

**INFLUENCE OF CONSTITUENCY DEVELOPMENT FUND ON
EDUCATION DEVELOPMENT IN THE COUNTIES: A STUDY
OF PUBLIC SECONDARY SCHOOLS IN LIKUYANI
CONSTITUENCY, KAKAMEGA COUNTY, KENYA.**

By

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Requirements for the award of the Degree of Master of Arts in
Project Planning and Management of the University of Nairobi.**

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DECLARATION

This research project report is my original work and has not been presented for award of a degree to any other university.

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This project report has been submitted with our approval as university supervisors.

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DEDICATION

This research project is dedicated to my late father, Vincent Obwari Orando and my mother, Jerusha Nduvi Obwari who sowed the seed of education and empowerment to their humble family of thirteen children. The two have been a great source of inspiration to my education without whose foresight and support to us I would not have reached this far. I will forever be grateful to them.

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ABSTRACT

The purpose of the study was to determine the influence of Constituency Development Fund (CDF) on Secondary school education development in Likuyani Constituency; Kakamega County in Kenya. The study used descriptive survey research design. The main findings of the study were as follows: most of the students did not receive enough bursaries to enable them pay fee charged by the school. The funds for physical facilities were not enough but projects which benefited most from CDF funds were the school land, science laboratory, administration block. Students' enrolment, retention and completion rates kept increasing after the introduction of CDF fund although it was still below the expectation and the completion rate stood at 69%. Most respondents agreed that CDF funded bursaries have led to improved learners' academic performance. Based on the foregoing findings, several conclusions were arrived at: First, very few poor but bright students receive bursary from CDF education fund. Secondly, CDF funds have helped to facilitate the provision of physical facilities in public secondary schools in Likuyani Constituency to a small extent, but facilities were still not enough in spite of the funding. Thirdly, the number of learners' enrolment, retention and completion rate had significantly gone up with the introduction of CDF funds. Finally, learners' academic performance improved with the introduction of CDF education funds but they were not enough thus learners' academic performance in relation to CDF education funding is still low. From the findings and conclusions, the study recommends the following in order to improve the provision and management of CDF funds in education so as to realize significant education development. First, the government should allocate enough funds in time to schools to ensure that the facilities constructed are enough and are completed and adequately equipped for example science and computer laboratories as well as libraries. It should also increase funds allocated to CDF bursary so that the deserving students can fully pay their school fees thus increasing the retention and completion rates. The study established that headteachers are not fully involved in identifying the poor but bright learners thus very few deserving students benefit from the CDF fund bursary. As such, the researcher recommends that head-teachers and teachers be involved to a larger extent in identifying the deserving students. Head teachers should also involve the community around them to aid in school development programmes and projects to supplement CDF education funding. Lastly, schools should initiate income generating projects to subsidize CDF education funding.

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ACRONYMS

CBS	Central Bureau of Statistic
CDF	Constituency Development Fund
EFA	Education for All
FPE	Free Primary Education
FPE-	Free Primary Education
G O K	Government Of Kenya.
KCSE	Kenya Certificate of Secondary Education
KSES	Kenya School Equipment Scheme
MDG	Millennium Development Goal
PTA-	Parent Teachers Association Republic Of Kenya
U.S.A-	United States of America.
UN	United Nations.
UNESCO-	United Nations Education Scientific and Cultural Organization.
UNICEF-	United Nations International Children Education Fund.
UPE	Universal Primary Education

LATF Local Authority transfer Fund

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is considered to be a pillar for economic development in both developed and developing countries. African countries have continuously emphasized the role of education for its citizenry as a means to social and economic development. Studies conducted by Psacharopoulos (1994) show that returns of education in Africa are higher than in other region. Returns of education have been measured in a number of ways. Economically, it is viewed as an investment in human capital and seen to have strong link to employment. Education provides the skills and competencies that will allow individuals to perform productive roles, more literate and skilled labour force is likely to yield more returns on investment. It also promotes social equality and has strong link to reduction of poverty. It produces a more informed citizenry, empowers individuals and enables them to become more proactive, gain control over their lives and broaden the range of available options.(UNESCO,1997).As such, many states and countries have invested in education as a pillar for development. Education funding varies from one country or state to another.

In United States of America (USA), education is mainly provided by the public sector with control and funding coming from three levels: State, local and federal government in that order. However, federal funding accounts for little of the overall funding schools receive. The vast majority comes from the state government and in some cases from local property taxes. Vaillant, D. (2005) observes that education funding in China is a state-run system of public education run by the Ministry of Education. While the central and provincial governments provide some funding for education, this varies from province to province, and

funding in the rural areas is notably lower than in major urban municipalities .Families must supplement monies provided to school by government with tuition fees, which means that some children have much less education than others.

In Africa, Uganda became the first country in sub-Saharan Africa to introduce universal secondary education in 2007 coming 10 years after it introduced universal primary education. According to the Government of Uganda (2010) at the time, a United Nations (UN) report said Africa had the worst secondary school enrolment rates in the world with only 34% of secondary school-age learners enrolling in class. Girls and poorer young people comprised the bulk of those locked out of school by financial and cultural constraints.

In Kenya, since independence in 1963; the expansion of learning institutions has been one of the greatest achievements in education sector. There has been increased adult literacy. Achievements of access to education during the last four decades have been possible through the establishment of a network of schools throughout the country. This has resulted in an increased participation by groups that previously had little or no access to schooling. Enrolment of a greater percentage of girls and indeed the attainments of Universal Primary Education (UPE) has been the long-term objective in the primary education sub sector (Sifuna, 2004).

The introduction of Free Primary Education (FPE) in 2003 and Subsidized Secondary Education (SSE) was in line with the Millennium Development Goals (MDGs) which call for attainment of UPE and Education For All (EFA) by the year 2015. (Kinyanjui, 2007). At the secondary level, the government has introduced bursaries for needy students. Recent initiatives to improve access to students at this level include subsidizing of school fees by

the government under the free secondary education Programme and the establishment of the Constituency Development Fund (CDF) by the government.

1.2 Statement of the problem

Education is the key to the development of any country and as such a great amount of budgetary allocation has to be directed to it. With the introduction of CDF in 2003, it was expected that every constituency would set aside a considerable amount of money from the CDF kitty to finance education in the respective public schools. The funds are expected to be used to provide bursaries to students from needy backgrounds that would otherwise not access education. In addition, physical facilities like science laboratories, classrooms and libraries need to be constructed or improved upon, if already available, so as to ensure quality education.

Contrary to the given ideal situation, most of the named services still lack in Likuyani Constituency. In most schools, many bright and deserving students do not access bursaries and some of those who benefit from it still drop out of school for lack of consistency in the allocation of the very bursaries. Most schools do not have sufficient classrooms to provide ample environment for quality learning. The science and computer laboratories are either missing or ill-equipped.

The study sets out to determine the impact CDF has had on education because if the discrepancy between the expected and the reality on the ground is not addressed in good time, there will be disastrous effect to the residents of Likuyani Constituency. There will be a high rate of drop-outs from schools and graduates with inferior qualifications. This will lead to retardation in development of the region and lack of realization of the Kenya Vision 2030.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of Constituency Development Fund on Education Development in public Secondary schools in Likuyani constituency, Kakamega County in Kenya.

1.4 Research objectives

The study was guided by the following objectives:

1. to determine the extent to which Constituency Development Fund has been used to provide bursaries to deserving students in public secondary schools in Likuyani constituency.
2. to establish how constituency development fund has been used to facilitate the provision of physical facilities in public secondary schools in Likuyani constituency.
3. to establish the effect of Constituency Development Fund on learners' enrolment ,retention and completion rates in public secondary schools in Likuyani constituency.
4. to determine the impact of Constituency Development Fund funding in education on learners' academic performance in public secondary schools in Likuyani constituency.

1.5 Research questions

1. To what extent has Constituency development Fund been used to provide bursaries to deserving students in public secondary schools in Likuyani Constituency?
2. How has Constituency Development Fund been used to facilitate the provision of physical facilities in public secondary schools in Likuyani Constituency?

3. What is the effect of Constituency Development Fund on learners' enrollment, retention and completion rates in public secondary schools in Likuyani Constituency?
4. What is the impact of Constituency Development Fund funding in education on learners' academic performance in public secondary schools in Likuyani Constituency?

1.6 Significance of the study

The researcher hopes that the findings of the study may enhance effective and efficient utilization of the CDF funds by the local community. In addition, it may serve to sensitize the general public on their need to participate in decision making in matters relating to CDF and lastly, it may provide a basis for further research on a larger population.

1.7 Limitations of the study

The data collected largely depends on the accuracy of records kept on CDF funded projects by school headteachers. Where such records are not well maintained will constitute a challenge which will be dealt with through use of triangulation of data sources. Some respondents could hold back critical information required for the study. The study limited itself to only one constituency.

1.8 Delimitations of the study

The study on the impact of Constituency Development Fund on Education Development will be carried out in ten public secondary schools in Likuyani Constituency, Kakamega County in Kenya. Likuyani constituency has a total area of 301.8square kilometers. It borders Lugari to the South, Eldoret West to the East, Bungoma North to the West, and Trans Nzoia West to North. The constituency consists of one division. It has a population of 125,137; the constituency has 48 public primary schools and 24 secondary schools, the economic activity

of residents is mainly farming. The study will be conducted between May 2013 and June 2013 through case study and descriptive survey research design. A sample size of 5 officers from the DEO office, 10 headteachers, 50 teachers, 60 students will be targeted.

1.9 Basic assumptions

This study assumed that respondents provided unbiased and reliable responses. It also assumed that the Constituency Development Fund affects Education Development and that all public secondary schools had at least received CDF funding for physical facilities and bursaries for students for the past one decade.

1.10 Definition of significant terms

Constituency Development Fund: Grants from the government that is used to facilitate development projects including education development in the constituency. **Education Development:** improvement of the teaching and learning resources in order to ensure sustainable education practices, functions, services and practices.

Impact: The effect of a particular treatment on the desired variable.

County: Region legally identified as a distinct entity for government administrative purpose and community service.

Physical facilities: Entails resources that enhance learning and teaching which include classrooms, dormitories, laboratories, libraries and computer laboratories among others.

Public secondary schools: Refers to schools registered and owned by the government through the ministry of Education.

Secondary Education: Education received after primary education cycle, from 1 to form 4 in the 8-4-4 system of Education.

