

**INFLUENCE OF CONSTITUENCY DEVELOPMENT FUND ON  
STUDENT ENROLLMENT IN DISTRICT SECONDARY SCHOOLS IN  
SHINYALU CONSTITUENCY, KAKAMEGA COUNTY**

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**2015**

## DECLARATION

This research project report is my original work and has never been presented for a degree or any other award in any other university.

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## **DEDICATION**

This research project is dedicated to my late father, Mwalimu John Aluvisia Atema and my dear mother, Perpetual Khasindabila Aluvisia for their relentless efforts in seeing us as a family through difficult times during our education. The two have been a great source of inspiration to my education without whose foresight and support, I would not have reached this far. I will forever be grateful to them.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

|               |  |
|---------------|--|
| <b>CDF</b>    | Constituency Development Fund                          |
| <b>CDFC</b>   | Constituency Development Fund Committee                |
| <b>DDF</b>    | District Development Fund                              |
| <b>DEO</b>    | District Education Officer                             |
| <b>DFRD</b>   | District Focus for Rural Development                   |
| <b>FPE</b>    | Free Primary Education                                 |
| <b>GDP</b>    | Gross Domestic Product                                 |
| <b>GOK</b>    | Government of Kenya                                    |
| <b>KANU</b>   | Kenya African National Union                           |
| <b>KCSE</b>   | Kenya Certificate Secondary Education                  |
| <b>KES</b>    | Kenya shillings  |
| <b>KSES</b>   | Kenya School Equipment Scheme                          |
| <b>LATF</b>   | Local Authorities Transfer Fund                        |
| <b>MEPD</b>   | Ministry of Economic Planning and Development          |
| <b>MoEST</b>  | Ministry of Education Science and Technology           |
| <b>SEBF</b>   | Secondary Education Bursary Fund                       |
| <b>UN</b>     | United Nations   |
| <b>UNDP</b>   | United Nations Development Programme                   |
| <b>UNESCO</b> | United Nations Education Science Cultural Organisation |
| <b>NGO</b>    | Non Government Organisation                            |

## ABSTRACT

With the coming to power of the NARC government in 2003, Kenya witnessed a shift to a new fiscal decentralisation system through Constituency Development Fund (CDF) which currently operates under the CDF Act 2013. Through CDF, tremendous developments have been witnessed throughout the Republic including in education. The purpose of this study was to determine the influence of Constituency Development Fund (CDF) on student enrollment in District secondary schools in Shinyalu Constituency of Kakamega County. The study's objectives were: to determine influence of CDF's infrastructure projects on student enrollment in district secondary schools in Shinyalu Constituency ; to establish influence of CDF bursary on student enrollment in district secondary schools in Shinyalu Constituency ; to examine how amount of CDF fund disbursed influence in district secondary student enrollment schools in Shinyalu Constituency; and to explore influence of time taken to disburse CDF fund on student enrollment in District secondary schools in Shinyalu Constituency. The study used a sample size of 364. The study used descriptive survey research design. Questionnaires were the tool used to collect data. Data was then analysed using descriptive statistics such as frequencies and percentage tables. Statistical package for social sciences aided in analysing quantitative data. From the analysis, it was found out that 136 of the student respondents had never received bursary funds and only 12 of the student respondents had received CDF bursary funds four times. 105 of the student respondents had received CDF bursary funds once while 50 of the student respondents had received CDF bursary funds thrice. This limited funding could be attributed to nepotism, corruption and lack of political will by both politicians and CDF committee. Similarly it was found out that 231 of the student respondents said that the amount of CDF bursary given was not enough to meet their needs to pay school fees and only 82 of the student respondents said that the amount of CDF bursary given was enough to meet their needs to pay school fees. 20 of the student respondents were not sure of the influence of CDF bursary allocation to the students in district secondary schools in Shinyalu Constituency in Kakamega County. In order to improve the enrollment and retention rate of students in public district secondary schools in Shinyalu Constituency, it was recommended that the bottlenecks facing the management of the CDF funds would be addressed. The bottlenecks included: favoritism, political interference, poor management skills and corruption in the study area. Some of the recommendations made included: Firstly, The Constituency Development Fund should allocate enough funds in good time to schools to ensure that facilities like classrooms, science laboratories and libraries among others are constructed and are completed and adequately equipped for enhanced enrollment. Secondly, the Constituency Development Fund should provide enough bursary allocations and disbursed in time to the deserving students, and in line with the school term calendar. Thirdly, timely disbursement of infrastructure funds and bursaries to schools is necessary. This is to enable the student beneficiaries limit loss of time due to absenteeism when out to fill gaps unmet by bursary in terms of school fees.

## **CHAPTER ONE**

### **INTRODUCTION**

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

Africa's failure to achieve development had been characterised by escalating poverty, unemployment and inequality within and across a majority of African states (Mbabazi, 2005). The common explanation to this had been said to be the top-down approach to development that was adopted by most African leaders under the guise of national unity but in reality as a means of stifling opposing views and opposition politics as power became concentrated in the hands of an increasingly detached elite organised into single party, military or civilian-military diarchies of various kinds (Olukoshi and Nyamnjio, 2005). The disenchantment with this centralized approach, following its dismal contribution to development had since seen the call by donors for a people centered approach to African development.

The experiences from other parts of the world had been used to justify the call for the decentralised approach in Africa. For instance the Caribbean, East Asia and East European countries have embraced decentralisation as an important component of the development agenda and have fared better than Africa. The explanation was that decentralisation strengthened local governance, increased democratization and greater efficiency and equity in the use of public resources and service delivery for development (Ribot, 2002). It was against this background that decentralisation as a development strategy had dominated the discourse on state restructuring in Africa over the last three decades.

Devolving fiscal authority was seen as important as it ensured that financing and expenditure responsibilities are linked at the margin, so that local politicians can bore the costs of their decisions. Second, it was important that the costs of services were perceptible to the electorate so that they could make meaningful decisions on alternatives. Decentralisation to local governments was viewed as a significant institutional reform to address problems in developing countries. Over time the concepts of fiscal federalism and fiscal decentralisation had been used interchangeably in local and global perspective. As a consequence of much dissatisfaction with the results of centralised economic planning, reformers had turned to decentralisation to break the grip of central government and induced broader participation in democratic governance (Olowu, 2000). Despite the popularity surrounding the notion of decentralisation, it was not a new concept.

During the 1950s and 1960s British and French colonial administrations started devolving responsibilities for certain programmes to local authorities in order to prepare colonies for independence. In the 1980s the renewed global emphasized on governance and human-centered approaches to human development placed decentralisation at the forefront of the development agenda (UNDP, 2000). Then, about 90% of developed and developing nations world wide used decentralised system in management of public funds as follows:

The process of decentralisation started in France with decentralisation Acts that were adopted in 1982 and 1983. The sub-national governments took on many responsibilities that before then belonged to the central government with considerable autonomy when it came to taxes (Fossati



and Panella, 1999). They had fiscal freedom to decide how to use their revenue, according to the French constitution.

In the Netherlands, there was a division of functions between the Dutch Central government and the Dutch local government, in particular municipalities and provinces. The Dutch Republic had used fiscal decentralisation to improve sectors like education, infrastructure and giving the poor relief. In 2001, decentralisation was launched in Indonesia as a policy reform to support regional development, boost economic growth and alleviate poverty. The same happened in Vietnam, where decentralisation scheme in 1998 allocated 43% of total national expenditures to the local governments, which allowed the local governments to play a major role in human development: about three-quarters of education and two-third of health was undertaken by local governments in Vietnam (Rao, 2000). The same happened in Bolivia where the economy was decentralised in 1994. It witnessed 20% of tax revenue and 40% of expenditure responsibilities being devolved to local and municipal governments (Faguet, 2004). Brazil also embraced fiscal decentralisation in 1988 through a constitutional mandate and consequently augmented sub-national fiscal autonomy to 22.5% of total revenue collection (Shah,1990).

Japan also practices fiscal decentralisation. The Japanese government sector is stratified into several levels, each having responsibility for a particular set of public functions. The main levels of the Japanese government are the national government, the prefectural and the municipal governments. The prefectural and the municipal governments had a so-called two-tier system of local governments. Japan's local governments received from the national government about 5.7 per cent of GDP in transfers. Local governments played a big role in infrastructure. All the three levels of governments are involved in education (UN, 2012).

In Jamaica, Constituency Development Fund was initiated in February, 2008 to fulfill their commitment to provide Members of Parliament with a portion of the budget for constituency projects. The program was intended to promote human and infrastructure development at the community and constituency levels and to empower the Members of Parliament to respond to the needs and priorities articulated by their constituents, thereby achieving improved governance at the local level for projects like road repairs, economic enablement, and water (Baskin, 2010).

Ghana's decentralisation process provided a framework for a system of locally-controlled development and planning. By this process, district assemblies were established and charged as the local planning authorities with responsibility for the overall development and governance of their district of jurisdiction (Dick-Sago, 2012). This had made the District Assemblies in Ghana to be at heart of the service delivery, development and democracy at the sub national levels of Ghana. The goals of the decentralisation program were to strengthen and expand local democracy; promote local, social and economic development; and to reduce poverty and increase the choices of the people.

Political liberalization opened up fiscal decentralisation in South Africa. Apartheid policies had left a legacy of severe economic and social disparities, and most South African families lived in conditions that did not meet the most basic needs. A central priority of the South African government, as set out in the Bill of Rights, was to ensure the provision of a range of services to meet socio-economic challenges, within the constraints of available resources. This was done through devolving revenue allocation to the three spheres of government, and determining the

share to be received by each decentralised government to match the social needs of poor communities, while strengthening the economy. There were national transfers of 10.2% to provinces and 13.3% to local government. The provinces were mandated to deliver most basic services, including Primary and secondary education, health and welfare services, provincial roads and local development. Local governments had the major responsibility for certain local services and infrastructure such as water, sanitation, and electricity (Etienne, 2005).

