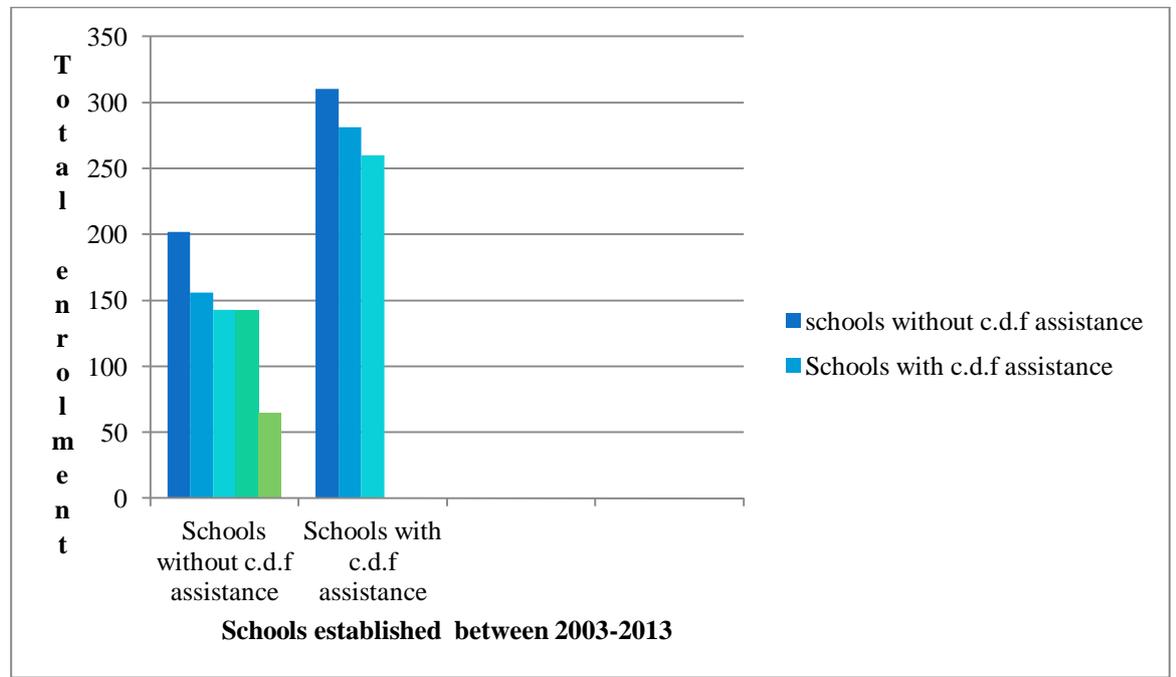
**Table 4.5; Total number of schools and enrolment in secondary schools in Kilungu District**

| <b>Year</b>  | <b>Total number of schools</b> | <b>Total enrolment in the District</b> | <b>Change in enrolment (%)</b> |
|--------------|--------------------------------|--|--------------------------------|
| <b>2005</b>  | 13                             | 5286                                   |                                |
| <b>2006</b>  | 13                             | 5286                                   | 0                              |
| <b>2007</b>  | 14                             | 5468                                   | 0.34                           |
| <b>2008</b>  | 15                             | 5472                                   | 0.07                           |
| <b>2009</b>  | 15                             | 5505                                   | 0.6                            |
| <b>2010</b>  | 19                             | 5505                                   | 0                              |
| <b>2011</b>  | 20                             | 5730                                   | 4.6                            |
| <b>2012</b>  | 20                             | 5804                                   | 1.29                           |
| <b>2013</b>  | 20                             | 5824                                   | 0.3                            |
| <b>Total</b> | <b>20</b>                      | <b>5824</b>                            | <b>7.2</b>                     |

Table 9.5 above shows that the changes in enrolment are less than 1% except in year 2011 with an increase of 4.6% and year 2012 with an increase of 1.29%. The schools established may only have improved access through transfer of students from one school to another reducing distance that students walk to school. This is because the enrolments did not show a proportional change with change in number of schools as shown by year 2009-2010 when schools increased from 15 to 19 but the district enrolment remained the same at 5505 students.