Bursaries – Funds awarded to the bright and needy students to facilitate payment of education services.

Enrolment - The process of initiating students for school attendance.

Retention-Keeping enrolled students in school for them to achieve the education goal within a stipulated period without dropping out of school.

Completion –Successfully undergoing an education process.

Academic performance-Refers to how well a student deal with studies and how they accomplish tasks given to them.

11.1 Organization of the study

This study is divided into five chapters. The first chapter is introduction which comprised of background of the study, research objectives, research questions, and significance of the study, limitations of the study, delimitations of the study, basic assumptions and definition of significant terms. The second chapter is Reviewed Literature. Under this chapter; objectives of the study were discussed under the following subtopics: Education as a human right, the concept of Education Funding ,The Constituency Development Act 2003,Factors that influence student enrollment, retention and completion rates and factors that influence students' academic performance .The conceptual frame work was highlighted towards the end of reviewed literature. The third chapter dealt with research design, target population, research instruments, validity of research instruments, reliability of research instruments, procedure of data collection and data analysis. Chapter four presented the findings of the study under the objectives and variables of the study. On the other hand, chapter five presented summary, conclusions and recommendations based on the study objectives and variables.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents literature reviewed which is related to research objectives under the following titles: Education as a human right, the concept of Education Funding, the Constituency Development Fund Act 2003, factors that influence student enrollment, retention and completion rates and factors that promote academic performance.

2.2 Education as a Human Right

The Jomtien Declaration of Education For All (1990), stated that every child is entitled to basic rights; including education. It further declared education as a basic human right and stated that education shall be subsidized, at least in the elementary and fundamental stages and all countries of the world were required to provide it. EFA conference held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education especially with the so-called visions and renewed commitments. It noted that to serve the basic needs for all, requires more than a recommitment to basic education as now exists. What is needed is an expanded vision that surpasses resource levels, institutional structures, curriculum and conventional delivery systems, while building on the best practices (World Declaration on Education For All, 1990).

The Amman mid-decade review of EFA (1996) reaffirmed its commitment to the Jomtien resolutions. It observed that the provision of basic education, especially for girls has remained elusive in many less industrialized countries particularly in Africa, where ethnic tensions and conflicts have displaced many households, thus denying children opportunities

of going to school. The Dakar conference of (2000) reviewed developments in achieving UPE in African continent. It set UPE as one of the EFA goals to eliminate gender inequality by 2015. This was further endorsed by the Millennium Development Goals (MDGs). African countries have continuously emphasized the role of education for its citizenry as a means to social and economic development. Studies conducted by Psacharopoulos (1994) show that return of education in Africa are higher than in other regions. Returns of education have been measured in a number of ways. Economically, it is viewed as an investment in human capital and seen to have strong link to employment. Education provides the skills and competencies that will allow individuals to perform productive roles, more literate and skilled labour force is likely to yield more returns on investment. Education promotes social equality and has strong link to reduction of poverty. It produces a more informed citizenry, it empowers individuals and enables them to become more proactive, gain control over their lives and broaden the range of available options.(UNESCO,1997).

The Government and the people of Kenya have since independence in 1963,been committed to expanding education system to enable greater participation. This has been in response to a number of concerns. Among the main concerns has been the desire to combat ignorance, disease, poverty and the belief that every Kenyan child has the right of access to basic welfare provisions, including education. Education has also been seen as a fundamental factor for human capital development. The effort to expand educational opportunities has been reflected in the various policy documents and development plans (Okwach, 1999).The expansion of learning institutions has been one of the greatest achievements in education sector. Enrolment of a greater percentage of girls and indeed the attainments of UPE has been the long-term objective in the primary education sub sector. (Sifuna, 2004).Education

is therefore one of the children's right that the government of Kenya has embraced. For instance in January 2003, the former president; Mwai Kibaki re-introduced free primary education which previously existed before the mid-80s when the government adopted cost-sharing measures that led to a minor level of school fees charged by primary schools for text book, parents teachers association (PTA) and extra-curricular activities. The Kenyan government has embraced education as a human right as quoted in the constitution, under economic and social rights.(GOK, 2010).

2.3 The concept of Education Funding

The importance of investing in secondary education cannot be overemphasized. Oyaro (2008) asserted that investment in secondary education pays off in healthier families, in better qualified workforce, stronger economies and reduced poverty. Few countries have made a break through into the middle income status without the majority of their citizens having access to secondary education. According to UNICEF, girls who finish secondary school tend to have few and healthier children. Researchers also found out that those girls who received secondary education in Uganda and Zimbabwe had lower chances of HIV infection rates than those who attend secondary school (Oyaro, 2008). Oyaro (2008) further observed that Uganda's subsidized secondary Education programme is part of its strategy to dispel poverty. Okao (2007) asserted that USE is taking primary education to higher level skills and knowledge so that citizens who have better manual, technical and intellectual ability can be raised to handle advanced production and to understand a wider scope of economy in Uganda and beyond. UNESCO (2007).

In Kenya, there are more students completing primary schools than can be absorbed in the secondary schools in the country. The Kenyan government has responded to the problem of

human resource development by making a major expansion in secondary education. Between 1966 and 1970, 58% of Kenya's education budget was spent on secondary schooling. But the demand still outstrips the supply. Between 1964 and 1968, Form One intake doubled from 8,956 to 15,169. In the 1980's, there was even a higher demand for space and since then, the Kenyans have experienced a real crisis (Kinyanjui, 2007).

The Ominde commission recommended the establishment of the Kenya School Equipment Scheme (KSES). The KSES was a government agency that provided educational materials to all primary schools countrywide. To facilitate this, the education sector has enjoyed a lion's share of Kenya's budgetary allocations (Kinyanjui, 2007). In 2013, the education sector was allocated KSh 426 .53 billion out of which KSh17 billion would go to annual purchase of laptops, build computer laboratories and train teachers, (Mutambo, 2013).

Over the years, financing of secondary education has been a collective responsibility of parents and communities through user charges. The existing physical infrastructure in secondary schools was put up through communities, except the national schools which were constructed during the colonial period (Ngware et al., 2006). This implies that with the escalating poverty levels and governance reforms on abolishing Harambees, it could be difficult to achieve significant expansion in physical infrastructure in learning institutions unless feasible measures are identified. These measures may include channeling part of the CDF funds to education development projects. Strong partnerships are required with government providing clear guidelines on future plans on secondary education expansion and strengthening partnerships for efficient resource utilization particularly in rehabilitation of existing physical facilities and targeted construction of secondary schools (Ngware et al., 2006; Ohba, 2009).

The launch of subsidized secondary education programme marked a very important milestone in the government of Kenya's efforts towards securing a bright future for the children and the youth of Kenya. Since 2003, the Government has also been implementing Free Primary Education, which has resulted in an increased enrolment of children from 5.9 million in 2002 to 7.6 million in 2007 and currently at 8.6 million in 2010 (GOK, 2005). The number of candidates went up from 587,961 in 2003 to 746,080 in 2010. The effect has been pressure to secondary schools to increase the physical facilities to match the increased enrolment.

The introduction of FPE in 2003 and Subsidized Secondary Education is in line with the MDGs which call for attainment of UPE and EFA by the year 2015, (Ministry of Education, 2004). At the secondary level, the government has introduced bursaries for needy students. Recent initiatives to improve access to students at this level include subsidizing of school fees by the government under the free secondary education Programme. The government also passed an act of parliament that saw introduction of CDF whose main focus is to promote development at the grass root level and alleviate poverty levels. It is within this frame work that education is embedded as one of the strategies of development and poverty reduction thus funding of education is one of the programme that CDF is involved in so as to adhere to human rights stipulation.

2.4 The Constituency Development Fund Act 2003.

The Constituency Development Fund Act, 2003 (GOK, 2003) became law on 31st December 2003 upon receiving presidential assent (Ongoya & Lumallas, 2005). The Act was expected to come into force by Notice. The CDF amendment Act, 2007 (GOK, 2007) is divided into 10 parts and 53 sections. To the CDF (Amendment) Act, 2007 are also annexed

six schedules. Part One of the Act, is the preliminary part setting out the short title, the interpretation section and the application section. The application section provides that the provisions of the Act shall ensure that a specific portion of the national annual budget is devoted to the constituencies for purposes of development and in particular the fight against poverty at the constituency level.

Part Two of the Act established the Constituency Development Fund, the CDF National Management Board, functions of the CDF Board, Chief Executive Officer of the Board, Disbursement from the Fund, funds to be retained in the Fund and the Emergency Reserve. Part Three deals with submission of constituency project proposals which are to be done by members of parliament, the submission deadline, submission form, projects descriptions form and procedure of approval of the proposals. Other sections in this part regard discretion of Constituency Development Fund, serialization of projects listed for each constituency, the basis for budget ceiling for each constituency and the criteria for projects for funding under the Act.

Part Four has sections 21 to 26 and it commences by setting out the type of projects to be funded as “community based” in order to ensure that the prospective benefits are available to a widespread cross-section of the inhabitants of a particular area.” Other provisions under this part relate to the number of projects, the composition of the Constituency Development Committee, submission of cost estimates that are realistic, exclusion of personal awards, and permission for counter-part funding.

Part Five has sections 27 to 29. It establishes the Constituencies Fund Committee as a committee of the National Assembly to consist of a chairman and not more than ten other members of parliament who are not ministers or assistant ministers of government. Monthly

reports on projects and disbursement of the board shall be submitted to the Constituency Fund Committee as per section 28. Section 29 provides that the board shall ensure that the list of projects forwarded to it by each constituency is upon approval, funded in accordance with the Act. Part Six deals with the implementation of projects under the Act, and it covers sections 30 to 38. Part Seven of the Act establishes District Project Committee, whose membership consists of members of parliament in the district whether elected or nominated, all chairmen and mayors of local authorities, district commissioner of the district, District Development Officer of the district, chairpersons of the Constituencies Development Committee and the District Accountant of the district. Part Eight is dedicated to the role of the District Projects Committee whereas part nine deals with finance and administration. Finally Part Ten which covers Section 48 to the last Section 53 sets out miscellaneous provisions, particularly finances of the Board and transition from National management board.

The Act has six schedules. The first schedule has the list of organizations that can nominate persons to the Board; the second schedule has the standard Constituency projects submission form; the third schedule sets out the standard projects description form; the fourth schedule has the standard annual disbursement return form; the fifth schedule sets out re-allocation of unspent funds form and lastly, the sixth schedule sets out provisions as to the conduct of business and affairs of the Board.