Mozambique also practised fiscal decentralisation process with Frelimo political party shaping the politics and policies informing the distribution of wealth and power in Mozambique (Khan, 2010). The fiscal transfers to district governments were part of the central government's annual allocations in the framework of the District Development Fund (DDF) for investment and recurrent expenditure in the sectors of health, education, roads among others.

The Rwandan Government approved The National Decentralisation Policy in 2001. It was a mechanism to achieve good governance principles through improved participation, promotion of transparency and accountability and setting up responsive decentralised structures. In addition, it was meant to enhance local economic development through efficiency and effectiveness in implementation of development programs and bringing quality and accessible services closer to the citizens (Government of Rwanda, 2011).

East African countries also practices decentralisation. In Tanzania, we have the national and local levels of government (Cooksey & Mmuya 1997). Local governments' owns revenues that represented 6 % of total national tax revenue. There are 110 local authorities which receives

funding from the national government to enable them fund their local projects. In Uganda the mode of governance is spelt out in the 1995 Constitution and the 1997 Local Governments Act. It allowed rapid increase in resource flows to local governments, and a corresponding increase in primary service provision. (Government of Uganda, 2002).

During Kenya's colonial times, resources were mainly concentrated and developed for non-African use (GOK, 1964). The Kenya government had historically responded to the emerging social and public problems through the establishment of various decentralised financing mechanisms to address the underlying causes of poverty and inequality. After independence, the government established schemes such as the Kenya Tourism Development Corporation, the Agricultural Finance Corporation, the Industrial and Commercial Development Corporation and the Industrial Development Bank, to provide financing solutions to deep-rooted problems in the society. The government also came up with decentralisation strategies such as The District Focus for Rural Development (DFRD) in 1983/84, District Development Committees, to bring resources and services closer to the people. DFRD involved resource allocation as well as project identification, formulation and implementation at the district level. This was implemented by government ministries and departments in all districts through the District Development Committees DDCs made up of government officials, politicians and representatives of non state actors. The DDCs however lacked funds to carry out the implementation of development projects. This made them to rely on government ministries for resources to implement development projects. The nature of implementation and the composition of the DDCs was an indication that DFRD represented the central government control outside the national capital without tangible transfers of resources and powers to make decisions by ordinary people at the

local level. Thus DFRD can be said to have resulted to de-concentration of administrative authority (World Bank 2000; 2002).

Over the last two decades, and arising from a combination of factors and pressures, the government has increased the role of devolved funding and partial decentralisation to initiate, implement, manage and finance community development projects. This saw the rise of the Local Authority Transfer Fund (LATF), the Community Development Trust Fund (CDTF), the Rural Electrification Fund, the HIV/AIDs Fund and the Secondary School Bursary Fund, among others. The last eleven years had seen the introduction of the Constituency Bursary Fund, The Youth Enterprise Fund, The Women's Enterprise Fund and Constituency Development Fund (CDF).

The Constituency Development Fund (CDF) was established in 2003 through the CDF Act 2003 in the Kenya Gazette Supplement No. 107 (Act No.11) of 9th January 2004 with the aim of ironing out regional resource imbalances brought about by patronage politics of the KANU era; and to promote stakeholder participation in decision making processes in community development initiatives so that development outcomes reflected the needs and preferences of the beneficiaries. The CDF comprised an annual budgetary allocation equivalent to 2.5 % of the total national revenue. Allocations to the 290 parliamentary constituencies were clearly spelled in the CDF Act, where 75 % of the fund is allocated equally amongst all 290 constituencies. The remaining 25 % is allocated based on constituency poverty levels and population size (CDF Act 2013). CDF had its roots from the special Rural Development Policy of 1965 in which a conference by the Ministry of Economic Planning and Development (MEPD) was convened to

discuss the ways of solving problems of rural development, education and unemployment. Kerote ,(2007) indicated that CDF's purpose was to do what DFRD was expected to do but only that the area of coverage was reduced to constituency level.

## 1.2 Statement of the problem

Secondary school education is critical in every country for a number of reasons. First and foremost, it is central to development because it provides insights, skills and competencies that are needed for economic growth and national development. Secondly, it is at this level that those youngsters consolidate their basic knowledge gained in primary school and acquired the common culture that would allow them to be useful citizens in a peaceful society (Wachiye and Nasongo, 2010).

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 hence improve on enrollment and standards. The funds were 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 needed to be constructed and equipped so as to ensure high enrollment.

Contrary to the given ideal situation, most of the named services still lack in Shinyalu 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 set out to determine influence CDF has had on student enrollment in district secondary schools in Shinyalu constituency 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 Shinyalu Constituency. There will be low enrollments in district secondary schools. This will lead to retardation in development of the region and lack of realization of the Kenya Vision.

There have been researches that have been done with regard to CDF and education in various parts of Kenya and Kakamega in particular. Obwari,(2013) researched on influence of CDF on educational development in the counties- A case study of public secondary schools in Likuyani constituency, Kakamega county. She found out that: Firstly, very few poor but bright students received bursary from CDF education fund and for the few who received, it was hardly enough to keep them in school for the whole year. 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. The study established that facilities were still not enough in spite of the CDF funding. Thirdly, the study established that the number of learners' enrolment, retention and completion rate had significantly gone up with the introduction of CDF. Fourthly, the study also found out that learners' academic performance improved with the introduction of CDF education funds.

Musee (2010) researched on the impact of CDF on teaching and learning environment in Lurambi constituency in Kakamega County in which she found out that CDF funding had a direct relation to improvement of teaching and learning environment in schools in Lurambi constituency. There has never been any research carried out on the influence of CDF on in student enrollment in Shinyalu Constituency hence a gap which this research aimed to fill.

**Table 1.1 Student enrollments in district secondary schools in Shinyalu constituency**

| <b>Year</b> | <b>Enrollment of students in district secondary schools</b> |
|-------------|---|
| 2011        | 4952  |
| 2012        | 6613  |
| 2013        | 6012  |
| 2014        | 6400  |

Source: MoEST, 2014.

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

The purpose of the study was to investigate the influence of Constituency Development Fund on student enrollment in District secondary schools in Shinyalu Constituency within Kakamega County.

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

The study sought to achieve the following objectives:

- 1) To determine influence of Constituency Development Fund funded infrastructure projects



on student enrollment in District Secondary schools in Shinyalu Constituency.

- 2) To establish influence of Constituency Development Fund bursary scheme on student enrollment in District Secondary schools in Shinyalu Constituency.
- 3) Examine how amount of Constituency Development Fund disbursed influence student enrollment in district secondary schools in Shinyalu Constituency.
- 4) To establish influence of time taken to disburse Constituency Development Fund funds on student enrollment in Shinyalu Constituency .

### **1.5 Research Questions**

The study sought to answer the following questions:

1. What influence does Constituency Development Fund funded infrastructure projects have had on student enrollment in district schools in Shinyalu Constituency?
2. What influence do bursaries given by Constituency Development Fund have had on student enrollment in district secondary schools in Shinyalu Constituency?
3. How has the amount of Constituency Development Fund allocated to infrastructure and bursaries influenced student enrollment in district secondary schools in Shinyalu Constituency?
4. How has time taken to disburse CDF funds influenced student enrollment in district secondary schools in Shinyalu Constituency?

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

It was hoped that the findings of the study would be useful to several parties. Firstly, it would create awareness to stakeholders including policy makers on the picture on the ground on the

influence of CDF on student enrollment in district secondary schools. These policy makers would be able to craft appropriate policies with consideration on the CDF and the actual needs and picture on the ground. Next, it would enable the national CDF Board to assess effectively how CDF has influenced student enrollment in schools, giving appropriate guidelines necessary for improvement. These findings would also help establish the role of CDF in improving educational standards in our secondary schools thereby helping to realize millennium development goals.

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

It was assumed that the rightful respondents would be available in their working stations and would be willing to give the needed, relevant, accurate and adequate data truthfully. Imposters would not masquerade and fill questionnaires on behalf of true office bearers. Next the weather conditions would be fair for ease of movement within the target area. It was also assumed that the conditions in the field would remain constant during and after data collection so as the data would reflect the conditions in the environment under study hence the results of the study will be useful.

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

The limitations of the study included the following: The concept of CDF has been highly politicized and this posed a big challenge during the data collection phase. While its publicity was widespread across the country, it was very apparent that some respondents were highly skeptical to divulge their individual opinions with regard to the program. In most cases, respondents were only likely to openly discuss the issue if the researcher guaranteed them anonymity and that obviously inhibited the extent to which some information, critical for this

study, could be obtained. It was hoped that the information given was voluntary and true. The researcher achieved this by guaranteeing all respondents anonymity and assuring them that the information they gave would be used for the research alone.

### **1.9 Delimitations of the study**

The study was concerned with an investigation on the influence of CDF on student enrollment in district secondary schools in Shinyalu Constituency of Kakamega County. It delimited itself to district schools in the constituency that had once done KCSE examinations by March 2014. The study was also delimited to use questionnaires as the main instrument of data collection.

### **1.10 Definition of significant terms used in the study**

**Constituency Development Fund-** Grants from the central government that are used to facilitate development projects including in education in the constituency and whose expenditure is guided by the CDF act of 2013.

**Student enrollment-** refers to the act of officially joining secondary school with an aim of learning.

**Influence-** the results that CDF has had on student enrollment in terms of number of students.

**Constituency-** A district that elect its own representative to the national assembly and which is a unit of devolution of CDF?