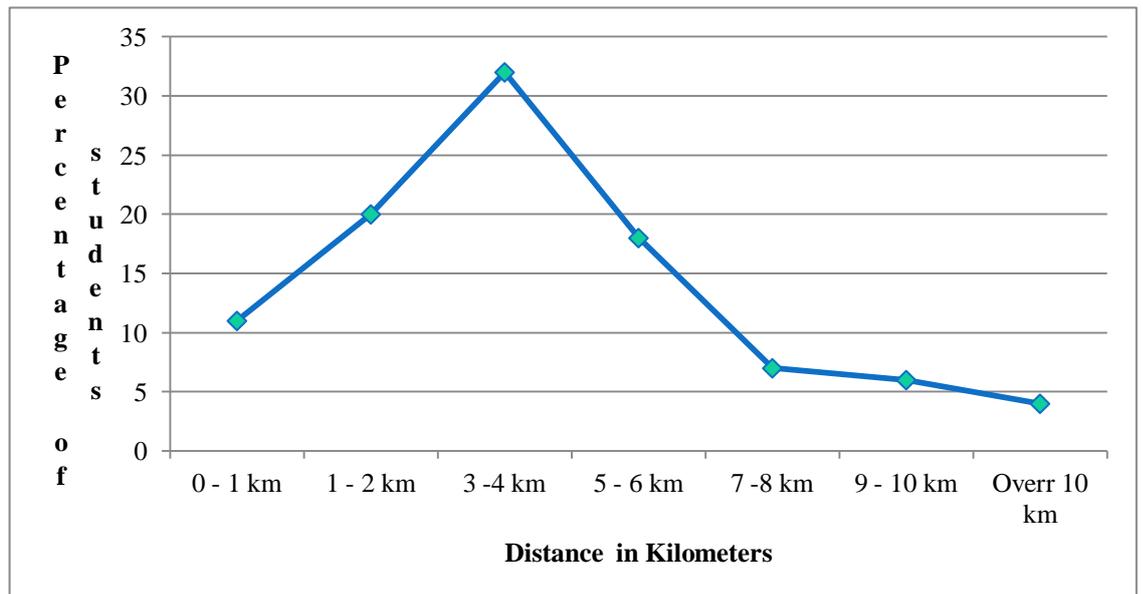
The principals were asked whether the schools started before 2003 or between 2003 and 2013. 40% of the schools started between 2003 and 2013. The principals were then asked to state whether the CDF funded any projects during the establishment of the school, the enrolment at establishment and the current enrolment per class. The schools categorized into those with CDF funding and those without. The enrolments per school are as shown in figure 4.8

**Figure 4.8 Enrolment in schools that started between 2003 and 2013**



From figure 4.5 the enrolments are higher in schools that had assistance from the CDF. There are increased enrolments in the schools in individual schools due to provision of more learning opportunity for the students through the CDF. The schools may not have required the parents to pay extra funds for infrastructure development attracting students to transfer from other schools. Day scholars were asked to state the distance from home to school. The aim was to establish whether the establishment of schools through CDF had improved access to secondary education by reducing distance students walk to school. The results are shown in figure 4.9

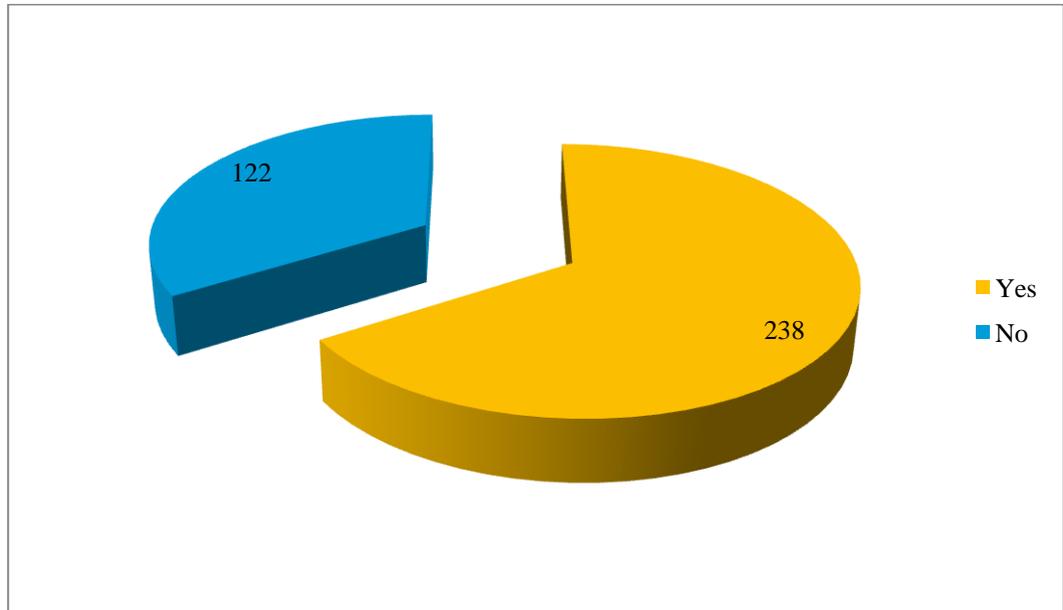
**Figure 4.9; Distance from home to school**



The findings from figure 4.6 indicates that 32% of students walk 3 – 4 km to school. A total of 35 % of students walk between 5 km and 10 km to school. This distance is prohibitive since students have to walk in the rural areas that lack roads and matatus for transporting them to school. This group of students are likely to drop out unless the CDF takes schools closer to improve access as observed by the UNICEF (2005) that the distance students have to walk to school affects attendance and may lead to their dropping out of school.