The CDF programme comprises of an annual budgetary allocation equivalent to 2.5 percent of the total national revenue. Allocations to the 210 parliamentary jurisdictions are clearly spelt out where 75 percent of the Fund is allocated equally among all 210 constituencies. The remaining 25 percent is allocated based on constituency poverty levels, population size

and the size of the constituency. A maximum 15 percent of each constituency's annual allocation is used for education bursary schemes, mocks and continuous assessment tests.

Since its inception, the CDF kitty has grown from a paltry Ksh 1.26 billion for 2003/04 fiscal year to Ksh 12.3 billion for 2009/2010 fiscal year. Under the Economic Stimulus Programme (GOK, 2009), a further Ksh 22 billion is to be disbursed to the constituencies through the line ministries geared towards projects aimed at reversing the current economic down-turn. Each of the 210 constituencies is to receive Kshs 105 million to finance infrastructure development, boost education and healthcare and revive other development projects at the grassroots,(GOK, 2009). In implementing the fiscal stimulus package, focus will be on the following key sectors of the economy to generate maximum benefit; Education, Agriculture, Health, Local Authorities, Information, Industrialization and Communication and Technology. Through the 2009/2010 Medium Term Expenditure Framework Budget, key objectives of the Economic Stimulus Programme among others is to improve infrastructure, provide quality education and healthcare for all Kenyans (GOK, 2009). A look at how the CDF funds have been allocated to Lugari Constituency alone over the last eight fiscal years, it can be discerned that the constituency received a total of Kshs 392.4 million. A further Kshs 105 million was received under the Economic Stimulus Programme during the fiscal year 2009/2010 giving a combined total of Kshs 497.4 million. Currently, 60% of CDF fund is set aside for education development in each constituency with 15% going for bursary provision and 25 % for physical infrastructure in public schools,(GOK,2010).

2.5 Factors that influence students' enrolment, retention and completion rates

It was observed that the main factors that influence Hispanic student retention, is financial aid to students from poor background. A study conducted by (Achilles, 1996), evaluated whether government and non-government based financial aid influenced Hispanic student retention at high school level. Both of these factors were found to be significant in retention. The findings indicate that Hispanic students withdraw from school because of financial reasons more than for academic reasons. Hispanic students who were enrolled in more semesters, earned more credits, and received some type of credentials were those that received higher levels of non-government and government -based financial aid.

Poverty influences student enrollment, retention and completion rate. Poverty has been defined as the inability of individuals to afford basic necessities (Poverty Reduction Strategy Paper 2001-2004). It can be observed in relation to access to education, health and even enjoyment of political rights and representation¹. Poverty still remains an impediment for many Kenyans. In the year 1992, about 44% of the Kenyan population lived under the poverty line. This figure increased to 52% and 56% in 1997 and 2002 respectively. This has implications on school enrollment with students from poor household more than those from non-poor households citing the inability to afford school fees as a reason for non- attendance of school (30.3% versus 21.8%)According to the Kenya Integrated Household Budget Survey, basic report 'there still exists a significant group of people who are not taking advantage of FPE', some of the reasons cited for these include incidental cost to schooling like school uniforms and feeding which present a financial burden to most parents. Children also supplement parental labor, this is because children are compelled to work or help at

home. This is according to a report that was released by the Central Bureau of Statistics (CBS:2007).

A study conducted by the Republic of Kenya (ROK, 2005) has also indicated that insecurity has a bearing on the ability of students to enroll for education. Lack of security exacerbates school dropout rates, repetition and results in waste. It also impacts on the teacher student ration as teachers move to schools located in safer areas. The students' personal attributes can lead to their retention in school. Students' characteristics and pregnancy have different effects on various students. Once students are enrolled in school they interact and form peer groups. Abagi (1997) observed that there is a simple relation between education and gender equality. Schools act as a site of pervasive gender socialization. This sometimes spurs students to think beyond the ideological limits laid on them. Okwach (1999) concurs with Abagi and points out that the students peer groups if not guided can lead to devastating results like engage in drugs and substance abuse, early sex and then get to dangerous diseases like Human Immune Deficiency Syndrome and Acquired Immune Deficiency Syndrome(HIV and AIDS) and early pregnancies. This leads to students dropping out of school.

Internal and External Factors Affecting Student Motivation have also been highlighted as factors affecting students' enrollment, retention and completion rates. The motivating factors in determining student retention and likelihood of program completion have long been of interest to academic researchers. The evolution of the student retention movement dates back several decades. Initial research conducted in the 1970s led to an interactionist theory for increasing student retention, which concluded that the degree of student motivation to complete school was dependent upon a student's level of commitment to an institution,

aspirations or perceived need for attaining a degree, and the overall experience of academic and social interactions while in attendance at the schools.

Subsidized Secondary Education improves retention and completion rates of students who because of poverty cannot afford to pay fee. Oyaró (2008) observed that Uganda's subsidized secondary Education programme is part of its strategy to dispel poverty. Oyaró (2007) asserted that UPE is taking primary education to higher level skills and knowledge so that citizens who have better manual, technical and intellectual ability can be raised to handle advanced production and to understand a wider scope of economy in Uganda and beyond. UNESCO (2007) concurred that universal primary education is not useful if the learners cannot proceed to secondary level or other post-primary training institution. It adds that young people feel cheated when they excel in national examinations, but find themselves unable to proceed to secondary education because of inability to pay. It would be useful for any government to provide subsidized education at secondary level because it affords the poor an opportunity to move up on the academic ladder. He observed that a lot of talent had been left out due to high cost of secondary education; providing subsidized education at secondary level could avail to the nation those lost talents, because their parents could not afford (Anane, 2008).

The launch of subsidized secondary education programme marked a very important milestone in the government of Kenya's efforts towards securing a bright future for the children and the youth of Kenya, (G.O.K ,2008) asserted that the main objective of providing Subsidized secondary education is to ensure that children from poor households acquire quality education that enables them to access opportunities for self-advancement and

become productive members of society. The primary education alone is not sufficient to provide the quality human resources necessary for the country's sustainable development. Moreover, primary school pupils complete 8 years of schooling when they are still too young to engage in productive activities and contribute meaningfully to nation building.

In addition children from poor families who fail to gain secondary education because of lack of fees often revert back to illiteracy, thus reversing 8 years of investment in their primary education. Secondary schooling is critical in the sense that it ensure that children leave school when they are more mature and better prepared to face the challenges of life (G.O.K 2008).

2.6. Factors that influence students' academic performance

2.6.1 Socio-Economic Status of Households

In most African Countries and the Western World, socio-economic status of a family is usually linked with the family's income, parents' educational level, parents' occupation and social status among the kith and kin and even at the global level. Ford and Harris (1997) followed this logic while examining parental influences on African American students' school achievement by focusing on specific socio-demographic factors, including parents' level of education, marital status, and family income. It is generally believed that children from high and middle socio-economic status parents are better exposed to a learning environment at home because of provision and availability of success of low-SES students in Nigeria extra learning facilities. This idea is supported by Becker & Tomes (1979) when they assert that it has become well recognized that wealthy and well-educated parents ensure their children's future earning by providing them a favorable learning environment, better education, and good jobs. In contrast to this belief, children from low socio-economic status

parents do not have access to extra learning facilities; hence, the opportunity to get to the top of their educational ladder may not be very easy. Drummond & Stipek (2004) while discussing their “Low-income Parents’ beliefs about their role in children’s academic learning” mentioned that a few of these parents indicated that their responsibilities were limited to meeting children’s basic and social-emotional needs, such as providing clothing, emotional support, and socializing manners . So these parents’ shortsightedness toward their responsibilities in the educational processes of their children and scarcity of fund to intensify such processes could be a challenge to their children’s success.

2.6.2 Family background and students’ characteristics

Students’ characteristics which include engagement and students’ overall disposition towards school also influence students’ academic performance. Resilient children are said to be those who beat the odds or bounce back under adverse circumstances (Floyd, 1996). According to their findings, the analysis for resilience status revealed statistically significant main effects for all four outcomes, student engagement, self-efficacy in mathematics, positive attitude toward school, and self-esteem, all of which favored resilient students”. Similar characteristics are identifiable in other studies: individual characteristics of resilient children typically include high self-esteem, high self-efficacy, and autonomy (Wang, Haerttel, & Walberg, 1994). While poverty and students’ low SES background could be considered a concern regarding students’ academic performance, they are not to be belabored because, the individual characteristics are variables that align to students’ performance . There is no doubt that such conditions can impact students negatively, but the strongly determined and motivated students are likely to beat the odds of greater risk of academic failure and perform with distinction in school. These students we identify as resilient children. Resilient children also are actively engaged in school (Finn & Rock,

1997), have strong interpersonal skills, and maintain healthy expectations, and have a high level of activity (Benard, 1991). According to Borman & Overman, (2004) all of these characteristics highlight the underlying perseverance, strong will, and positive disposition of the resilient child.

According to Rumberger (1995), student 'family background is widely recognized as the most significant important contributor to success in schools'. Rumberger's position supports the finding of earlier scholars who argued that the home has a major influence on student school success and that it is the quality of relationships within the student's home environment that has an important effect on school performance. Jacobs & Harvey (2005) recently established that many variables in the family background have strong (direct and indirect) associations with students' success throughout school and in young adults' eventual educational and occupational attainment. Such variables include family structure (socio-economic status and intact/single-parent family status), parent education level, parental involvement, and parenting style.

According to Evans (2004), lower income children have less stable families, greater exposure to environmental toxins and violence, and more limited extra-familial social support networks. There is no doubt that parents in such settings would report lower educational expectations, less monitoring of children's school work and less overall supervision of social activities compared to students from high socio-economic and intact families. Evans repeatedly discovered that low SES children are less cognitively stimulated than high SES children, as a result of reading less and being read to less, and experience less complex communications with parents involving more limited vocabulary.