**District secondary schools-** Refers to schools registered and owned by the government through the Ministry of Education, Science and Technology and which draw their students from within the constituency.

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

This study was organised in five chapters. Chapter one dealt with the introduction which consisted of background of the study, Statement of the problem, Purpose of the study, objectives of the study , research questions, significance of the study, basic assumptions of the study, limitations of the study, delimitations of the study and definition of significant terms used in the study. Chapter two reviewed literature which considered it to be related to the study thematically as per the study objectives, the theoretical frame work, conceptual framework as well as summary of literature review. Chapter three described the research procedure and techniques that will be used in the study. It described the research design, target population, sample size and sample selection. It also described the research instruments, piloting of the study, validity and reliability of the instruments, data collection procedures, ethical issues in research and data analysis techniques. 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 chapter reviewed literature related to the study based on the following thematic areas: Influence of CDF funded projects on student enrollment, the concept of bursary schemes in Kenya and enrollment, mode of fund disbursement and students enrollment, The Constituency Development Act 2013, other factors that influence students' enrollment performance, theoretical framework, conceptual framework and summary of literature reviewed.

#### **2.2 Influence of CDF funded Projects on student enrollment**

In the first five years of its operation, CDF funds have largely been used to fund projects in four key sectors; education 37% water 14 % health 9 % and roads 8% (GOK: CDF Allocation Summary, 2007). Initiation of these types of projects is clearly stipulated under the CDF Act. For instance, Part IV Section 22 (1) of the Act states that, "projects shall be community based in order to ensure that the prospective benefits are available to a wide cross-section of the inhabitants of a particular area (CDF Act, 2013). Many schools have been built and equipped through the CDF funds. This has aided the Government's policy of providing free primary school education and subsidised secondary education. The amount of educated citizens is increasing. Schools are being built through funding by the CDF resources. Each of the schools that have been built by the aid of CDF funds is properly equipped in terms of teachers and facilities. This has increased the quality of education and aided free primary education in many

constituencies. People who could not join higher institutions of learning because of financial difficulties are now able to get an education through bursaries.

In the health sector, many hospitals, dispensaries, maternity wings within existing health facilities, and clinics have been built in record time. Dispensaries and hospitals are now more developed than ever before. Stalled dispensary buildings and projects are now being completed in record time as a result of funding from the CDF kitty. Serious diseases in most cases are discovered in the smaller hospitals then thoroughly evaluated in the This has helped decongest larger district level hospital. It has also led to a healthier population especially children hence high enrollment of students in schools ( Bagaka, 2008).

In terms of infrastructure, many roads that were previously neglected and impassable have been upgraded. This has reduced transportation costs to the market for locally produced goods. Many roads that were neglected in the past are now re-carpeted and more roads are being upgraded. This has especially aided the transportation of agricultural produce to the nearest markets leading to less spoilage. Upgraded roads are a source of income to people in that area as the number of tourists increase. This also opens up schools hence increase in enrollment. Socially, the traditional role of women and girls fetching water from river streams has been transformed with the many water boreholes that have been sunk and are now up and running. Availability of water in rural areas has reduced the distance walked by women to collect water. Water resources are now reaching more and more people. The availability of water is a major issue which is now being addressed. Remote areas in the North Eastern province which have been suffering from drought have lorries which deliver water when it is scarce. An enormous amount of boreholes have also been sunk. Additionally, the CDF has helped crime-prone areas to construct police

posts which the central government has been quick to bring into operation to reaffirm its commitment to public safety. The operational structure of the CDF allows local people to make their own expenditure decisions that reflect their tastes and preferences to maximize their welfare. Given the mosaic of expenditure decisions on a myriad of local projects, and because of the relaxed rules on how and where expenditures are to be incurred, the program can be construed as a delegated.

### **2.3 The Concept of Bursary Schemes in Kenya and student enrollment**

Kenya is in the category of countries, which have chosen a capitalist path to development, but at the same time, subscribing in its policy statements and commitments to socialist principles. The Sessional Paper No. 10 of 1965 (GOK, 1965), which provides guidelines about the aims of Kenyan society, point out the most systematic policy statements on Kenyan egalitarian principles to be pursued within the framework of African Socialism. In the Development Plan of 1979 – 1983, the government stated that during that period the educational opportunities would have to be substantially improved to reach target groups such as the pastoralists, small scale farmers, landless rural workers and urban poor (GOK, 1979). According to Gravenir (1991), the amount of money allocated for recurrent expenditure in education in 1987/1988 was 55 times what it was in 1963/1964, and that for development expenditure in education during the year Report (GOK, 1999) reveal that the high cost of learning and teaching facilities have proved unaffordable for students from poor families, thus leading to low participation rates, poor academic performance and high drop-out rates for the poor. This contrasts with the government policy to direct bursary allocation to the poor but academically talented students commensurate with their

academic achievements in order to enhance their access and participation rates in secondary school education (GOK, 1997).

There are various types of Government initiated Bursary schemes which actually do the same work though released from different ministries. They include: Ministry of Education Bursary, the Constituency Bursary Fund (CBF) through an act of parliament in 2003 so as to enhance student enrollment and retention in secondary schools, by supporting the needy and bright cases. Through this scheme, the exchequer allocates money annually to each constituency to fund secondary education. The constituency bursary fund was established by the National Rainbow Coalition (NARC) government of Kenya, The CBF strategy was in line with the Government's policy on devolution, decentralisation of power and empowerment of local communities (Kimenyi, 2005).

The central government makes annual budgetary allocations to the constituencies depending on education, the number of students enrolled in secondary schools, total national secondary school enrollments and poverty indices. Consequently, the funds are channeled to schools through the constituencies. The CBF mandates members of the community through a committee of officials to select recipients of the fund. The rationale for this arrangement is that, members of the community know best and those in their midst who deserve financial support.

#### **2.4 Mode of fund disbursement and student enrollment**

Human capital development of the poor majority remains the main strategy of reducing poverty, whereby overwhelming investment in the poor is fundamental in increasing the chances of the children of the poor escaping poverty (Psacharopoulos,1985). Therefore, a major policy of the World Bank's lending is not just supporting primary education to increase enrollment rates but to



improve the quality of schooling. It aims at ensuring that all young children both girls and boys complete primary school and that an equal proportion of girls and boys go on to secondary school. Recent support on basic education indicates that although developing countries have made massive investment in education particularly in educating the poor, many of them still suffer lower enrollment rates, high drop-out, high repetition rates poor quality teaching and low performance at national examinations. In many countries, higher education is highly subsidised and absorbs more spending (World Bank 2002). Education authority entrusted by section 7 of 1994 act to avail education facilities to ensure smooth running of education.

In Canada, education is not free with school fees being part and parcel of the education system. Parents are required to contribute towards education development and provision. However, the government recognizes that some parents are sincerely not in a position to pay hence provisions are made to ensure that a child is not denied access to education because of inability to pay fees.

In the Caribbean region, recurrent expenditure on instructional materials and equipment is likely to increase and hence schools should alternatively look for source of income apart from parental funding in cost sharing strategy (World Bank, 2002). However, the viability of the project is doubtful. The education sector with anticipated expansion of secondary school enrolment and government spending is likely to remain static. This means that parents contribute to meet the cost of infrastructure (World Bank 1990).

In Argentina, universal access to primary education and partly subsidized secondary and higher education does not seem to ensure that the poor students gain access to education. Children from poor families enter primary school at a later age and suffer from high drop-out rates. The poor also tend to receive an education of lower quality than that received by the non-poor. Lower

tuition subsidies reduce the chances of students from poor families finishing secondary school. Given these circumstances, an inter-generational poverty cycle may be difficult to break.

In India, the National Scholarship Scheme has been implemented since 1961. The objective of this Scheme is to provide scholarships to the brilliant but poor students so that they can pursue their studies in spite of poverty. The Scholarship Scheme for Talented Children from Rural Areas for Class VI to XII is an on-going scheme since 1971-72 with the objective to achieve equalisation of educational opportunities, and to provide for the development of talent from rural areas by educating talented rural children in good schools. The schemes are implemented as Centrally Sponsored Schemes up to IX Plan. The Department then merged these schemes to form the National Merit Scholarship Scheme for implementing within an approved outlay (Ahmed, 2007).

In South Africa, user charges are identified as a barrier to education (Veriara, 2002). The South Africa Schools Act provides that majority of parents at a public school may determine whether or not school fees are charged and amount to be paid. However, exemption exists for those who cannot afford to pay; exemption is extended to parents whose incomes are less than 30 times but not more than 10 times the amount of fees.

In Burkina Faso, education is modeled after that of France. Secondary admission for long was restricted to those who passed a standard entrance examination. Rationing, the number was not necessary as very few completed the secondary tier. The importance of investing in secondary education cannot be over emphasised. 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). He further observed that Uganda's subsidised secondary. Education programme is part of its strategy to dispel poverty. Okao (2007) asserted that Universal Secondary Education 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 (Obwari, 2013). 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, 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 KES 426 .53 billion out of which KES 17 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, 2006).This implies that with the escalating poverty levels and governance reforms on abolishing

Harambees (voluntary contributions), 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 (Obwari, 2013).

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 (Ohba, 2009). The launch of subsidised 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 (Obwari, 2013). Since 2003, the Government has also been implementing FPE, which has resulted in an increased enrolment of children from 5.9 million in 2002 to 7.6 million in 2007 and 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.

Before 1988, secondary education was highly subsidised and parents were paying considerably less amounts thus many students had access and equity to secondary education. This was due to supplement by government effort. The annual fees of self help secondary schools rarely exceeded KES 2000 per student per year (Mark 1987) which was even far beyond the reach of ordinary peasants. Most schools were established through Harambee efforts and fundraising drives which resulted in the establishment of "Harambee secondary schools" (Ayado, 1989). This improved access of many poor students to secondary education.