The students were then asked if there were any other schools between their home and the school they are currently. Their responses are shown in figure 4.10

**Figure 4.10; Availability of schools between students' home and current school**



The finding is that majority of the students 66% did not have alternative school near their homes where they can enrol. The CDF has not solved the problem of schools being too far for the students. There is a possibility of many students remaining out of school due to schools being too far away or dropping out due to the challenge of distance as found in Afghanistan by UNESCO (2012).

The principals were asked to state the enrolment during the first year of establishment and the current enrolment. The responses were then grouped into schools with CDF Assistance and those without. The outcome is shown in table 4.6

**Table 4.6: Enrolment in schools that were established after 2003**

| Schools with C.D.F assistance |                   |                     | Schools without C.D.F assistance |                   |                     |
|-------------------------------|-------------------|---------------------|----------------------------------|-------------------|---------------------|
| Enrolment at start            | Current enrolment | Percentage increase | Enrolment at start               | Current enrolment | Percentage increase |
| 55                            | 252               | 458                 | 19                               | 65                | 342                 |
| 20                            | 106               | 530                 | 10                               | 137               | 1370                |
| 17                            | 293               | 1723                | 13                               | 129               | 992                 |
| <b>Total 92</b>               | 661               | 718                 | 42                               | 331               | 788                 |

From table 4.6 the CDF has led to an average growth of 707% in the school. The CDF assisted seem to be attracting new enrolments but their growth is lower than those without assistance. The availability of CDF funds seems to promote dependency than commitment to spearheading own development as advocated by the constitution of Kenya 2010.

#### **4.4.3 The effect of provision of bursaries through CDF on transition rates in secondary school education in Kilungu District**

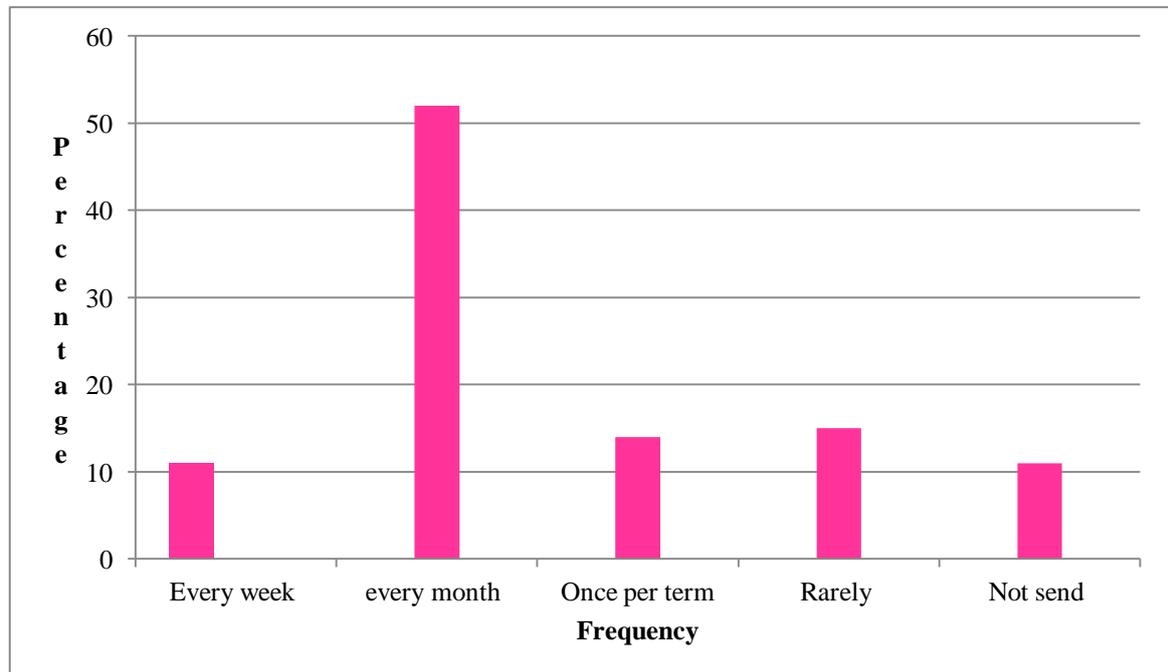
The third objective was to establish the effect of bursaries on transition rates in secondary education. The Principals were asked if the students in their schools receive bursaries from the CDF. Only 14% said yes. When asked about the approximate number who receive bursaries the principals gave an average of

20 students per school per year. This translates to 2.4% of the total population of students. The form three and four students were asked if they had ever received bursaries for payment of school fees only 14 % of students responded yes. This shows that the number receiving bursaries is too small with all found in the schools with a boarding section. The outcome is in line with Asayor's finding that bursaries are awarded to students only in boarding schools because day secondary education is free (Asayo,2009).This system of bursaries locks out the poor who are the majority in Kilungu District. The practice is contrary to the system in the United Kingdom where according to Davies (2009) bursaries are provided to ensure that people from poor backgrounds are not deterred from education.