2.6.3. Adequate teaching staff

Studies have been done on the effect of enrolment on learning. One such study is the STAR project (Kirui, 2007). The project was carried out in America and was initially a statewide, four year longitudinal study of class size in grade 3; the study involved 42 districts, 79 schools, and over 6,000 learners. After selecting participating districts and schools pupils and teachers were randomly assigned to class size conditions. There were three class treatments, Small class (1 teacher:13-17 pupils, Regular 1 teacher:22-26 pupils, Regular (1 teacher full time guide 22-26 pupils, Achilles, 1997) Pupils were to remain in the same class conditions from kindergarten (nursery) to Grade 3 (class 3). a new teacher was assigned to the class each year (Finn & Achilles, 1999). All pupils returned to the regular classes in Grade 4 at the end of the study. Researchers did not interfere with normal class teaching except class size. While pupils and teacher were randomly distributed (Achilles, Zaharias & Fulton, 1996).

The project was designed so that reduced classes would have no disadvantage in terms of physical space or the quality of teachers. From the analysis of the reports, project STAR revealed a number of characteristics of small classes. Statistically significant differences were found among class types on all achievement measures and in all subject areas in every year of study. No significant difference was found between teachers and regular classes in the year of study. Pupils in small classes had relatively fewer cases of indiscipline. Teachers had more on task-time in small classes than in regular classes. Early identification of special needs in smaller classes seemed to reduce later special education placements (Achilles, 1996).

Floyd (1996) found that, larger class sizes contributed to declining test scores and that one or two additional students made teaching significantly more difficult. Small classes made it

possible for teachers to provide missing care and attention. He found significant differences in achievement favoring small classes (13-17) over large classes (22-25). Many policy oriented interventions and research studies considered a 40:1 reasonable in developing countries (Ochenje, 2008). The World Bank financed primary education projects were usually designed with an average pupil teacher ratio of approximately 41:1. Educators in and administrators of private schools believe that a low pupil teacher ratio, which characterizes their schools boosts pupil performance (Abagi, 1997).

The R O K (1999) noted that the interaction between teachers and students was better where the class size was between 25 and 35. Against this background and in view of the need to provide quality secondary education, the Koech commission recommended deployment of teachers with the view of affecting a pupil-teacher ratio of 35:1 and that the average class size in the Education task force on Affordable Secondary Education (2007) observed that the government policy of providing subsidized day secondary education is likely to cause unprecedented influx into existing day secondary schools. This is likely to cause congestions and undermine quality of education.

2.6.4 Availability of physical infrastructure

The availability of adequately equipped physical facilities like science laboratories, libraries, classrooms and sanitation blocks have a positive impact on students' academic performance. The Kamunge report (1988) had proposed that rather than over-enrolling existing classes, extra streams should be established in existing secondary schools and commensurate resources provided in order to maintain quality, relevance and high standards of education. As indicated by R.O.K (2008), the number of secondary schools in 2007 was 6,485 with a student population of 1,180,300. This growth in secondary education is due to the high demand for this level of education by the increased large number of primary school

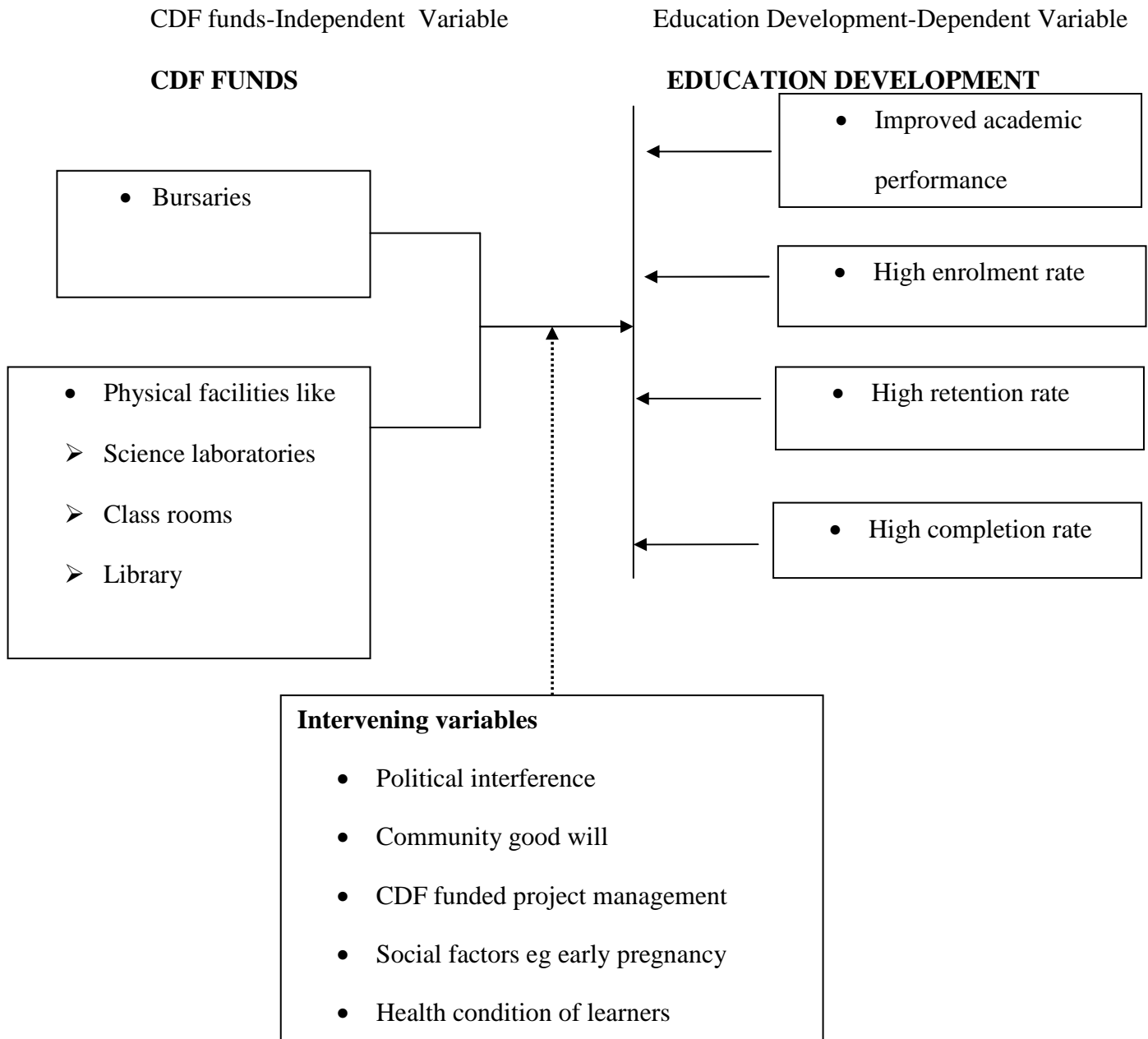
leavers (R.O.K,1988). Consequently, owing to this growing demand for secondary education there has been a tendency to over-enroll classes beyond the approved 40 pupils per class. Such over-enrolment stretches the use of available physical and human resources, thus affecting the quality of teaching and learning.

2.7 Summary of reviewed literature

The four objectives of the research were brought out in this section under the following topics: Education as a human right, the concept of education funding, the CDF Act 2003, factors that influence students' enrollment, retention and completion rates and factors that influence students' academic performance..Education was declared as a human right following various declaration like the Jomtien Declaration (1997).As a result, the Kenyan government has tried to embrace this by providing FPE and subsidized secondary education as well as funding education projects through CDF, an Act of parliament that was passed in 2003 whose main objective was to compact poverty through development. Factors that influence students 'enrollment, retention and completion rates include poverty level, insecurity, and students' characteristics among others. This section also discussed factors that influence the academic performance of students and this include social economic status of households, family background and students' characteristics, availability of adequate teaching staff and physical facilities. Finally, conceptual framework that guides the study was illustrated.

2.8 CONCEPTUAL FRAMEWORK

The study was guided by the following conceptual frame work



In the conceptual frame work above, the CDF is the independent variable. It is viewed in terms of bursaries offered to students as school fees and the physical facilities provided by CDF like classrooms, science laboratories, water, toilets libraries, school land and bus. This independent variable affects the dependent variable which is education development viewed

in terms of students' enrolment, retention and completion rates as well as student academic performance. However, education development could also be affected by other factors like political interference from area leaders, Community good will, the management of projects funded by CDF in schools, social factors like early pregnancy which could led to school dropout and health status of learners among others. These are captured as intervening variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Methodology is the plan of action that shapes the choice and application of particular methods and links them to desired outcomes (Kothari, 2008). This section entails; research design, target population, sampling procedure and sample size, research instruments, the validity and reliability of research instruments, procedure for data collection and data analysis and interpretation.

3.2 Research Design

The researcher employed descriptive survey research design. The independent variable was CDF while the dependent variable was Education Development. Surveys are used to systematically gather factual quantifiable information necessary for decision making. The information was analyzed using qualitative and quantitative approaches and then interpreted the data using frequency distribution table and percentages.

3.3 Target Population

This study was conducted in twenty four public secondary schools in Likuyani District, Kakamega County in Kenya. The researcher purposively targeted a group of people believed to be reliable for the study (Kombo & Tramp, 2009). This included 10 headteachers, 5 officers the District Education Office, 50 teachers and 60 students from 10 public secondary schools in Likuyani constituency. These schools were Eshikulu mixed secondary, St Ann's Girls' High school, Friends school Kongoni mixed secondary, Matunda S.A mixed

secondary, Moi Girls High School Nangili, Binyenya secondary, Henry's Saisi secondary, St Joseph Kogo, St Peters Moisbridge mixed secondary and Mbururu mixed secondary school.

3.4 Sampling procedure and sample size.

Purposive sampling was used to obtain the head teachers of sampled schools to participate in the study. This allowed the headteachers of sampled school to participate. The study employed simple random sampling technique to sample the schools that participated in the study. Random sampling technique was used to get secondary schools targeted. This technique selects a sample without bias from the target population since each element has equal known chance of being selected (Oso & Onen, 2008). Its purpose is to collect representative sample. It also produces a random sample.

3.5 Research instruments

In this study, data was collected by use of questionnaires, and document analysis and interview schedule. The selection of these tools was guided by the nature of data to be collected, the time available as well as the objective of the study.

3.5.1 Questionnaire

Kothari (2008) defines a questionnaire as a tool that consists of a number of questions printed or typed in a definite order on a form or a set of forms. The target population was largely literate and was unlikely to have difficulty responding to questionnaire items. The questionnaire was both open ended and closed items. The open ended items gave the respondent a greater freedom of expression of ideas and opinions and the closed ended items enabled the researcher get specific responses. The open ended questionnaires were used to get information on respondents' opinion on CDF funded projects.