The government has introduced bursaries for needy students. Recent initiatives to improve access to students at this level include subsidising of school fees by the government under the free secondary education Programme (Obwari, 2013) .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 framework 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 (GOK ,2003).

Free Secondary Education Fund was established in 2007 with the main objective being financing secondary education. The fund has been in operation from 2008 and receives funding from the Exchequer. The fund is channeled to the Ministry of Education, Science and Technology. This in turn distributes the money to various public secondary schools in the Republic. The fund allocates KES 10,265 per student per annum, for tuition purposes. The amount covers all expenses for students in day schools, while those in boarding institutions are required to pay for boarding on top of this funding. The Ministry remits the funds to respective tuition accounts for various schools. This is based on up to date statistics that schools submit to the Ministry. The fund is send directly to institutions' bank accounts.

The availability of adequately equipped physical facilities like science laboratories, libraries, classrooms and sanitation blocks have a positive impact on students' enrollment and 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.

## **5 The CDF Act of 2013 and student enrollment**

The CDF Act, 2013 became law on 4<sup>th</sup> January 2013 upon receiving presidential assent. The Act came into force immediately after the general elections for the parliament under the new constitution that was promulgated in 2010 (GOK, 2013). Before then we had The CDF Act of 2003 which had been amended in 2007 (GOK, 2007) The CDF Act of 2013 is divided into 9 parts and 51 sections. It is also annexed with four Schedules.

Part one of the Act, is the preliminary part setting out the short title and commencement, 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 which should be a National Fund consisting of not less than 2.5% of the national government ordinary revenue collected in every Financial Year. The Fund will be disbursed by the national government through the CDF Board which will administer it in accordance to Article 202 of the Kenyan constitution. Part two also establishes the CDF National Management Board consisting of 10 eligible members as per the Act and Article 73 of the Kenyan constitution. The functions of the CDF Board are explained which includes to ensure timely and efficient disbursement of funds to every constituency; efficient management of the Fund; to receive and discuss annual reports and returns from the constituencies; ensure the compilation of proper records, returns and reports from the constituencies; receive and address complaints and disputes and take any appropriate action;

consider project proposals submitted from various constituencies in accordance with the Act, approve for funding those projects proposals that are consistent with the Act and send funds to the respective constituency fund account of the approved projects; perform such other duties as the Board may deem necessary from time to time for the proper management of the Fund (CDF ACT 2013). The conduct of the Board, the chief Executive of the Board, Disbursement from the Fund, allocation of funds, funds to be retained and the Emergency Reserve are in this part.

Part Three deals with submission of constituency project proposals which are to be submitted by the chairman of the CDFC after approval by the CDFC for that constituency, the submission deadline of which will be before the end of February each year or such other month as may be determined by the cabinet secretary; submission of projects form , projects descriptions form an 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 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 (CDF Act 2013). The projects include costs related to studies, planning and design or other technical input for the projects but shall not include recurrent costs of such a facility, emergency support, a CDF office which may include appropriate furniture and equipment for the office, vehicles, machinery and other equipment for the constituency, Sports activities excluding cash awards provided that the allocation to such activities does not exceed 2% of the total allocation of the constituency in that financial year, monitoring and evaluation of

ongoing projects and capacity building of various operatives provided that not more than 3% shall be allocated for this purpose. Environmental activities are also regarded as projects to be funded by CDF provided that the allocation to such activities does not exceed 2% of the total allocation of the constituency in that Financial Year. CDF can also be used to fund education bursary schemes, and continuous assessment tests provided that shall not be allocated more than 25% of the total finds allocated for the constituency in any FY. However, CDF Funds cannot be used for supporting political and religious bodies' or activities. 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 and permission for counter-part funding.

Part Five has sections 28 to 30. 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 representing all political parties in the parliament and who are not ministers or assistant ministers of government. Its functions is to consider and recommend to the National Assembly any matter requiring action by the National Assembly pursuant to the provisions of the CDF Act; to oversee the implementation of the CDF Act of 2013 and in this respect, after every two years submit a report to the National Assembly and where necessary, propose any amendments to the Act, in particular, with respect to the quantum of funds repayable into the Fund in accordance with section 4 of the Act; to oversee the policy framework and legislative matters that may arise in relation to the Fund; to continually review the framework set out for the efficient delivery of development programmes financed through the Fund; to consider and report to Parliament with recommendations, names of persons required to



be approved by Parliament under the Act; and to carry out any other functions relevant to the work of the Fund.

Part Six deals with the implementation of projects under the Act, and it covers sections 30 to 38. All projects implemented using CDF funds should be done with assistance of the relevant government departments and payments should be made by cheques or according to government regulations of the time. The Public Procurement and Disposals Act of 2005 should likewise be adhered to. The CDFC and the Board should monitor the implementation of all projects throughout.

Part Seven of the Act establishes County Project Committee tasked with coordinating the implementation of projects financed by CDF whose membership consists of the Senator, members of parliament in the County, County women representative, the Governor, the national government officials at the county, chairpersons of CDFC in that county the officer in charge of county treasury, officer in charge of planning and a officer to the Board seconded by Board who will be an ex-officio and shall serve as the secretary to the county project committee. Part Eight deals with finance and administration. Finances will be maintained and disbursed in a constituency account for every constituency with at least three signatories who will be required for every cheque or instrument for actual payment or withdrawal of funds from the Constituency account. Every payment shall be made on basis of a minute resolution of CDFC.

Finally part nine covers miscellaneous Provisions, particularly finances of the Board, penalties, dispute resolution, transitional provisions and repeal of No. 10 of 2003. The Act has six schedules. The first schedule has the Constituency projects submission form. The second is

the project description form while the third is the project re-allocation form. The fourth form is the conduct of Business and Affairs of the Board.

### **2.6.0 Other Factors that influence students' enrollment**

There are many factors that affect the student enrollment in our secondary schools. They include:

#### **2.6.1 Socio-Economic Status of Household and student enrollment**

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 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.

## **2.6.2 Family background and student's characteristics**

Student's characteristics which include engagement and student's overall disposition towards school also influence students' enrollment. Resilient children are said to be those who beat the odds or bounce back under adverse circumstances (Floyd, 1996). According to their findings, the analyses for resilience status revealed statistically significant main effects for all four outcomes, student engagement, and 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. While poverty could be considered a concern regarding students' enrollment and 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 are identifying as resilient children. Resilient children also are actively engaged in school have strong interpersonal skills, and maintain healthy expectations, and have a high level of activity. 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's family background is widely recognised 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.

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.

### **2.6.3 Discipline among Students in Schools**

Mbiti (1998) states that students should be disciplined in order to make informed decisions. Ideally, discipline means more than adhering to the rules and regulations provided by the MoEST, the church or the school administration. It entails the learner's ability to discern what is right or wrong. This should occur in an atmosphere devoid of fear or resentment and handled politely but firmly with understanding. Discipline among students in Kenya is highly valued because it makes students responsible citizens and responsible members of society. The aim of school rules as Griffins (1996) observes is to enable learners to develop values such as love, respect and trust for one another. They also create in students an urge to develop their own integrity in identification of norms and values without compulsion or supervision. Eventually, this makes them to become responsible adults. Sound discipline is an essential ingredient in the creation of a happy and liable school-community that performs its function properly in the training of responsible citizens.

Indiscipline among students affects the smooth learning of schools leading to poor performance in examinations hence low enrollment. This is because indiscipline makes students to lose focus

on the educational goals which are only achieved through such values as hard-work, time management, respect for others, high plane of spirituality and self determination. Such fundamental values are indispensable if good performance in examinations is to be realized. Undisciplined students violate school rules and regulations thus affecting the smooth and orderly functioning of the school system (Gitombe and Katola, 2013).

## **2.7 Theoretical Framework**

This study was guided by the fiscal decentralisation theorem. Fiscal decentralisation theory was first proposed by Teibout in 1956 and then Musgrave in 1959. It was later improved by Brennan in 1980 and Oates in 2005, 2006 and named fiscal decentralisation theorem. Fiscal decentralisation theorem is considered by its proponents as the mechanism to enhance the provision of public goods at the local level. For instance, Musgrave (1959) in his profound theory on public finance assigned resource allocation function to the central government, along with macro- economic stability and income distribution. He suggested that resource allocation function may be assigned to sub-national governments to allow them to reflect the preferences of their populaces. Oates (2006) advances these arguments on this theory which presupposes that regional or local governments were in a better position to adapt outputs of public services to the preferences and particular circumstances of their constituencies, as compared to a central solution that presumes uniform provision for all.

Fiscal decentralisation would promote human development, capabilities and range of choices. It contributed to improvement in social welfare; poverty reduction and human development through positive influence on participation, efficiency, accountability and governance ( Oates

,1972). The relationship between fiscal decentralisation and poverty would be explained through these pro-poor services which included the provision of basic education, health care, water and sanitation, local infrastructure, agriculture and irrigation, and rural development to the local people in their constituencies. Fiscal decentralisation had its weaknesses. It could result in the loss of economies of scale (Oates, 2005) because of increased costs of administration. Delegation of power to local authorities could result in the capture of public institutions by local political elites to advance selfish interests, inefficiencies, corruption, nepotism (Bardhan 2000).

Fiscal decentralisation theorem was applicable to this study as fiscal decentralisation in Kenya is partially through CDF. In this research project CDF was conceived as a delegated form of decentralisation because constituencies enjoyed some form of discretion in expenditure decision making although they have to follow central government's directions and requests. However, unlike in pure fiscal decentralisation which was characterised by both revenues and expenditures, CDF was a one sided fiscal decentralisation scheme since expenditure were not linked to the local revenue sources. Decentralisation through CDF had placed allocation decision making closer to the people. Local people were able to choose whatever projects they felt were of great priority. This fostered greater responsiveness of local officials and greater accountability to citizens. This was because we expected local decision makers to be more knowledgeable about the problems and needs of their local area than centralized decision makers. Education funding was one of the functions that are performed by CDF at the constituency levels.