The students were asked how many terms or years the bursary has been paying school fees. Their responses revealed that 77% received a bursary for one term and 23% for two terms. This implies that the bursary cannot be relied upon to enable a student remain in school for a whole year. The ability of the CDF to affect the students' transition through secondary education or enable them remain in school is wanting.

The students were also asked whether they were sent home due to failure to pay school fees. 88% said yes and 12% no. This was also confirmed by the class teachers with all indicating that students were sent home to collect fees with none indicating no. The students were then asked how often they were sent home for fees. The responses are shown in figure 4.11

**Figure 4.11; Frequency with which students are send home for school fees**



The figure shows that 52% are sent home every month. Since students are in school due to availability of bursaries then they will be able to move through the secondary level to completion without dropping out. This applies to all students since among the sample were students from boarding schools receiving bursaries. This implies that the bursary awarded is not enough to keep the students in school as by Philipson (2008) that in Venezuela bursaries are used to promote transition and reduce drop outs by subsidizing education using public funds.

The principals were asked to indicate the type and category of their schools. They were also asked to state whether the students in their schools receive bursaries. The relationship between the type or category of school and availability of bursaries is shown in table 4.7.

**Table 4.7; Relationship between type of school and availability of bursaries**

| TYPE/ CATEGORY         | FREQUENCY | AVAILABILITY OF BURSARIES |           |
|------------------------|-----------|---------------------------|-----------|
|                        |           | YES                       | NO        |
| Day mixed              | 13        | 1                         | 12        |
| Day boys               | 0         |                           |           |
| Day girls              | 0         | 0                         | 0         |
| Boarding mixed         | 0         | 0                         | 0         |
| Boarding boys          | 2         | 2                         | 0         |
| Boarding girls         | 2         | 2                         | 0         |
| Mixed boarding and day | 3         | 3                         | 0         |
| <b>TOTAL</b>           | <b>20</b> | <b>8</b>                  | <b>12</b> |

From the table it is clear that only students in boarding schools receive bursaries. Asked if they were boarders or day scholars 41% said they were boarders while 59% said they were day scholars. It is this 41% of boarders who may have received bursaries leaving out the majority day scholars. This compliments the finding of Ohoba (2009) that bursaries in Kenya are only awarded to students already enrolled in boarding schools since day secondary schools are free. This locks out the poor in low cost day schools since they

could not afford admission to boarding schools and then qualify for the award of a bursary.

#### **4.4.4 The effect of provision of bursaries through CDF on completion rates in secondary education in Kilungu District**

The fourth objective was to establish the effect of the provision of bursaries through the CDF on completion rates in secondary education in Kilungu District. The class teaches were asked if the number of students admitted to form one in their classes remained the same throughout the years. 76% answered yes and 14 % no. They were asked to indicate the causes of change in the enrolments. The responses are shown in table 4.8.

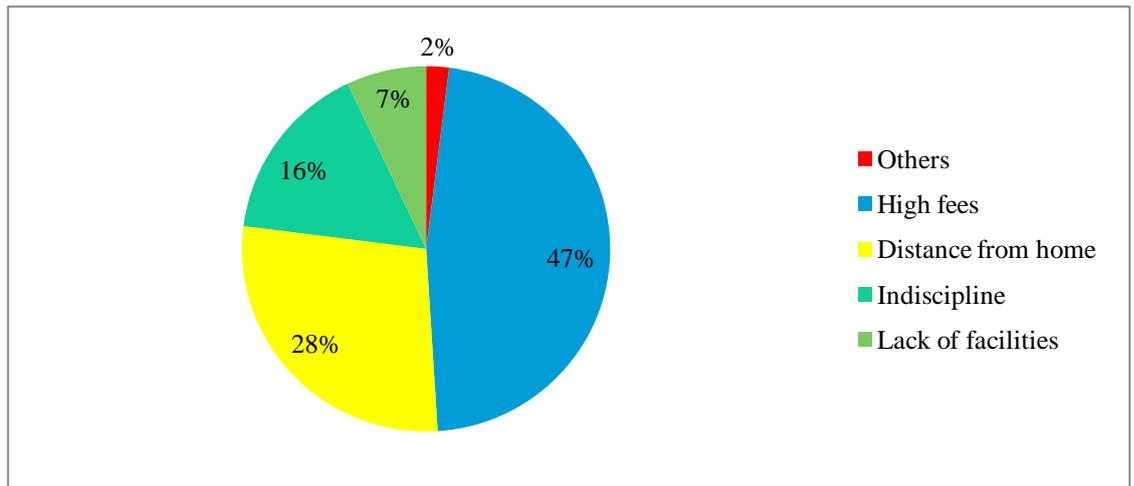
**Table 4.8; Causes of change in enrolment in secondary schools in Kilungu District**

| <b>Causes of change<br/>in enrolment</b> | <b>Number of<br/>Students</b> | <b>Percentage</b> |
|--|-------------------------------|-------------------|
| <b>Transfer</b>                          | 54                            | 52                |
| <b>Drop out</b>                          | 33                            | 31                |
| <b>Repetition</b>                        | 9                             | 9                 |
| <b>Others</b>                            | 8                             | 8                 |
| <b>Total</b>                             | 104                           | 100               |