3.5.2 Interview schedule

Interview is a method of collecting data that involves presentation of oral verbal responses,(Oson and Onen 2005).The structured and semi structured interview were employed. This method of data collection enabled the researcher to get more information and in greater depth. This technique supplemented the questionnaire technique since it enabled the researcher to collect information that could not be directly observed and difficult to put down in writing. The District Education Officer,(D.E.O) was interviewed and gave expected to respond to items about CDF education funding in his district.

3.5.3 Document Analysis

Document analysis involves critical examination of public or private recorded information related to the issue under investigation (Oso & Onen, 2005).This technique is used to obtain information that is not obstructed and out of the pleasure of the researcher without interrupting the research. This tool enabled the researcher to access data at his convenient time and the data obtained is thoughtful in that the informants have given attention to compiling them. It also saved time and expenses in compiling the data. The technique helped the researcher to collect information on students' enrolment, retention and completion rate in the ten schools.

3.6 Validity of Research Instruments

According to (Mugenda, 2011),Validity refers to the accuracy and meaningfulness of inferences which are based on the research results. It is the degree to which results obtained from analysis of the data actually represents the phenomenon under study. Validity answers the question 'are my findings true' (Kerlinger, 2006). The content validity of the instrument was determined by the researcher discussing the items in the instruments with colleagues,

experts and specialists in the University of Nairobi in the Department of Extra –Mural Studies.

3.7 Reliability of the instruments

The reliability of an instrument is the measure of degree to which a research instrument yields consistent results of data after repeated use, (Sekaran, 2010). According to Kombo and Tromp (2009), reliability is a measure of how consistent the results from a test are. Reliability is ascertained when a test retest leads to similar score. To test the reliability of the instruments, a pilot study was done in 3 public secondary schools which were not used in the final research. These were St John's the Baptist Boys' school, St Jude's mixed secondary school and St Stephen's Lwanda secondary school. This was repeated after two weeks. Scores obtained from the first and second test will be analyzed. The tools were later refined in terms of clarity of language and ambiguity detected was corrected. From the two responses, a Pearson Product Moment formula for test –retest was used to compute correlation coefficient at 0.05 confident levels.

3.8 Procedure for data collection

After approval of the proposal by the department of Extra –Mural studies, a research permit was be obtained from the National Council of Science and Technology to undertake the study. Further authorization was sought from the County Commissioner and Education County Commissioner. The researcher visited the school first to familiarize herself and develop a rapport with the study site. She then got consent from the headteacher to give out questionnaire to him or her and students. Both qualitative and quantitative data were collected from respondents. After the questionnaires were completed, the coordinator

collected and hand them over to the researcher .The researcher administered both structured and semi-structured interview to the officers from the D.E.O's office.

3.9 Data Analysis

The data collected was tabulated basing on the research questions and objectives for analysis. Both qualitative and quantitative approaches were used in the analysis. Quantitative analysis involves presentation of statistical data in form of frequency distribution tables. Percentages were used to analyze qualitative data whose explanation was descriptive. Statistical Package of Social Science (SPSS) was used to analyze data. CDF was observed in terms of physical facilities funded by CDF and bursaries awarded to students while the independent variable; Educational Development was looked at in terms of student enrollment, retention and completion rates as well as academic performance.

3.10 Ethical consideration.

One of the ethical problems in this study was the privacy and confidentiality of the respondents. Headteachers' privacy and confidentiality on matters pertaining school was interfered with. However, this was done cautiously since valid information could not be obtained if learners and teachers were not interviewed or approached. The respondent had the freedom to ignore items that they do not wish to respond to. The information gathered from participants was kept in confidence and was only be used for the purpose of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter begins by presenting the return rate of questionnaires administered by the researcher as well as the response of interviewees who were subjected to an interview using an interview schedule. Data is presented, analyzed and discussed in line with research objectives. These are: to determine the extent to which Constituency Development Fund has been used in providing bursaries to deserving students, how constituency development fund has been used to facilitate the provision of physical facilities ,the effect of Constituency Development Fund on learners' enrolment ,retention and completion rates and fourthly to determine the impact of Constituency Development Fund funding in education on learners' academic performance in public secondary schools in Likuyani constituency.

4.2. Response Rate

Table 4.1 below shows the response rate of the target population issued with questionnaires and interview schedule.

Table 4.1 Response rate

	Frequency	Percentage
Number of respondents issued with questionnaires	94	77%
Number of respondents Interviewed	3	2%
Number of spoilt questionnaire	26	21%
Total	123	100

Table 4.1 shows that the total number of respondents was 97 out of 125 targeted population.

The above table indicate response of 78% which is considered satisfactory to make conclusions for a study,(Mugenda &Mugenda,2003).

From the field out of 120 questionnaires administered,94 questionnaires were filled and returned. The questionnaire represented 78.3% response rate while in the interview schedule, out of the 5 targeted, 3 were interviewed representing 60% of the target population. A response rate of 50% is adequate, 60% good and above 70%is rated very good, (Mugenda & Mugenda, 2003).

4.3 Profile of respondents

In order to determine the impact of CDF on education development, the researcher found it necessary to establish the demographic details of the respondents. The demographic information of the respondents sought included: age, marital status and level of education. Further, the number of years the respondents had worked in the office or school was looked into.

4.3.1 Respondents' age by category

The study sought to find out the age of respondents issued with questionnaires .To get this information, the respondents were asked to indicate their age bracket. Their response was guided by the following question:

What is your age bracket?

Table4. 2 Respondents' Age

Age	Frequency	Percentage
12-25 years	42	43%
26-35 years	16	16%
36-45 years	21	22%
46-55years	15	15%
Over 55 years	3	3 4%

Total	97	100%
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Table 4.2 above shows that respondents aged 15-25 years were 42 (43 %.). On the other hand, head teachers and teachers between 26- 55 years collectively were 55 (56%) .

Table 4.3 : Respondents’ gender

Respondents were also asked to indicate their gender on the questionnaires administered. This was important in determining the disparities related to gender in the schools involved in the study.

They were asked to tick one out of the two options given; male or female being guided by the following question:

‘What is your gender?’

This table ,4.3 presents data on the respondents’ gender.

Table 4.3 shows the responses given.

Respondents’ gender	Frequency	Percentage
Male	42	43%
Female	55	57%
Total	97	100

Table 4.3 above shows that most of the respondents, 55 (57%) were female while 42 (43%) were male. The above percentage is so because most of the mixed schools targeted had high

number of girls enrolment compared to boys. This observation is important because it is an indicator of the constituency's effort in promoting the girl child education although equal attention should be given to boys too.

4.3.2 Level of Education of the Respondents

The study also sought to establish the respondents' level of education; the headteachers, officers from the DEO office and teachers. Respondents were asked to indicate their highest level of qualification among the options given. The response was guided by the following question:

What is your highest level of education?

The results regarding this are presented in table 4.3 below:

Table 4.4 Level of Education

Table 4.4 shows the level of education of respondents; students. Teachers and headteachers

Respondents' Education level	Frequency	Percentage
A –Level	4	7.7%
Diploma	24	46.2%
Degree	18	34.6 %
Masters	6	11.5 %
Total	52	100%

Table 4.3 above shows that teachers and headteachers with diploma qualification were 24(46.2%) representing the highest population. Those with post graduate qualification were only 6 (11.5%)So, although majority of the teachers are graduates,18(34.6%) very few of them, 6 (11.5%) have post-graduate qualifications .This upgrade of skills could be vital for students’ academic performance as well as in the management of CDF funds in the education sector and overall management of CDF funded projects for enhanced education development in Likuyani constituency.

4.3 .3Length of service in the institution

The experience of an employee in any institution is crucial to the gaining of the confidence of customers and to the performance of the institution. The study thus sought to establish the length of service of the officers from the DEO’s office, head teachers and teachers. The following question was posed to respondents:

‘For how long have you worked as a teacher/headteacher/DEO officer?’

The results regarding this were presented in table 4.4 below:

Table 4.5 Length of respondents' service in the office/school

Respondents' length service in office/school	Frequency	Percentage
Less than 5 years	12	22%
Between 5-10 years	15	28%
Between 11-15years	14	26%
Between 16-20years	9	17%
Over twenty years	4	7%
Total	54	100%

The table above shows that 12 (22%) of the respondents have a working experience of less than 5 years, 15 (28%) have been in service for between 5-10 years. Out of the 54 respondents, 14 (26%) had serviced for over 11 years. The respondents who had been in service for a period of between 16-20 years were 9 (17%) and those who had been in service for over 20 years were 4 (7%). From these results we can infer that the respondents have enough experience as per the length of service.

4.4 The extent of bursary provision

The first objective of the study was to determine the extent to which CDF fund has been used to provide bursaries to deserving students in public secondary schools in Likuyani constituency. To establish this, the respondents were given a table containing five items measured in a Likert scale in relation to the level of agreement regarding the extent of

provision of bursaries to students. The views discussed were expressed by principals, teachers and students as shown in Table 4.6 below:

Table 4.6 The extent of bursary provision

The table below sought to answer the question:

“What is the extent of bursary provision to poor and bright students in your school?”

Below were the responses

Statement	SA	A	U	D	SD	
Students who receive bursaries are less than 50% F56	27	6	4	1	94	
%	60	29	6	4	1	100
Students who receive bursaries are more than 50% 2	6	5	24	57	94	
%	2	5	6	26	61	100
Bursaries are given to poor but bright students F 5	44	3	36	6	94	
%	5	48	3	38	6	100
Poor & bright students receive enough bursaries F 0	2	2	60	30	94	
%	0	2	2	63	30	100
Poor & bright students receive bursary every year F 0	1	1	62	30	94	
%	0	1	1	65	33	100

From the findings in table 4.5 above, most respondents;83 in total (89%) said that the number of students who receive bursary is less than 50% while those who felt that the number of students who receive bursary is more than 50% were 8 representing 8%. This implies that although respondents are in agreement that students receive bursaries, students who benefit from bursaries are few. Besides this, the researcher found out that indeed poor and bright students receive bursaries from CDF and the response was 44 (48%).This is slightly below average.However,3(3%) were not sure while 36 (38%) felt that the CDF bursary fund did not get to the intended people who are the poor but bright students. To establish the extent of CDF fund bursary provision, the respondents were asked whether the bursary given was enough to cater for the school fee of the needy but bright students and90 (96%) of the respondents said that the bursary is hardly enough to pay school fee. These points at a very significant issue that need to be addressed by the government if CDF education funds have to have a major impact in education development. On the other hand, only2(2) 2% of respondents felt the CDF bursary fund was enough while2 (2%)were not sure.