## 2.8 Conceptual Framework

This study was guided by the following conceptual framework.

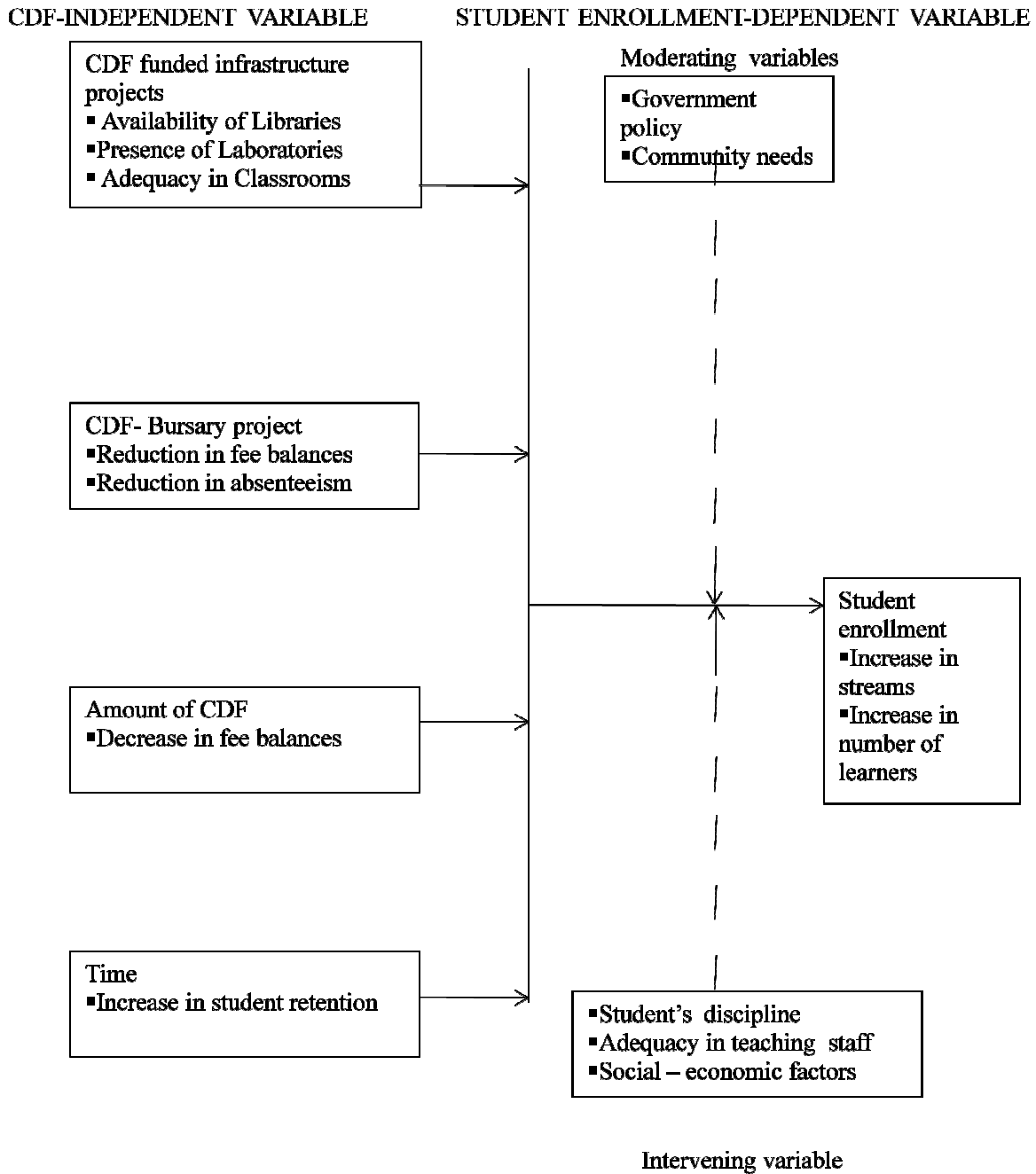


Figure 1.1 Conceptual framework

In the conceptual framework above, CDF was the independent variable. It was viewed in terms of: the physical infrastructure funded by CDF like classrooms, science laboratories, libraries; CDF bursaries offered to students as school fees which was indicated by reduction in fee balances owed by students and reduction in absenteeism among students. CDF was also viewed in terms of the amount of funds indicated by a decrease in fee balances; and the time taken from the time CDF funds were declared to when they are disbursed to schools which was indicated by an increase in retention rates in our schools. This independent variable affected the dependent variable which was student enrollment. Student enrollment could also be affected by other factors like discipline of student, adequacy in teacher staffing and social economic factors. These were captured as intervening variables. In addition, there were other factors which could also have an effect on student enrollment. They included government policy and Community needs. These were captured as moderating variables as captured.

## **2.9 Summary of literature Review**

The literature captured in this section touched firstly on Constituency Development Fund funded projects and its influence on student enrollment in Kenya. The projects discussed included classrooms, science laboratories and libraries. The second part dealt with the concept of bursary schemes in terms of policy statements by the government of Kenya and influence on student enrollment in our Kenyan schools. A number of bursary schemes that Kenya had ever rolled down in educational institutions were dealt with.

The third section discussed mode and amount of fund disbursement. International, regional and local examples have been enumerated. The Kamunge Report of 1988 on education has also been discussed. This section has dealt with adequacy of bursary funds in relation to the amount given to



students versus the annual fee. The disbursement of the funds from the ministries that are dwindling making most beneficiaries to get the bare minimum, political interference making the sum to be split in tiny amounts hence most beneficiaries get the minimum has been dealt at length. The Constituency Development Act 2013 was thereafter discussed in the fourth section.

The fifth section dealt with socio economic background of students based on family status, household income, students' characteristics and discipline and how they relate to student enrollments. Lastly, there is theoretical framework where the fiscal decentralisation theorem has been discussed related to this study. Lastly the conceptual framework in which various variables have been explained in details.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter described the research procedure and techniques used in the study. It described the research design, target population, sample size and sample selection. It also described the procedure for application of research instruments, data analysis techniques as well as ethical issues in research.

#### **3.2 Research design**

The study adopted a descriptive survey research design. Descriptive survey design was a method of collecting information by interviewing or administering questionnaires to a sample of individuals hence suitable for extensive research. It was an excellent vehicle for the measurement of characteristics of large population (Orodho, 2003). It maintained a high level of confidentiality; it was convenient and enabled data to be collected faster. It also gave the study an opportunity to get accurate view of response to issues as well as test theories on social relationship at both the individual and group level (Kothari, 2004). Descriptive design was appropriate for the study because it enabled the collection and analysis of both qualitative and quantitative data.

#### **3.3 Target population**

Parahoo (1997) defined population as the total number of units from which data can be collected such as individuals, air facts, events or organizations. The target population for this study was

7000 comprising of 6400 students and 600 teachers from district secondary schools in Shinyalu constituency of Kakamega County. Table 3.1 shows the target population for the study.

**Table 3.1: Target population**

| <b>Category</b> | <b>Population</b> |
|-----------------|-------------------|
| Students        | 6400              |
| Teachers        | 600               |
| <b>Total</b>    | <b>7000</b>       |

Source: MoEST, 2014

### **3.4.0 Sample size and sampling procedure**

This section described the sample size and sample selection used in the study.

#### **3.4.1 Sample size**

According to Krejcie and Morgan (1970) a population of 7000 gives 364 as the sample size. This sample size was proportionally divided between the strata with 31 teachers and 333 students as shown in table 3.2 below.

**Table 3.2: Sample size**

| <b>Category</b> | <b>Sample size</b> |
|-----------------|--------------------|
| Students        | 333                |
| Teachers        | 31                 |
| <b>Total</b>    | <b>364</b>         |

### **3.4.2 Sampling procedure**

Stratified random sampling was used to select a sample from the target population. The two strata contained that of students and teachers. Stratified random sampling had advantages like it assured the researcher of representative not only for the overall population but also key sub groups in the population. The disadvantage of this stratified sampling was that it was expensive, required accurate information about the population or bias would be introduced (Kothari, 2004). The study employed 30% proportion of the total District secondary schools to arrive at 9 district secondary schools as suggested by Mugenda and Mugenda (2003). The sampled schools were selected randomly by writing the names of all the district schools on separate pieces of paper and folded then put in a basket. A paper was picked at a time and the name on it written down before it was returned into the basket and shaken for the procedure to be repeated until all the 9 schools were obtained. Simple random sampling was then used to sample 31 teachers from the 9 district schools with each school contributing 4 teachers randomly selected except the last 3 schools that contributed 3 teachers to the sample. This was done by making pieces of blank papers and 3 or 4 pieces depending on the number to be sampled from a particular school written on yes which were put in a basket .The others were blank. The total number of papers was determined by the number of teachers per school. Each teacher picked one piece of paper, looked at it and returned it to the basket until the teachers used for the study were found by picking the paper written on yes.

Simple random sampling was used to sample students. Each of the 9 schools contributed 37 students for the study. Forms one, two, three and four students participated in the study to provide needed information. 37 pieces of papers written on yes in addition to blank ones put in a

basket were used to select the student sample per school. The total numbers of such pieces depended on the population in each school. Students picked the papers in turns, opened them to see if they have been sampled and returned them for the next one to pick until the required sample size was attained.