The finding is that the highest cause of change in enrolments is transfer from school to another. It accounts for 52% of the causes of changes in school enrolments. The students were then asked to state the category of school they transferred from. 75% said they had transferred from boarding to day schools and 25% from day to boarding schools. The students gave reason for transfer from boarding to day school as inability to pay school fees. The high rate of the transfer and drop outs shows low retention rates within the schools. The bursary scheme has not addressed the dropout as is done the United States of America where the Federal government provides compulsory funding to the poor to equalise and improve access to education.

The class teachers were then asked to give the reasons for transfer or drop out among students in their classes. The responses are shown in figure 4.12

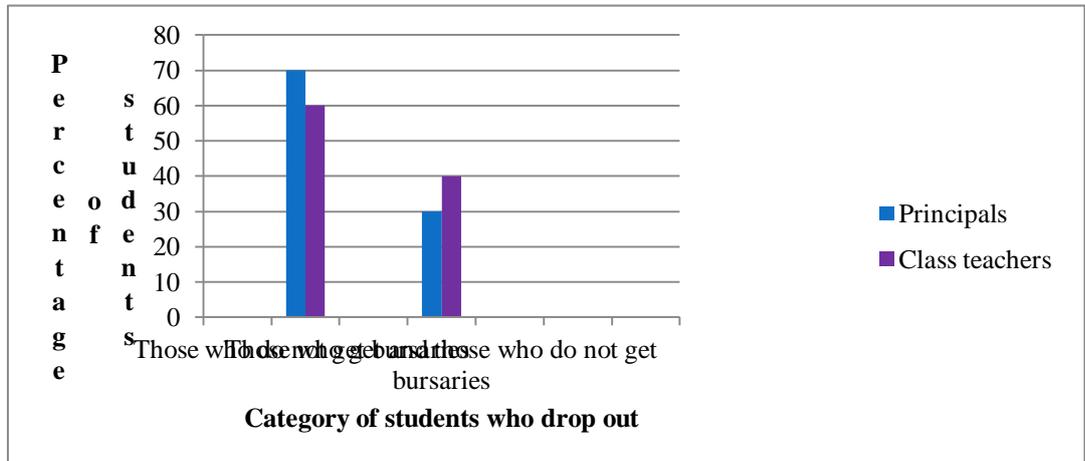
**Figure 4.12; Reasons for transfer and drop out among secondary school students in Kilungu District**



From figure 4.12 the highest causes of transfer and drop out was high fees accounting for 47% and long distance from home to school. This is likely to be a cause of low completion rates which negatively affects participation in secondary education. This was also found out by Kalen (2005) in Bangladesh where parents overprotective of girls choose to keep them at home instead of making them travel long distances to school.

The class teachers and Principals were asked to indicate whether student in their classes and schools dropped of school due to poor fees payment 76 % said yes and 24 % no. They were then asked to state which category of students drop out due to fees payments. The results are given figure 4.13

**Figure 4.13; Category of students who drop out of school due to fees payment**



The responses show that the majority of the students who drop out of school do not receive bursaries accounting for 65% of the drop outs. 40% of students also dropped out even after getting the bursary. This is wastage of resources and the CDF needs to control the allocation of funds to avoid giving bursary to those who have dropped or are likely to dropout. The bursary system has not prevented the culture of dropping out as found out by Kassem et al (2010) that in Britain the government paid maintenance allowances for students to prevent them from dropping out of school

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter gives a summary of the findings of the study, the recommendations and suggestions for further study.

#### **5.2 Summary of the findings**

During analysis of the data the study found that the Constituency Development Fund has influenced access to secondary education through several aspects. These include the expansion of schools and support in establishment of school that led to increased enrolments. The distance to schools however remains a major challenge to access since majority of the schools are day schools. Students have to walk over five kilometres to school which is prohibitive and may lead to dropout. This concurs with the findings by UNESCO (2005) that parents in Bangladesh did not allow girls to attend schools that were far away. Though available, bursaries are the preserve of a small group of students in boarding schools. The students are however periodically sent home to collect school fees negatively affecting retention and completion rates in the secondary schools.

The study found that only 10% of schools had classrooms funded by CDF, 40% Laboratories, 20% administration block while 50% didn't have any CDF funded projects. This has contributed to the existence on large classrooms with over 50 students in one class.