Lastly when respondents were requested to give their level of agreement on how frequent the poor but bright students receive the CDF bursary funds, only 1 respondent, representing 1% of respondents felt that these students receive CDF bursary fund every year while the majority; 92 (98%) gave an impression that these students do not receive CDF bursary fund every year. This means they receive these funds sporadically either once, twice or at most thrice during the entire secondary education life cycle of four years. This again is a major setback to the objective of CDF in Education sector that needs argent attention because this trend could lead to high number of dropout rates.

4.5 Extent of CDF funded physical facilities in public secondary schools

As indicated by R.O.K (2008), the number of secondary schools in 2007 was 6,485 with a student population of 1,180,300. This growth in secondary education is due to the high demand for this level of education by the increased large number of primary school leavers (R.O.K,1988). Consequently, owing to this growing demand for secondary education there has been a tendency to over-enroll classes beyond the approved 40 pupils per class. Such over-enrolment stretches the use of available physical and human resources, thus affecting the quality of teaching and learning. The study thus sought to establish how CDF funds have been used to facilitate the provision of physical facilities in public secondary schools in Likuyani Constituency so as to cope up with this challenge thus enhancing education development. Table 4.7 shows the source of funding of physical facilities.

Table 4.7: Facilities and their sources of funding

The study sought to find out the source of funding of physical facilities in public secondary schools thus the following question was posed to respondents in the questionnaire:

“What is the source of funding of physical facilities in your school?”

Table 4.7 gives responses from questionnaires on this question.

Facility	CDF		PTA		GoK		LATF		Other Sources	
	F	%	F	%	F	%	F	%	F	%
Classrooms	2	25	3	37.5	1	12.5	1	14.3	1	12.5
Boys' toilets	2	25	4	50	0	0.0	2	25	0	0.0
Girls toilets	1	12.5	4	50	0	0.0	2	25	1	2.5
Teachers' toilets	2	25	2	25	1	12.5	3	37.5	0	0.00
Support staff toilets	2	25	2	25	0	0.0	2	25	21	25
School land	4	50	3	37.5	1	12.0	0	0.0	0.0	0.0
Libraries	2	25	3	37.5	1	0.0	1	12.5	1	12.5
Dormitories	1	50	1	50	0	0.0	0	0.0	0	0.0
Science laboratory	3	37.5	1	12.5	1	12.5	2	25.5	1	12.5
Teachers' houses	0	0.0	1	50	1	50	0	0.0	0.0	0.0
School vehicles	0	0.0	6	75	0	0.0	0	0.0	0.0	0.0
Computer	2	12.5	3	37.5	1	12.5	0	0.0	2	25
Administration block	4	50	3	37.5	1	12.5	0	0.0	0	0.0
Dining hall	1	12.5	3	37.5	1	12.5	1	12.5	2	25
Home science room	2	25	3	37.5	2	25	1	12.5	0	0.0
Computer laboratory	3	37.5	2	25	1	12.5	1	12.5	1	12.5

Table 4.7 shows that most of the facilities in schools were funded by the PTA. Over 50% of the headteachers indicated that the projects which most benefited from CDF funds were the

school land,4 (50%),science laboratory 3(37.5%),administration block4 (50%) and computer laboratory 3 (37.5%).The other facilities were funded by GOK, LATF and other bodies. This implies that schools did not rely on CDF funds for facilities. It also shows that the CDF funds were inadequate, thereby making it necessary to seek funds elsewhere.

“To what extent has the number of physical facilities increased in your school a result of CDF funding?”

Table 4.9 shows the response of teachers and students on this issue.

Table 4.9: Increase of facilities as result of CDF funding

	Students		Headteachers	
	Frequency	%	frequency	%
Strongly agree	4	9.5	0	00.0
Agree	20	47.6	5	62.5
Undecided	2	4.8	1	12.5
Disagree	14	33.3	2	25
Strongly disagree	2	4.8	0	0.0
Total	42	100.0	8	100.0

Table 4.9 shows that the majority of the respondents (57.1% students and 62.5 headteachers) agreed with the statement that the number of physical facilities increased as a result of CDF funding. Over 25% of the respondents also disagreed with the statement. This implies that CDF funds were of benefit to schools to an average extent.

4.5.1 The extent of adequacy of physical facilities after CDF funding

The respondents were also asked to rate the extent to which CDF funds was adequate after the introduction of CDF funding of physical facilities in public secondary schools. They responded as shown in table 4.9. Respondents were reacting to the question:

“To what extent are physical facilities adequate after funding by CDF?”

Table 4.10 shows the response to the questionnaire administered to students and teachers in regard to this question.

Table 4.10: Extent of adequacy of physical facilities after CDF funds

	Students Frequency	%	Headteachers Frequency	%
To a great extent	2	4.8	2	25
To a moderate extent	20	47.5	2	25
To a minimal extent	2	4.8	1	12.5
Not adequate at all	14	33.3	3	37.5
I can't tell	4	9.5	0	0.0

Total	42	100.0	8	100.0
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Table 4.10 shows that 2(25%) headteachers indicated that facilities adequacy had increased with a moderate extent after introduction of CDF, 3(37.5%) indicated they were not adequate at all, 2(25%) indicated the rate increased to a great extent while 1(12.5%) could not tell. Out of 42 students, 20(47.5%) indicated that there was a moderate increase of physical facilities in public schools, 2(4.8%) indicated that the increase rate was minimal, 14(33.3%) indicated they were not adequate at all while 4(9.5%) could not tell.

4.6 CDF funds and learners’ enrolment, retention and completion rates

The third objective of the study was to establish the effect of CDF funds on learners’ retention, enrolment and completion rates. To determine this, the researcher analyzed academic documents of targeted schools. The trend of learners’ enrolment, retention and completion population before and after CDF was introduced in 2003 was traced.

The information shown in table 4.11 below answered the question

“What was the enrolment rate of learners before the introduction of CDF funds (before 2003) and after the introduction of CDF (from 2003) to the moment?”

Table 4.11 Form one school enrolment in Likuyani Constituency from 2000-2013

The table below gives a comparison of the rate of enrolment, retention and completion rate before and after the introduction of CDF funds.

YEAR	2000	2001	2002	2003	2004	2005	2010	2011	2012	2013
St Ann's Girls'	87	90	84	87	93	94	102	109	115	120
Binyenya Sec	34	37	33	34	60	75	89	87	94	105
St Henry's Sec	78	73	74	76	84	89	98	102	101	102
St Peter Machine	54	53	64	65	97	102	98	105	110	120
St Joseph's Kogo	34	33	40	40	59	65	75	89	102	106
F.S Mbururu Sec	45	47	46	45	68	72	98	101	103	110
F.S Kongoni Sec	78	76	78	79	104	107	104	109	110	112
Eshikulu Sec	78	79	82	84	95	102	105	107	110	112
Moi Girls Nangili	102	108	95	96	120	95	104	105	110	120
Matunda SA sec	84	82	83	84	102	105	120	121	123	120

Source: DEO's office

Table 4.11 shows that the number of form one enrolment for the past years has seen the number of students on the rise. However a close look at the trend reveals that although the number of learners increased after the introduction of CDF fund, the pace of increase is very low for example in St Peters Machine, the number increased from 64 to 65 in 2002-2003 respectively, while in Mbururu, the number remained constant at 40 from 2002-2003. However, it is important to note that although the CDF act was formed in 2003, it took roots from 2004 thus the steady rise of numbers from 2004 and not 2003. However, whereas the study appreciates the increase in enrolment rate as a result of CDF funds, it also reveals that the enrolment is still below the expectation with all schools enrolling below 200 students ten years down the line.

However the researcher is also conscious of the fact that there are other factors that influence enrolment rate like number of teachers available in a school, community good will, political interference, school management among others which in this study are regarded as intervening variables.

4.6.1 Learners' retention and completion rate in public secondary schools

Secondary education comes to an end when learners sit for their KCSE at the end of four years in accordance to the 8-4-4 system of education in Kenya. It was assumed that for the learner to sit for KCSE, he or she must have been retained in school thus the two concepts, these are retention and completion was investigated concurrently. Retention and completion of secondary education is a key factor in education development for one cannot proceed to higher of education without the Secondary school certificate hence the researcher aimed to find out the retention and completion rate of schools in Likuyani constituency. This was done by comparing the number of who enrolled and sat for KCSE before CDF funds were

introduced with those who enrolled and sat for KCSE after the introduction of CDF funds in ten public secondary schools in the constituency and table 4.12 gives the results.

Table 4.12 Learners' completion rate before and after the introduction of CDF funds.

	Before introduction of CDF			After introduction of CDF		
	Enrolment 1998	Completion 2001		Enrolment 2009	Completion 2012	
	F	F	%	F	F	%
St Ann's Girls	75	60	80%	76	63	83%
Binyenya Sec	22	13	59%	27	17	62%
St Henry Sec	65	44	68%	74	54	73%
St Peter's Sec	60	44	73%	63	50	79%
St Joseph Kogo	25	15	60%	70	45	64%
F.S Mbururu	33	18	55%	42	28	67%
F.S Kongoni	65	45	69%	70	51	72%
Eshikulu sec	68	45	66%	68	45	66%
Moi Girls Nangili	89	61	69%	98	70	71%
Matunda SA	23	13	57%	76	50	66%

Table 4.12 shows comparison between learners' enrolment and completion before CDF funds were introduced in and after its introduction in 2003. From the table, it is evident that before introduction of CDF funds, the enrolment rate was low and so was the completion rate with most schools registering less than 70%. With the introduction of CDF funds the enrolment rate went slightly up and so was the retention and consequently completion with most schools registering a high completion rate of over 70%. This shows that CDF funds have led to slightly high enrollment, retention and completion rates but again the rate is still below the expectation which is 100%. Besides; this rise in completion rate cannot be wholly attributed to CDF funds since there are other sources of funding like PTA that could have played an equally important role. There are also other factors that influence learners retention and completion rates like learners health, social factors like early pregnancy for girls among others but all factors held constant, CDF funds have enhanced learners enrolment, retention and completion rates but to a minimal extent.