### **3.5.0 Research instruments**

The study used a questionnaire as the main instrument of research. The sets of semi structured questionnaires were administered as follow to students. The questions were both close ended and open ended. The selection of tool was guided by the nature of data that was supposed to be collected, the time available for research as well as objectives for the study. For these questionnaires there was an introductory part for the study, the importance of the respondent's contribution to it and the assurance that the information would be handled ethically. The research instruments were organised into 2 sections intended to extract specific information from respondents. The first section sought to obtain information related to demographic characteristics of respondents. Second section addressed questions related to influence of provision of CDF on student enrollment in district secondary schools in Shinyalu constituency.

### **3.5.1 Piloting the study**

According to Mugenda and Mugenda (2003), a pretest sample of a tenth of the total sample with homogenous characteristics is appropriate for the pilot study. Instruments were administered as follows: 11 questionnaires for students and for 3 teachers were used in piloting on people that did not constitute the sample for the study. This number was selected purposively to reflect the same characteristic as targeted population.

### **3.5.2 Validity of the instrument**

Validity of an instrument represents the degree to which a test measures what it purports to measure (Kothari, 2004). Validity of the research instruments was ascertained by conducting a pilot study. This ensured that instructions were clear and all possible responses to every question were captured. Content validity of a measuring instrument is the extent to which it provides adequate coverage of the investigative questions guiding the study (Mugenda and Mugenda, 2003). Some of the ways that I did to ensure content validity included ensuring that the instruments were appropriate to the study; that the instruments were comprehensive in measuring all the constructs of the variables being measured; and in appropriate format.

### **3.5.3 Reliability of the instrument**

Reliability is the extent to which results are consistent over time and an accurate representation of the total population under study and if the results of a study can be reproduced under a similar methodology (Joppe, 2000). The research obtained stability reliability using test, re-test method. To determine stability reliability, a test was repeated on the same subjects at a future date during piloting stage. A reliability Co-efficient was then calculated between the two sets of scores obtained. I got a co-efficient of 0.78. A high co-efficient indicated strong evidence of reliability hence the instruments were reliable. According to Dalen (1979), a co-efficient of 0.6-0.8 indicates that there was high degree of reliability. I improved reliability by standardizing the conditions under which the measurement took place. The time taken between the first set of test and the next was just one week since a very long time could lower reliability co-efficient.

### **3.6 Data Collection Procedures**

In order to collect data from the targeted respondents, the researcher obtained an introductory letter from the University of Nairobi and a permit from the National Council of Science and Technology. The permit was presented to the District Education Officer who granted permission for the research to be conducted in. The researcher administered the instruments himself. Questionnaires were collected immediately after being filled by the respondents. To ensure a high response rate, the researcher explained the purpose of the study to the respondents, made questions precise and concise, clarified difficult questions and assured participants of total confidentiality.

### **3.7 Data Analysis Techniques**

Data analysis is the process of systematically searching and arranging field findings for presentation (Bogdan and Bilken, 1992). Before data entry, questionnaires were checked for completeness. Then editing, classification, coding and tabulation was done and data cleaning to enhance data quality. Data was then analyzed using descriptive statistics such as frequencies and percentage tables. Statistical package for social sciences aided in analyzing quantitative data. The number of respondents in one column and percentage calculated and recorded in another column. The strength of percentages indicated the preferred response. Qualitative data was transcribed, organised into various emerging themes and reported narratively.

### **3.8 Ethical Issues in Research**

A permit and research authorization letter was obtained from the National Council for Science and Technology in the Ministry of Higher Education, Science and Technology. Thereafter, the District Education Officer of Shinyalu constituency was notified of the research before the study is undertaken. An introductory letter seeking respondent's permission to be part of the study was given to all potential participants. A copy of the permit approving the study was attached to the research instrument together with the Letter of Transmittal as a confirmation that the study was legitimate. For confidentiality purposes, respondents' names, telephone numbers and signatures were not required.



## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents data analysis, presentation, interpretation and discussion in the following subtitles: Respondents Return Rates, Demographic characteristics of the respondents, Physical facilities funded by Constituency Development Fund and its Influence on enrollment, Influence of Availability of CDF bursary funds on student enrollment, Influence of amount of CDF bursary funds on student enrollment, Influence of timely payment of CDF funds on student enrollment.

#### **4.2 Respondents Return Rates**

A total of 333 students and 31 teachers were targeted for this study. A total of 333 students and 31 teachers were given questionnaires in which the return rate for the responses was 364 (100%). The high respondent return rate was explained by the use of drop and collect survey theory which argued that responses rates are more likely to be achieved among smaller organizations and through direct, face to face, contact with the target key informants. The high return rate was attributed to the high level of mobilization and awareness created about this study by the District Education Officer and the head teachers of the sampled schools prior to the data collection. Similarly the respondents were all found in schools which were fully operational and hence they made it easier to collect all the data without any hitch.

#### **4.3 Demographic characteristics of the respondents**

The study sought background information of the respondents which included gender, their form and age brackets for students while for teachers, information on gender and working experience in Shinyalu constituency was sought.

### 4.3.1 Gender of the respondents

The study sought to find out the gender distribution among the teachers and students respondents; and investigate whether it had any influence on student enrollment in District secondary schools in Shinyalu Constituency within Kakamega County. The gender of the interviewees was noted and the results were recorded in table 4.1.

**Table 4.1: Gender distribution for respondents**

| <b>Gender</b> | <b>Students</b>  |            | <b>Teachers</b>  |            |
|---------------|------------------|------------|------------------|------------|
|               | <b>Frequency</b> | <b>%</b>   | <b>Frequency</b> | <b>%</b>   |
| <b>Male</b>   | 181              | 54         | 20               | 65         |
| <b>Female</b> | 152              | 46         | 11               | 35         |
| <b>Total</b>  | <b>333</b>       | <b>100</b> | <b>31</b>        | <b>100</b> |

From the table 4.1 above 181 (54%) of the students respondents were boys while only 152 (46%) were girls. 20(65%) of the teacher respondents were men while 11(35%) were women. These disparities are due to imbalance in transition rates at primary to secondary school level and college levels. According to UNICEF (2007), slightly higher enrollment for females than males is seen in primary school compared to boys, something that changes at secondary and tertiary levels. When denied access to formal education, girls may grow up illiterate and without the tools to gain the economic resources needed to invest in the education of the next generation of Kenyan women. In addition, education often prolongs marriage, and because marriage almost always means the end of education for a woman, additional years of schooling can give a woman more opportunities to stay in school and gain economic tools before marriage. The number of

male teachers surpassed the females. This could also be due to the fact that male teachers have dominated the teaching profession.

#### 4.3.2 Age categories of the student respondents

The study sought to find out the age distribution among the student respondents; and whether CDF allocation had any influence on age of respondents in Shinyalu Constituency. The student respondents were asked to state their age categories and the results were recorded in table 4.2

**Table 4.2: Age categories of the student respondents**

| <b>Age category</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|---------------------|------------------|-----------------------|
| 15 years & below    | 53               | 16                    |
| 16 – 18 years       | 102              | 31                    |
| 19 - 25 years       | 178              | 53                    |
| 25years and above   | 0                | 0                     |
| <b>Total</b>        | <b>333</b>       | <b>100</b>            |

From the table 4.2 above 178 (53%) of the student respondents were aged between 19-25 years and none of the student respondents were aged above 25 years. Only 53 (16%) of the students respondents were aged 15 years & below while 102 (31%) were between 16-18 years. The high number of students aged between 19-25 years could be attributed to repetition in primary schools or subsidized secondary education which makes students who dropped out of school long ago wish to be re-admitted back and the dropping out of students and subsequent re-admission in secondary schools because of fees problems.

### 4.3.3 Form of study of the student respondents

The study sought to find out the form of study of the student respondents and whether form of study of the student played any influence on the CDF allocation in Shinyalu Constituency in Kakamega County. The respondents were asked to state their form of study and the results were recorded in table 4.3 shown.

**Table 4.3: Form of study of the student respondents**

| <b>Form</b>  | <b>Frequency</b> | <b>Percentage (%)</b> |
|--------------|------------------|-----------------------|
| <b>1</b>     | 131              | 39                    |
| <b>2</b>     | 86               | 26                    |
| <b>3</b>     | 72               | 22                    |
| <b>4</b>     | 44               | 13                    |
| <b>Total</b> | <b>333</b>       | <b>100</b>            |

From table 4.3 above 131 (39%) of the students respondents were in form one and only 44 (13%) of the students respondents were in form four. 86 (26%) of the students respondents were in form two while 72 (22%) were in form three. There was a decrease in the number of students as they advance to higher forms. This could be attributed to high dropout rate due to lack of fees by students in district secondary schools in Shinyalu constituency. The CDF funds allocated could also not be sufficient enough to cater for school fees which increases as students advance to higher forms.

#### 4.3.4 Teaching experience of the teacher respondents

The study sought to find out the teaching experience among the teachers and whether the teaching experience had any influence on the enrollment in district school in Shinyalu Constituency. The respondents were asked to indicate their teaching experience and the results were recorded in table 4.4 shown.

**Table 4.4: Teaching Experience of Teacher Respondents.**

| <b>Experience</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|-------------------|------------------|-----------------------|
| 1 years and below | 16               | 48                    |
| 2 – 3 years       | 8                | 24                    |
| 4 - 6 years       | 5                | 16                    |
| 7 years and above | 4                | 12                    |
| <b>Total</b>      | <b>33</b>        | <b>100</b>            |

From the table 4.4 above 16 (48%) of the teacher respondents had teaching experience of 1 year and below and only 4 (12%) of the teacher respondents had teaching experience of 7 years and above. 8 (24%) of the teacher respondents had teaching experience of 2-3 years and 5 (12%) of the teacher respondents had teaching experience of 4-6 years. Lack of enough teaching experience among teachers could also have contributed to student enrollment in district secondary schools in Shinyalu constituency since teachers had not stayed long enough to identify needy cases to be funded by CDF funds.