The study further established that 35% of the students walked over 5km to school which may cause students to drop out or deny others access to education. Majority of the school are day schools (65%) and are not likely to provide space for those far away. The study revealed that schools that received CDF funding during their establishment increased their enrolments faster than those which did not receive CDF funds. This collaborates the findings of UNESCO (20002) that resources and infrastructure should be equitably distributed to increase access in education (Botswana National Commission for UNESCO 2002 Annual Report).It also found that 61% of students were in the schools established before 2003, 26% in those schools with CDF funds and 13.5% in schools that did not receive CDF funds.

The study found that only an average of 20% students received bursary for fees payment. The bursary only paid fees for one term or two terms in a year. This was not enough to retain the students in school until completion. It was also found that despite the presence of bursaries students were still send home every month to collect fees. This negatively affects the students' retention in school and their completion of secondary education.

The study revealed that only 24% of the class teachers (Classes) retained the same number of students that was admitted at form one. The rest of the classes (76) had a lower number with the students having either dropped or transferred to other schools. It was then established that the main cause of transfer or drop out was high fees at 47% of the classes while 28% transferred or dropped out due to the long distance they had to walk to school every morning or evening. The study discovered that majority of the dropouts were in schools that did not receive bursaries for payment of fees. Those not receiving bursaries were therefore most likely to dropout due to lack of fees.

### **5.3 Summary of the study**

The study sought to establish the influence of constituency development fund and access to secondary education in Kilungu District. It was based on five objectives that lacked at the expansion of schools, the establishment of schools and the provision of bursaries in relation to education access to secondary education the effect of establishment of schools on enrolment and the effect of bursaries in transition and completion rates in secondary education.

Chapter one was the introduction in which the background and statement of the problem was done showing the variables of study the purpose , objectives and significance of the study were also outlined the limitations and case assumption of the study some who outlined.

In chapter two literature related to the variables of study was reviewed this was literature on the effects of expansion of schools on access to education the effect of establishment of schools on enrolment and the effect of bursaries on retention and completion rates in secondary education. A theory was identified to guide the study which is the human capital theory. A conceptual frame work was also worked out showing the relationship between the constituency development fund and access to secondary education.

Chapter three was the research methodology in which the target population and research design were identified sampling by the population was done and the research instruments which was the questionnaire prepared. The validity of the instrument was established by writing questions from all the variables and consultation with the research supervisors. The reliability of the instrument which is established through the test and interest technique. The researcher then got pursuit to collect data and visited the schools to administer the questionnaire observe the projects funded through the C.D.F projects. The procedure for data analysis was identified in chapter three.

In chapter four the data was analysed and interpreted by calculating percentages and frequencies of the accuracy of certain variables. A discussion on the findings was done by drawing conclusions from the analysis of data. The data was then presented using graphical and numerical methods to show the findings of the study in each objective of the study. A summary of the findings was given at the close of the chapter.

## **5.4 Conclusion**

From the study it can be concluded that the CDF has improved access to secondary education through the building of classes' laboratories and dormitories. The fund however has not reduced the distance to school either by taking the schools near to the unreached who still have to walk over long distances to school. Congestion in classes remains high with classes having over 50 students. The fund therefore has not created enough school places in Kilungu District.

Bursaries have also not assisted in improving retention transition and completion in secondary schools. This is because a majority of class teachers reported that students still drop out due to lack of fees and the long distance they have to walk to school. Majority of the students 84% are also sent home regularly to collect fees which should have been taken care of through bursaries.

## **5.5 Recommendations**

Based on the findings the researcher recommends the following:

- i. The constituency development fund should be used to construct schools in the remote areas. This should be done by fully financing the construction of schools rather than supporting the communities' initiatives to increase educational access.

- ii. Students should be allocated a bursary that can enable them remain in school and complete their education.
- iii. The procedure and legal guidelines on the awarding of bursaries should be reviewed to allow students from day schools to access bursaries. It is in the day schools where the majority of students from poor grounds are enrolled since they cannot afford admission to boarding schools then apply for bursaries. If not assisted through bursary allocation such students are likely to dropout.
- iv. More schools should be established in Kilungu District to increase student's success to secondary education and reduce the long distances that the students walk to school.

### **5.6 Suggestions for further studies**

Based on the findings of the study the researcher suggests the following studies to be carried out to complement this study.

- i. The study should be replicated in other Districts to find out the impact of CDF on access of students to education.
- ii. There is also a need to carry out a study on the non – fee costs in day secondary schools to establish the cause of high dropout rates and transfer from one school to another.
- iii. The process of identifying the financial needs of the students during the allocation of bursaries should be studied to establish the reasons why students who receive bursaries are sent home to collect fees.

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## **APPENDICES**

### **APPENDIX A:**

#### **LETTER TO THOSE INVOLVED IN THE STUDY.**

Daniel Kioko Kiumi

P.O Box 378,

Nunguni.

To whom it may concern.