4.7 CDF funds and learners' academic performance.

The fourth objective of this study was to determine the impact of CDF funding in education on learners' academic performance in public secondary schools in Likuyani Constituency. The researcher requested principals, teachers and students to give their level of agreement on project items and bursaries funded by CDF and their effect on students' academic performance and table 4.10 gives the findings.

Table 4.13 Impact of physical facilities and bursaries on learners' academic performance

The table below shows the effect enhanced physical facilities and bursaries on learners' academic performance. Information on this objective was guided by the following question,

‘What is the impact of the following physical facility and bursary funded by CDF on learners’ academic performance?’

Table 4.13 shows the response from students, headteachers and teachers:

STATEMENT	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Facility										
Science laboratory	38	40%	49	53%	4	4%	3	3%	0	0.0%
Construction of classrooms	36	38%	51	55%	3	3%	4	4%	0	0.0%
Provision of Desks and chairs	35	38%	47	50%	4	4%	7	7%	1	1%
Computer laboratory	37	39%	42	45%	9	10%	6	6%	0	0.0%
Home science room	20	23%	26	29%	25	28%	15	17%	3	3%
School library	50	53%	40	43%	3	3%	1	1%	0	0.0%
Provision of computers	51	54%	42	45%	1	1%	0	0.0%	0	0.0%
Provision of bursaries to students	60	67%	32	34%	1	1%	0	0.0%	0	0.0%

KEY

i)SA-Strongly Agree (ii)A- Agree (iii)U-Undecided (iv)D-Disagree v) SD-Strongly disagree

Table 4.13 above shows the effect CDF funded physical facilities and bursaries on learners' academic performance. Most respondents;60 (69%)agreed that bursaries have led to improved learners' performance. Those who felt that the construction of classrooms led to improved learners performance were 87 representing 93% while only 3 (3%) disagreed and 4(4%) were undecided. On the construction of science laboratory, again 87 of the respondents representing 93% agreed the this has led to improved learners' academic performance while 3(3%) were undecided. 90(97%) respondents said that the construction of libraries has led to improved learners' academic performance with 3(3%) remaining undecided and only 1(1%) disagreeing with this view. Regarding CDF provision of desks and chairs,82 respondents (97%) agreed that this move has had a positive impact on learners' academic performance while 4(4%) were undecided and 7(7%) disagreeing. From this response, it is clear that many responds assert that indeed the funding of physical facilities and provision of bursaries has had a positive impact on learners' academic performance thus contributing to Education development in the county.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summaries all the findings and results of chapter four as collected and analysed by the researcher basing on the research questions and are interpreted and compared to findings in the literature review. It further draws conclusions derived from the findings. Lastly, the study gives recommendations for improvement of the areas of concern identified by the findings and conclusions.

5.2 Summary of the findings

The purpose of the study was to determine the influence of CDF on education development in Likuyani Constituency; Kakamega County in Kenya. The study used the descriptive survey research design. Using simple random sampling technique, a sample size of ten (10) public secondary schools out of twenty four (24) schools were selected. A sample size of ninety seven (97) respondents from students, teachers, headteachers and officers from the DEO's office provided data upon which the research was based. Information was collected using questionnaire administered to eight (8) headteachers, forty three (43) teachers and forty three (43) students. An interview schedule was used to collect data from three (3) officers from the DEO's office. Instrument validity and reliability was determined through pilot study. Descriptive statistics was used to analyse and interpret data. The main findings of the study based on each of the research questions were as follows:

5.2.1 The extent of bursary provision

This study observed that the most of the students 90(93%) did not receive enough bursaries to enable them pay fee charged by the school. The study established that the poor but bright students who receive CDF bursary funds are few according to the response which stood at 44 representing 48%. This is slightly below average. On the other hand, 42 % felt that the CDF bursary fund did not get to the deserving students. It was also established that 90 (96%) of the respondents said that the bursary is hardly enough to pay school fees. However, only (2) 2% of respondents felt the CDF bursary fund was enough. The majority; 92 (98%) gave an impression that poor and bright students do not receive CDF bursary fund every year. This means they receive these funds sporadically either once, twice or at most thrice during the entire secondary education life cycle of four years.

5.2.2 The extent of CDF funded physical facilities in public secondary schools

Over 50% of the headteachers indicated that the projects which most benefited from CDF funds were the school land 4 (50%), science laboratory 3(37.5%), administration block 4 (50%) and computer laboratory 3 (37.5%). It was established that most of the facilities in schools (50%) were funded by the PTA. The other facilities were funded by GOK, LATF and other bodies. This implies that schools did not rely on CDF funds for facilities. It also shows that the CDF funds were inadequate, thereby making it necessary to seek funds elsewhere.

Respondents, 24 (48%) agreed that classrooms were enough where as those who felt that desk ,chairs and lockers were sufficient were 19 (38%). Respondents who agreed that toilets were adequate were 17 (34%), playing grounds 28 (56%) , laboratory equipment, 25 (50%), laboratories, 18 (36%), and computers, 17 (34%).

The above findings indicate that there are inadequate classrooms, desks, chairs, lockers as well as other major amenities like laboratories. However, most of the respondents (57.1% students and 62.5 head teachers) agreed that the number of school facilities increased as a result of CDF funding.

5.2.3 CDF funds and learners' enrolment, retention and completion rates

With regard to the effect of CDF funding on learners' enrolment, retention and completion rate, the study established that although the number of learners' enrolment kept increasing after the introduction of CDF, the pace was very low for example in St Peters Machine, the number increased from 64 to 65 in 2002-2003 respectively, while in Mbururu, the number remained constant at 40 from 2002-2003. However, whereas the study appreciates the increase in enrolment rate as a result of CDF funds, it also reveals that the enrolment is still below the expectation with all schools enrolling below 200 students ten years down the line.

Comparison was also made between learners' enrolment and completion before CDF funds was introduced and after its introduction in 2003. The study found out that before the introduction of CDF funds, the enrolment rate was low and so was the completion rate with most schools registering less than 70%. With the introduction of CDF funds the enrolment rate went slightly up and so was the retention and consequently completion with most schools registering a high completion rate of over 70%. This shows that CDF funds have led to slightly high enrollment, retention and completion rates but again the rate is still below the expectation which is 100%.

5.2.4 CDF funds and learners' academic performance

In respect to the impact of CDF funds in education on learners' academic performance, the study found out that many respondents;60 (67%) agreed that CDF funded bursaries have led to improved learners' academic performance. Those who felt that the construction of classrooms led to improved learners performance were 87 (93%) while only 3 (3%) disagreed and 4(4%) were undecided. On the construction of science laboratory, again 87 of the respondents representing 93% agreed the this has led to improved learners' academic performance while 3(3%) were undecided. 90(97%) respondents said that the construction of libraries has led to improved learners' academic performance with 3(3%) remaining undecided and only 1(1%) disagreeing with this view. Regarding CDF provision of desks and chairs,82 respondents (97%) agreed that this move has had a positive impact on learners' academic performance while 4(4%) were undecided and 7(7%) disagreeing.

5.3 Conclusions

Based on the foregoing findings, several conclusions were arrived at;

First, very few poor but bright students receive bursary from CDF education fund and for the few who receive, it is hardly enough to keep them in school for the whole year in accordance to the fee charged. Besides, the funding is also not guaranteed on yearly basis for these deserving students for some are funded only once or twice for the entire secondary education cycle of four years.

Secondly, CDF funds have indeed helped to facilitate the provision of physical facilities in public secondary schools in Likuyani Constituency. However, this is only to a small extent, 46.7%. The study established that facilities were still not enough inspite of the CDF funding. The area's most affected were science and computer laboratories as well as school buses.

Thirdly, the study established that the number of learners' enrolment, retention and completion rate had significantly gone up with the introduction of CDF that offers the poor but bright students bursary and help in provision of physical facilities in public secondary schools.

Fourthly, the study also found out that learners' academic performance improved with the introduction of CDF education funds. This is as a result of provision of physical facilities but most significantly the science laboratories that have helped learners to improve in performance of science subjects. The construction of the libraries and classrooms has also led to positive impact of learners' performance. The study also found out that these funds are not enough thus learners' academic performance in relation to CDF education funding is still low.

5.4 Recommendations

From the findings and conclusions, the study recommends the following in order to improve the provision and management of CDF funds in education so as to realize significant education development.

1. The government should allocate enough funds in time and resources to schools to ensure that the facilities constructed are enough and are completed and adequately equipped for example science and computer laboratories as well as libraries.
2. The government should also increase funds allocated to CDF bursary so that the deserving students can fully pay their school fees thus increasing the retention and completion rates.
3. The study established that headteachers are not fully involved in identifying the poor but bright learners thus very few deserving students benefit from the CDF fund bursary. As

such, the researcher recommends that headteachers and teachers be involved to a larger extent in identifying the deserving students.

4. Head teachers should involve the community around them to aid in school development programmes and projects to supplement CDF education funding. As it is at the moment, other sources of funding are still low. The schools should also initiate income generating projects to subsidize CDF education funding.

5.5 Suggestions for further Research

The researcher wishes further studies to be conducted in the following areas

The strategies being employed by school administrators to cope with the challenges faced by headteachers when implementing CDF funded projects in secondary schools.

The factors affecting the implementation of CDF funded projects in secondary schools.

Effects of lack of adequate facilities on the performance of students in secondary schools in Kenya.

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APPENDICES

APPENDIX I A letter of transmittal

Dear Sir/Madam

I am a student in the University of Nairobi pursuing a Master of Arts degree in Project Planning and Management. I am undertaking research on impact of Constituency Development Fund (CDF) on Secondary School Education Development in the counties: A Study of Secondary schools in Likuyani constituency, Kakamega County in Kenya. I kindly request you to participate in this study and your responses to items in the questionnaire will be treated with uttermost confidentiality, and will not be used for any other purposes except this study.

Yours faithfully,

Hycinth Nekesa Obwari.

Reg No.L50/64362/2011

Sign_____

APPENDIX II : QUESTIONNAIRE FOR HEAD TEACHERS

INSTRUCTIONS

ii) Respond to all items by putting a tick () corresponding to the choice of the answer you have given.

SECTION A: BACKGROUND INFORMATION

1) Gender

Male () Female ()

2) Indicate your age bracket.