#### 4.4 Physical facilities funded by CDF in schools

The study sought to find out if physical facilities have increased as a result of CDF funding and its influence on enrollment of students in schools in Shinyalu Constituency. The student and teacher respondents were asked to state whether various physical facilities funded by CDF have increased or not. The results were recorded in table 4.5 shown.

**Table 4.5: change in Physical facilities funded by CDF in schools**

| <b>Option</b>   | <b>Frequency</b> | <b>Percentage (%)</b> |
|-----------------|------------------|-----------------------|
| <b>Yes</b>      | 300              | 82                    |
| <b>Not sure</b> | 15               | 4                     |
| <b>No</b>       | 49               | 14                    |
| <b>Total</b>    | <b>364</b>       | <b>100</b>            |

From the table 4.5 above 300 (82%) of the student and teacher respondents said that there was an increase of physical facilities funded by CDF in their schools in Shinyalu Constituency and only 42(14%) of the student respondents said that there was no increase of physical facilities funded by CDF. 15(4%) of the student respondents were not sure whether there was an increase of physical facilities funded by CDF in schools in Shinyalu Constituency. The increase in CDF funding for facilities could have been as a result of fiscal decentralisation. The availability of adequately equipped physical facilities like science laboratories, libraries, classrooms and sanitation blocks have a positive influence on students' enrollment and academic performance according to Kamunge Report of 1988.

#### **4.5 Physical facilities funded by CDF in schools and their influence on enrollment**

The study sought to find out the influence of physical facilities funded by CDF on enrollment of students in district schools in Shinyalu Constituency. The student and teacher respondents were asked to state whether physical facilities funded by CDF led to a positive influence or negative influence on enrollment of students in schools in Shinyalu Constituency. The results were recorded in table 4.6 shown.

**Table 4.6: Influence on enrollment of Physical facilities funded by CDF in schools**

| <b>Option</b>   | <b>Frequency</b> | <b>Percentage (%)</b> |
|-----------------|------------------|-----------------------|
| <b>Positive</b> | 290              | 80                    |
| <b>Not sure</b> | 14               | 4                     |
| <b>Negative</b> | 60               | 16                    |
| <b>Total</b>    | <b>364</b>       | <b>100</b>            |

From the table 4.6 above 290 (80%) of the respondents said that there was a positive influence of physical facilities funded by CDF on enrollment of students in schools in Shinyalu Constituency and only 60 (16%) of the respondents said that there was negative influence of physical facilities funded by CDF on enrollment of students in schools in Shinyalu Constituency. 14(4%) of the respondents were not sure whether there was an the influence of physical facilities funded by CDF on enrollment of students in schools in Shinyalu Constituency.

#### **4.6 Influence of Availability of CDF physical facilities on absenteeism**

The study sought to find out the influence of availability of CDF bursary funds on absenteeism due to fees problems in schools. The respondents were asked to state whether there was reduction or increase of absenteeism due to fees problems in schools with the availability of CDF bursary funds. The results were recorded in table 4.7 shown.

**Table 4.7: Influence of Availability of CDF physical facilities on absenteeism**

| <b>Suitability</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|--------------------|------------------|-----------------------|
| <b>Yes</b>         | 288              | 79                    |
| <b>Not sure</b>    | 6                | 2                     |
| <b>No</b>          | 70               | 19                    |
| <b>Total</b>       | <b>364</b>       | <b>100</b>            |

From the table 4.7 above 288 (79%) of the student and teacher respondents said that there was a reduction in absenteeism due to fees problems in schools with the availability of CDF bursary funds. Only 70 (19%) of the respondents said that there was no influence of availability of CDF bursary funds on reduction in absenteeism due to fees problems in schools. 6(2%) were not sure whether the availability of CDF bursary funds on reduction in absenteeism due to fees problems in schools. This implied that there was need to increase CDF funding to reduce absenteeism in schools due lack of fees by students in district secondary schools in Shinyalu Constituency in Kakamega County.



#### **4.7 Influence of Availability of CDF physical facilities on the number of streams in schools**

The study sought to find out influence of availability of CDF physical facilities on the number of streams in district secondary schools in Shinyalu Constituency. The student and teacher respondents were asked to state whether availability of CDF physical facilities had a positive or negative influence in the number of streams in schools or not. The results were recorded in table 4.8 shown.

**Table 4.8: Influence of Availability of CDF physical facilities on the number of Streams in schools**

| <b>Increase</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|-----------------|------------------|-----------------------|
| <b>Positive</b> | 270              | 74                    |
| <b>Not sure</b> | 34               | 9                     |
| <b>Negative</b> | 60               | 17                    |
| <b>Total</b>    | <b>364</b>       | <b>100</b>            |

From the table 4.8 above 270 (74%) of the student and teacher respondents said that there was a positive influence of availability of CDF physical facilities on number of streams in schools in Shinyalu Constituency and only 60 (17%) of the student teacher respondents said that there was a negative influence of availability of CDF on physical facilities to the number of streams in schools in Shinyalu Constituency. 34(9%) of the student and teacher respondents were not sure whether there was any influence of availability of CDF physical facilities on the number of streams in schools in Shinyalu Constituency. This implied that there was need to increase CDF

funding to increase population hence streams in schools which is usually affected by lack due of school fees by students in district secondary schools in Shinyalu Constituency in Kakamega County.

#### **4.8 Influence of Availability of CDF physical facilities on number of students in schools**

The study sought to find out the influence of availability of CDF physical facilities on the number of students in district secondary schools in Shinyalu Constituency. The student and teacher respondents were asked to state whether there was positive or negative influence on the number of students in schools with availability of CDF physical facilities. The results were recorded in table 4.9 shown.

**Table 4.9: Influence of Availability of CDF physical facilities on the number students in schools**

| <b>Suitability</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|--------------------|------------------|-----------------------|
| <b>Positive</b>    | 270              | 74                    |
| <b>Not sure</b>    | 40               | 11                    |
| <b>Negative</b>    | 54               | 15                    |
| <b>Total</b>       | <b>364</b>       | <b>100</b>            |

From the table 4.9 above 270 (74%) of the student and teacher respondents said that there was a positive influence of availability of CDF physical facilities on the number of students in schools in Shinyalu Constituency and only 54 (15%) of the student and teacher respondents said that there was negative influence of availability of CDF physical facilities on the number of students

in schools in Shinyalu Constituency. 40(11%) of the student and teacher respondents were not sure whether there was any influence of availability of CDF physical facilities on the number of students in schools in Shinyalu Constituency. This implied that there was need to increase CDF funding to increase population in schools which is usually affected by lack due of school fees by students in district secondary schools in Shinyalu Constituency in Kakamega County.

#### **4.9 Number of times CDF bursary allocation was given to students**

The study sought to find out the number of times CDF bursary allocation was given to students and whether this had any influence on the student enrollment district secondary schools in Shinyalu Constituency in Kakamega County. The respondents were asked to state the number of times CDF bursary allocation was given to students and the results were recorded in table 4.10 shown.

**Table 4.10: Number of times CDF bursary allocation was given to students**

| <b>No. of allocation</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|--------------------------|------------------|-----------------------|
| <b>Once</b>              | 105              | 32                    |
| <b>Twice</b>             | 50               | 15                    |
| <b>Thrice</b>            | 30               | 9                     |
| <b>Four times</b>        | 12               | 3                     |
| <b>None</b>              | 136              | 41                    |
| <b>Total</b>             | <b>333</b>       | <b>100</b>            |

From the table 4.10 above 136 (41%) of the student respondents had never received bursary funds and only 12 (3%) of the student respondents had received CDF bursary funds four times. 105 (32%) of the student respondents had received CDF bursary funds once while 50 (9%) of the student respondents had received CDF bursary funds thrice. This confirms a study carried out by (IPAR, 2008) in Nairobi Province that revealed that except for Langata Constituency where beneficiaries were constantly financed, in other constituencies beneficiaries were not guaranteed continuous funding. This limited funding could be attributed to nepotism, corruption and lack of political will by both politicians and CDF committee. A decrease in number of times students were allocated bursary funds could have contributed to a decrease in enrollment in district secondary schools in Shinyalu Constituency in Kakamega County

#### **4.10 Influence of Availability of CDF bursary funds on student enrollment in schools**

The study sought to find out the influence of availability of CDF bursary funds on student enrollment in schools. The respondents were asked to state whether there was any influence of availability of CDF bursary funds on increase of student enrollment in schools or not. The results were recorded in table 4.11 shown.

**Table 4.11: Influence of Availability of CDF bursary funds on student enrollment**

| <b>Influence</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|------------------|------------------|-----------------------|
| <b>Positive</b>  | 300              | 82                    |
| <b>Not sure</b>  | 50               | 14                    |
| <b>Negative</b>  | 14               | 4                     |
| <b>Total</b>     | <b>364</b>       | <b>100</b>            |

From the table 4.11 above 300 (82% of the respondents said that there was a positive influence of availability of CDF bursary funds on student enrollment in schools and only 14 (4%) of the respondents said that there was a negative influence of availability of CDF bursary funds on student enrollment in schools. 50 (14%) were not sure if there was an influence of availability of CDF bursary funds on student enrollment in schools. This confirms the assertions of Njeru and Orodho (2003) who observed that the objective of the bursary scheme in secondary schools is to enhance access and ensure quality education for all Kenyans particularly vulnerable groups.