#### **REFERENCE: REQUEST TO TAKE PART IN RESEARCH**

I am a student at the University of Nairobi studying for a master of education degree. This study is part of the degree programme. I am therefore requesting you to fill the questionnaire attached to this letter. The purpose of this data is to evaluate the impact of the constituency development fund on access to secondary education in Kilungu.

I am therefore requesting you to take part in the study by filling the questionnaire honestly and accurately. Any information given will therefore be purely used for this research. The identity of the respondents will be treated with confidentiality and for this research only.

Thank you for accepting to take part in this research.

Yours faithfully,

DANIEL KIOKO KIUMI.

## APPENDIX B

### Questionnaire for Principals of Secondary Schools

You are kindly requested to fill the questionnaire by choosing the appropriate responses or writing your honest responses to the open ended questions.

#### SECTION A

1. Give the type and the category of the school. Tick the correct ones

| TYPE                     |                          | CATEGORY                     |                          |
|--------------------------|--------------------------|------------------------------|--------------------------|
| Day                      | <input type="checkbox"/> | Mixed Boys                   | <input type="checkbox"/> |
|                          |                          | mixed Girls                  | <input type="checkbox"/> |
| Boarding                 | <input type="checkbox"/> | Mixed Boys                   | <input type="checkbox"/> |
|                          |                          | mixed Girls                  | <input type="checkbox"/> |
| Day and Boarding         | <input type="checkbox"/> | Mixed boarding and mixed day | <input type="checkbox"/> |
|                          |                          | Boarding boys day girls      | <input type="checkbox"/> |
| Boarding girls 'day boys |                          |                              | <input type="checkbox"/> |

2. Year of establishment (tick one) i) Before 2003 (ii) 2003-2013 Give the actual year\_\_\_\_\_

NB: If before 2003 go to question no.7

#### SECTION B

3. What was the main source of funding for establishment of the school?

i) Parents and the community. ii) Donors iii) Government  
iv) Constituency development fund v) Sponsor (give name) vi) Others  
specify

4. (a) Do you know of any projects that were funded by the constituency development fund during the establishment of the school? i) Yes  
ii)No(b) If yes tick them from the list below (tick the correct ones).

- i) Purchase of land for school establishment. ii) Construction of classrooms.
- iii) Construction of science laboratories.
- iv) Construction of library or computer rooms.
- v) School electrification. vi) Construction of dormitories.

5. What factors were considered in locating the school in its present location?

- i) Distance to other secondary schools too far from the village /location.
- ii) Secondary schools available too expensive for the local people / students.
- iii) Availability of funds from donors, community sponsor etc. for starting the school.
- iv) High number of primary school graduates out of school due to lack of second schools.
- v) Any others specify \_\_\_\_\_

6. What was the enrolment in the first year of establishment of the school?

7. What is the current enrolment of the school by class and number of classrooms available?

8. (a) Are there any projects funded through the constituency development fund in the school since the year 2003?  Yes  No

(b) If yes choose them from the list given below.

i) Classrooms  (ii) Laboratories  (iii) Administration block

(iv) Library

(v) Others name them \_\_\_\_\_

(c). Give the total number of :i) classrooms. \_\_\_\_\_ ii) laboratories \_\_\_\_\_

10. (a) Does the school receive bursaries for students fees from the constituency development fund? Yes  No

(b) If no what are the reasons for not getting any bursaries?

- i. If yes how many students receive the bursary per ear?
- ii. Is the bursary adequate to keep the students in school the whole year? Yes  No

c) Are students send home for failure to pay fees? Yes  No

d) If yes which category are send home?

- i) Those who receive bursaries
- ii) Those who do not receive bursaries
- iii) Both those who receive and those not receiving bursaries.

## APPENDIX C

### Questionnaire for Secondary school Teachers

You are kindly requested to fill the questionnaire by choosing the appropriate responses or writing down your honest answers to the open ended questions.

#### SECTION A

- 1.Name of school\_\_\_\_\_ 2.Department\_\_\_\_\_
3. Subjects taught \_\_\_\_\_ 4. Number of years taught in the school\_\_\_

#### **SECTION B**

5 a) Has the constituency development fund financed any projects during your period of teaching in the school? Yes\_\_\_\_\_ No\_\_\_\_\_

b) If yes name the projects financed

i) Classrooms ii) Laboratories iii) Any other name them\_\_\_\_\_

c) How have the projects financed benefited the school?

i) Increased enrolments ii) Expansion of school from single to double stream

iii) Reduced congestion in classes iv) Any other (specify)\_\_\_\_\_

6 a) When was the school started? i) Before 2003 ii) After 2003. Give year\_\_\_

b) Was the starting financed by the constituency development fund? Yes\_\_\_\_\_ No\_\_\_\_\_

c) Which facilities were funded by the constituency development fund during the beginning?

i) Classrooms ii) Buying land iii) Office construction iv) Others

7 a) How many students were admitted to form one in your class? \_\_\_\_\_

b) How many are in the class today? \_\_\_\_\_

c) What are the reasons for the increase or decrease in number of students in the class?