20-24years () 24-30 years() 31-35 years() 36-40 years () Over 40 years ()

3) What is your level of Education?

Form four () Form Six () College () University

4) For how long have you served as a head teacher?

Less than 5years () Between 5-10 years () Between
10-15years () Over 15 years ()

5) In which category does your school fall? Boys (), Girls (), Mixed ()

7) What is the student enrolment in your school?

Boys (), Girls (), Total ()

9) a) Does your school benefit from Constituency Development Fund (CDF)?

Yes ()

No ()

10) Has the availability of CDF funds led to:

a)An increased retention rate? Yes () No () Not sure ()

d) Increased transition rate from one class to another? Yes () No () Not sure ()

SECTION B

The extent of CDF bursary funding in public secondary schools.

1) Indicate your level of agreement on the extent of CDF education bursary funding for the poor and bright students in public secondary schools.

KEY

i)SA: Strongly Agree ii) A: Agree iii) U:Undecided iv)Disagree v) SD: Strongly Disagree

Statement	SA	A	U	D	SD
Poor and bright students who receive bursaries are less than 50%					
Poor & bright students who receive bursaries are more than 50%					
Bursaries are given to poor and bright students					
Poor and bright students receive enough bursaries					
Poor and bright students receive bursaries every year					

(B)The extent of physical facility provision in public secondary school.

i)Information on CDF funding of physical facilities

1) What is the total number of the following items in your school and what was the source of funding?

Facility	Number	Source of funding, such as PTA,LATF,GoK
Classrooms		
Boys' toilets		
Girls' toilets		
Teachers' toilets		
Support staff toilets		
School land		
Libraries		
Dormitories		
Office furniture		
Science laboratories		
Teachers' houses		
School vehicle		
Computers		
Photocopying machines		
Administration block		
Dining hall		
Home science room		
Music room		
Computer laboratory		

ii) Availability of physical facilities in public secondary schools

2) Indicate your level of agreement regarding the availability of physical of facilities in your school.

Availability of physical facilities in school	SA	A	U	D	SD
Class rooms are enough					
Lockers and chairs are enough					
Toilets are enough					
Playing grounds are enough					
There are enough computers					
There are enough laboratory equipment					

c) Information on increase of physical facilities as a result of funding

3) Indicate your level of agreement on this statement:

iii) The numbers of physical facilities in public secondary schools have increased as a result of CDF funding.

a) Strongly agree ()

b) Agree ()

c) Undecided ()

d) Disagree ()

e) Strongly disagree ()

4) Have you received any CDF funding over the last six years?

Yes ()

No ()

Not sure ()

5) If your answer in 9 above is 'yes', name the projects for which you received the funding and the project amount.

a).-----

b).-----

c).-----

d).-----

6)Is the CDF funding of physical projects sufficient?

a) Strongly agree ()

b) Agree ()

c) Neutral ()

d) Disagree ()

e) Strongly disagree ()

7) Are the facilities adequate after the introduction of CDF funding of educational projects?

a) To a great extend ()

b) To a moderate extend ()

c) To a minimal extend ()

d) Not adequate at all ()

e) I can't tell ()

8). Has the availability of CDF funds led to:

a). Reduced cost of education, especially the PTA levy? Yes () No () Not sure ()

b). An increased retention rate? Yes () No () Not sure ()

c). Increased access to educational opportunities? Yes () No () Not sure ()

d). Increased transition rate from one class to another? Yes () No () Not sure ()

(C)The effect CDF funds on learners’ academic performance

1) Indicate your level of agreement regarding the effect of CDF funds on learners’ academic performance.

Statement	SA	A	U	D	SD
Construction of science laboratory by CDF has led to improved learners’ academic performance					
Construction of classrooms by CDF has led to improved learners’ academic performance					
Provision of Desks and chairs by CDF has led to improved learners academic performance					
Construction & equipping of computer laboratory by CDF has led improved learners ’academic performance					
Construction of Home science room by CDF has led to improved learners academic performance					
Construction of library has led to improved learners’ academic performance					
Provision of computers by CDF has helped improve learners’ academic performance					
Provision of bursary to poor and bright students by CDF has led to improved learners academic performance					

(D) The following suggestions can be explored to strengthen the CDF and other devolved funds. Briefly suggest possible solutions to the challenges faced in the utilization of the devolved funds.

9). Has your school ever experienced any problem with the CDF?

a) Yes () b) No () c) Not sure ()

If 'yes', kindly state the problem(s)

.....
.....
..

10) Apart from CDF, have you received any funding from other devolved funds, e.g LATF?

a) Yes () b) No () c) Not sure ()

If 'yes', state the other sources of devolved funding.

.....
.....
..

11). Currently the CDF kitty is allocated 2.5 percent of the national annual budget from ordinary revenue. What is your suggestion on this allocation?

a) Increase () b) Decrease () c) Retain ()

12) If your answer above is 'yes, explain.

.....
.....
..

13)Is the CDF funding of physical projects sufficient?

[a] Strongly agree []

[b] Agree []

[c] Neutral

[d] Disagree

[e] Strongly disagree

14). Has the number of school facilities increased as a result of CDF funding?

[a] Strongly agree

[b] Agree

[c] Neutral

[d] Disagree

[e] Strongly disagree

15). Are the facilities adequate after the introduction of CDF funding of physical facilities in public secondary schools?

[a] To a great extent

[b] To a moderate extent

[c] To a minimal extent

[d] Not adequate at all

[e] I can't tell

16)Has the availability of CDF funds for physical infrastructure in public secondary schools led to reduced cost of education, especially the PTA levy?

[a] Yes

[b] No

[c] Not sure

17). List the strengths of CDF in your school.

.....

18).List the weaknesses of CDF in your school

.....
.

19) What challenges do you face as a result of CDF funding of school projects?

.....

20) What do you recommend as the best way to improve the management and efficiency of CDF funded projects in schools?

APPENDIX III : QUESTIONNAIRE FOR TEACHERS

INSTRUCTIONS

ii) Respond to all items by putting a tick () corresponding to the choice of the answer you have given.

SECTION A: BACKGROUND INFORMATION OF RESPONDENT

1) Gender

Male () Female ()

2) Indicate your age bracket.

20-24years () 24-30 years () 31-35 years () 36-40 years () Over 40 years ()

3) What is your level of Education?

Form four () Form Six () College () University

4) For how long have you served as a head teacher?

Less than 5years () Between 5-10 years () Between 10-15years () Over 15 years ()

5) In which category does your school fall? Boys (), Girls (), Mixed ()

7) What is the student enrolment in your school?

Boys (), Girls (), Total ()

9) a) Does your school benefit from Constituency Development Fund (CDF)?

Yes ()

No ()

10) Has the availability of CDF funds led to:

a) An increased retention rate? Yes () No () Not sure ()

d) Increased transition rate from one class to another? Yes () No () Not sure ()

c) Information on increase of physical facilities as a result of funding

3) Indicate your level of agreement on this statement:

iii) The numbers of physical facilities in public secondary schools have increased as a result of CDF funding.

a) Strongly agree ()

b) Agree ()

c) Undecided ()

d) Disagree ()

e) Strongly disagree ()

4) Have you received any CDF funding over the last six years?

Yes ()

No ()

Not sure ()

5) If your answer in 9 above is 'yes', name the projects for which you received the funding and the project amount.

a).-----

b).-----

c).-----

d).-----

6) Is the CDF funding of physical projects sufficient?

a) Strongly agree ()

- b) Agree ()
- c) Neutral ()
- d) Disagree ()
- e) Strongly disagree ()

7) Are the facilities adequate after the introduction of CDF funding of educational projects?

- a) To a great extend ()
- b) To a moderate extend ()
- c) To a minimal extend ()
- d) Not adequate at all ()
- e) I can't tell ()

8). Has the availability of CDF funds led to:

- a). Reduced cost of education, especially the PTA levy? Yes () No () Not sure ()
- b). An increased retention rate? Yes () No () Not sure ()
- c). Increased access to educational opportunities? Yes () No () Not sure ()
- d). Increased transition rate from one class to another? Yes () No () Not sure ()

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

Dear student,

I am a student in the University of Nairobi pursuing a Master of Arts degree in Project Planning and Management. I am undertaking research on impact of Constituency Development Fund (CDF) on Education development in the counties: A case study of Likuyani constituency, Kakamega county in Kenya. I kindly request you to participate in this study and your responses to items in the questionnaire will be treated with uttermost confidentiality, and will not be used for any other purposes except this study.

Instructions

- 1) The information you give concerning impact of CDF on Education development will be confidential..
- 2) Respond to all questions by putting a tick () in brackets corresponding your answer.

BACKGROUND INFORMATION OF THE RESPONDENT.

Instructions

a) Indicate your gender. Male () Female ()

b) Indicate your age bracket.

12-15 years () 16-19 years () 17-20 years () 21-24 years () Above 24 years

1) In what form are you?

2) Have you ever received CDF bursary?

If yes how many times?

If No, explain why you didn't benefit?

3) Has CDF built any physical facilities in your school like classroom?

(specify)

SECTION B

Using the information given, indicate your level of agreement against each statement.

Key

i) SA: Strongly Agree ii) A: Agree iii) U: Undecided iv)Disagree v)

SD: Strongly disagree

Statement	SA	A	U	D	SD
i)CDF bursaries are given to poor and bright students.					
ii).CDF bursaries are not given to poor and bright students					
iii)CDF has helped to improve learners' academic performance.					
iv)CDF has not helped to improve learners' academic performance.					
There are enough physical facilities in my school					
There are no enough physical facilities in my school					
CDF funding of physical facilities has helped poor and bright students to stay in school.					
CDF funding of physical facilities has not helped poor and bright students to stay in school.					

**APPENDIX VI: NTERVIEW SCHEDULE FOR THE DISTRICT
EDUCATION OFFICER.**

QUESTIONS

- 1).How long have you served as an Education officer?
- 2).What role do you play in the implementation of government policy Constituency Development Fund (CDF)?
- 3) What specific use is CDF committed to in your sector?
- 4) Do all the schools in your district have adequate school facilities funded by CDF?
- 5) What percentage of students benefit from CDF bursary scheme in your District?
- 6) How does CDF influence students' performance?
- 7) To what extend is CDF influential in students' enrolment and retention rate in your district?
- 8) Has CDF influenced the provision of quality education as reflected in students' KCSE performance?