---

8 a) Do students receive bursary for fee payment? Yes \_\_\_\_\_

No. \_\_\_\_\_

b) If no why don't they receive bursaries? \_\_\_\_\_

c).i. Are the students in your class send home due to failure to pay school fees?

Yes \_\_\_\_\_ No \_\_\_\_\_

ii) If yes how often are they send home? i) Oftenly \_\_\_\_\_

Rarely \_\_\_\_\_

d) i) Have any of the students dropped out due to lack of school fees?

Yes \_\_\_\_\_ No \_\_\_\_\_

ii) If yes can you tell the number? \_\_\_\_\_

## APPENDIX D

### Questionnaire for secondary school students

You are kindly requested to fill this questionnaire honestly. Do not write your name or admission number.

School\_\_\_\_\_ Class\_\_\_\_\_

#### SECTION A

1. What is your gender? Male Female (tick one).

2. Year of birth\_\_\_\_\_

#### SECTION B

1. Total number of students in your class\_\_\_\_\_ 2) Total number of classes in school\_\_\_\_\_

3 a) Are there any classrooms that are not used for teaching and learning?

Yes\_\_\_\_\_ No\_\_\_\_\_

b) If yes, how many? \_\_\_\_\_

4. a) Are you a day scholar or a boarder? Boarder Day scholar

b) If day scholar what is the approximate distance from your home to school? \_\_\_\_\_

5.a) Are there any other schools between your home and this school?

Yes\_\_\_\_\_ No\_\_\_\_\_

b) If yes why didn't you enrol in the school near your home? (Give own reasons).\_\_\_\_\_

—

6. a) Have you ever been awarded a constituency bursary to pay your school fees since form one? Yes\_\_\_\_\_ No\_\_\_\_\_

b) If yes how many years or terms has the bursary been paying your fees? \_\_\_\_\_

c) If no why do you think you were not awarded a bursary? (Tick the appropriate ones)

i) I did not apply

ii) I am not aware of the existence of any constituency bursaries

iii) Students in our school are never awarded bursaries even after applying.

iv) I do not know why I was not awarded a bursary

v) Any other reason (please state) \_\_\_\_\_

7.a) Have you ever been absent from school due to failure to pay school fees?

Yes\_\_ No\_\_

b) If yes how often are you sent home for fees? i) Every week ii) Every month

iii) At least once per term iv) Rarely

8.a) Was your joining this school due to transfer from another school?

Yes\_\_\_\_\_ No\_\_\_\_\_

b) What type of school did you transfer from?

i) Boarding to day ii) Day to boarding iii) Day to day iv) Boarding to boarding

c) If yes what was the cause of transfer?

i) School was too far from home ii) School fees was too high iii) lack of enough facilities

iv) Lack of enough teachers/ some subjects not being taught

v) Any other reasons (state)

\_\_\_\_\_

9.a) Does your school have a laboratory/ laboratories? Yes \_\_\_\_\_

No \_\_\_\_\_

b) How often are sciences taught in the laboratory?

i) Always      ii) Once per week      iii) Rarely      iv) Cannot remember

c. (i) Are students allowed to perform experiments on their own in the laboratory during their free time? Yes \_\_\_\_\_ No \_\_\_\_\_

f) If the school does not have a laboratory how do the teachers perform the experiments?

i) They carry apparatus to class      ii) Experiments are not performed

iii) Any other means

(specify) \_\_\_\_\_

## APPENDIX E

### Research Authorization

REPUBLIC OF KENYA



#### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787, 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/852**

Date: **28<sup>th</sup> May 2013**

Daniel Kioko Kiumi  
University of Nairobi  
P.O Box 30197-00100  
Nairobi.

#### **RE: RESEARCH AUTHORIZATION**

Following your application dated **20<sup>th</sup> May, 2013** for authority to carry out research on "*Influence of constituency development fund on students' access to secondary school education in Kilungu District, Makueni County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kilungu District** for a period ending **31<sup>st</sup> August, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Kilungu District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
The District Commissioner  
The District Education Officer  
Kilungu District

*"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".*

APPENDIX F

Research Permit



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY  
PAGE 2  
THIS IS TO CERTIFY THAT:  
Prof./Dr./Mr./Mrs./Miss/Institution  
Daniel Kioko Kiumi  
of (Address) University of Nairobi  
P.O.Box 30197-00100, Nairobi,  
has been permitted to conduct research in  
Location District  
Kilungu Eastern Province  
on the topic: Influence of Constituency Development  
Fund on students' access to secondary education  
In Kilungu District, Makeni County, Kenya.  
for a period ending: 31st August, 2013.

PAGE 3  
Research Permit No. NCST/RCD/14/013/852  
Date of issue 28th May, 2013  
Fee received KSH. 1,000

Applicant's Signature  
National Council for Science & Technology



Signature of National Council for Science & Technology Secretary