#### **4.11 Influence of Availability of CDF bursary funds on absenteeism due to fees problems**

The study sought to find out the influence of availability of CDF bursary funds on reduction in absenteeism due to fees problems in schools. The respondents were asked to state whether there was any influence of availability of CDF bursary funds on reduction in absenteeism due to fees problems in schools or not. The results were recorded in table 4.12 shown.

**Table 4.12: Influence of Availability of CDF bursary funds on absenteeism due to fees**

| <b>Problems</b>    |                  |                       |
|--------------------|------------------|-----------------------|
| <b>Suitability</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
| <b>Yes</b>         | 291              | 80                    |
| <b>Not sure</b>    | 3                | 1                     |
| <b>No</b>          | 70               | 19                    |
| <b>Total</b>       | <b>364</b>       | <b>100</b>            |

From the table 4.12 above 291 (80%) of the student and teacher respondents said that there was an influence of availability of CDF bursary funds on reduction in absenteeism due to fees problems in schools and only 70 (19%) of the student respondents said that there was no influence of availability of CDF bursary funds on reduction in absenteeism due to fees problems in schools. 3(1% ) were not sure if there was any influence of availability of CDF bursary funds on reduction in absenteeism due to fees problems in schools . This implied that there was need to increase CDF funding to reduce absenteeism in schools due lack of fees by students in district secondary schools in Shinyalu Constituency in Kakamega County.

#### **4.12 Influence of Availability of CDF bursary funds on fee balances**

The study sought to find out the influence of availability of CDF bursary funds on fee balances in schools. The respondents were asked to state whether there was a positive or negative influence of availability of CDF bursary funds on reduction on fee balances in schools or not. The results were recorded in table 4.13 shown.

**Table 4.13: Influence of Availability of CDF bursary funds on fee balances**

| <b>Reduction</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|------------------|------------------|-----------------------|
| <b>Positive</b>  | 280              | 77                    |
| <b>Not sure</b>  | 5                | 1                     |
| <b>Negative</b>  | 79               | 22                    |
| <b>Total</b>     | <b>364</b>       | <b>100</b>            |

From the table 4.13 above 280 (77%) of the respondents said that there was a positive influence of availability of CDF bursary funds on reduction of fee balances in schools and only 79 (22%)

of the respondents said that there was a negative influence of availability of CDF bursary funds on reduction of fee balances in schools. 5(1%) of the respondents were not sure if there was any influence of availability of CDF bursary funds on reduction of fee balances owed by students in schools. This implied that there was need to increase CDF funding to reduce on fee balances owed by students

#### **4.13 Influence of Availability of CDF bursary funds on the number of streams in schools**

The study sought to find out the influence of availability of CDF bursary funds on increase in the number of streams in schools in Shinyalu Constituency. The student respondents were asked to state whether there was a positive influence of availability of CDF bursary funds on increase in the number of streams in schools or not. The results were recorded in table 4.14 shown.

**Table 4.14: Influence of Availability of CDF bursary funds on the number of Streams in schools**

| <b>Suitability</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|--------------------|------------------|-----------------------|
| <b>Positive</b>    | 299              | 89                    |
| <b>Not sure</b>    | 2                | 1                     |
| <b>Negative</b>    | 32               | 10                    |
| <b>Total</b>       | <b>333</b>       | <b>100</b>            |

From the table 4.14 above 299 (89%) of the student respondents said that there was a positive influence of availability of CDF bursary funds on increase in the number of streams in schools in Shinyalu Constituency and only 32 (10%) of the student respondents said that there was no influence of availability of CDF bursary funds on increase in the number of streams in schools in

Shinyalu Constituency. 2(1%) of the student respondents were not sure whether there was any influence of availability of CDF bursary funds on increase in the number of streams in schools in Shinyalu Constituency. This implied that there was need to increase CDF funding to increase population in schools which is usually affected by lack due of school fees by students in district secondary schools in Shinyalu Constituency in Kakamega County.

#### **4.14 Adequacy of funds for infrastructure and bursary**

The study sought to find out if the amount of CDF infrastructure and bursary given to schools and students respectively was enough to meet their needs. The respondents were asked to state whether the amount for infrastructure and bursary given by CDF was enough or not. The results were recorded in table 4.15 shown

**Table 4.15: Adequacy of funds for infrastructure and bursary from CDF**

| <b>Adequacy</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|-----------------|------------------|-----------------------|
| <b>Yes</b>      | 82               | 23                    |
| <b>Not sure</b> | 25               | 7                     |
| <b>No</b>       | 257              | 70                    |
| <b>Total</b>    | <b>364</b>       | <b>100</b>            |

From the table 4.15 above 257 (70%) of the student and teacher respondents said that the amount for infrastructure and bursary given by CDF to schools and students respectively was not enough to meet their needs and only 82 (23%) of the student and teacher respondents said that the amount for infrastructure and bursary given by CDF to schools and students respectively was enough to meet their needs. 25 (7%) of the student and teacher respondents were not sure



whether the infrastructure and bursary funds given by CDF to schools and students respectively was enough to meet schools' and students' needs . The study reaffirms that the bursary funds are inadequate for beneficiaries leave alone the applicants who apply and never get as a study by Odebero *et al* (2007) found out. Lack of enough CDF funding could have influenced negatively on the enrollment of the students in district secondary schools in Shinyalu Constituency in Kakamega County.

#### 4.15 Influence of amount of CDF funds on student enrollment

The study sought to find out if the amount for infrastructure and bursary given by CDF to schools and students respectively had any influence on the student enrollment in Shinyalu Constituency in Kakamega County. The respondents were asked to state whether the amount for infrastructure and bursary given by CDF had a positive or negative influence on the student enrollment or not. The results were recorded in table 4.16 shown

**Table 4.16: Influence of the amount of CDF on enrollment**

| <b>Influence</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|------------------|------------------|-----------------------|
| Positive         | 284              | 78                    |
| Negative         | 80               | 22                    |
| <b>Total</b>     | <b>364</b>       | <b>100</b>            |

From the table 4.16 above 284 (78%) of the student and teacher respondents said that the amount for infrastructure and bursary given by CDF to schools and students respectively had a positive influence on enrollment in district secondary schools in Shinyalu Constituency . 80 (22%) of the student and teacher respondents said that the amount for infrastructure and bursary

given by CDF to schools and students respectively had a negative influence on enrollment in district secondary schools in Shinyalu Constituency. Ayodo (1989) observed that bursary is important as a method of financing education though diminishing and argued that poor financing and poor quality education is due to insufficient investment and poor sustainability. His study found out that the bursary allocated to the constituency kitty against the applicants was not adequate and amount awarded to each student was not sufficient to meet the fees obligation. Lack of enough CDF funding could have influenced negatively on the enrollment of the students in district secondary schools in Shinyalu Constituency in Kakamega County.

#### **4.16 Timing of payment of infrastructure and bursary funds from CDF**

The study sought to find out whether funds for infrastructure and bursary from CDF are disbursed on time. The student and teacher respondents were asked to state whether infrastructure and bursary from CDF was paid on time or not. The results were recorded in table 4.17 shown.

**Table 4.17: Timely payment of infrastructure and bursary funds from CDF**

| <b>Timely payment</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|-----------------------|------------------|-----------------------|
| <b>Yes</b>            | 90               | 25                    |
| <b>Not sure</b>       | 20               | 5                     |
| <b>No</b>             | 254              | 70                    |
| <b>Total</b>          | <b>364</b>       | <b>100</b>            |

From the table 4.17 above 254 (70%) of the respondents said that there was no timely payment of infrastructure and bursary funds from CDF. Only 90 (25%) of the respondents said that there

was timely payment infrastructure and bursary funds from CDF in schools in Shinyalu Constituency. 20(5%) of the respondents were not sure whether there was timely payment of infrastructure and bursary funds from CDF. This untimely disbursement of funds from CDF could be due to the fact that the funds disbursement programme has not been synchronized with the school programme. Secondly, because of the bureaucracy associated with the CDF fund. This condition made the needy students to stay away from school because of delayed payment of their school fees. This disrupts their enrolment and learning.

#### **4.17 Influence in enrollment with timely payment of CDF funds**

The study sought to find out whether there was an increase or not in student enrollment due to timely disbursement of infrastructure and bursary funds from CDF in schools in Shinyalu Constituency and vice versa. The respondents were asked to state whether timely payment of infrastructure and bursary funds from CDF led to an increase in enrollment of students in Shinyalu Constituency. The results were recorded in table 4.18 shown.

**Table 4.18: Influence on enrollment with timely payment of CDF funds**

| <b>Increase</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|-----------------|------------------|-----------------------|
| <b>Yes</b>      | 280              | 77                    |
| <b>Not sure</b> | 10               | 3                     |
| <b>No</b>       | 74               | 20                    |
| <b>Total</b>    | <b>364</b>       | <b>100</b>            |

From the table 4.18 above 280 (77%) of the respondents said that there was a positive influence of proper timing of payment of bursary from CDF on students enrollment in schools in

Shinyalu Constituency and only 74 (20%) of the respondents said that there was no influence of timing of payment of bursary from CDF on students enrollment in schools in Shinyalu Constituency. 10(3%) of the respondents were not sure whether there was an influence of timing of payment of bursary and infrastructure from CDF on enrollment rate of school by students in schools in Shinyalu Constituency. It implies that higher rate of enrollment of school by students could be as a result of disbursement of CDF in good time. This may be attributed to the fact that most students from schools in Shinyalu Constituency have poor socio-economic background thus are not able to enroll school if CDF funds are not released at the right time. Enhancing financial support programmes to vulnerable students should be increased and made beneficiary-friendly for enhanced enrollment.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings of this study. It also presents the conclusions of this study. Finally, this chapter presents the recommendations of this study.

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

This study investigated the influence of CDF on student enrollment in district secondary schools in Shinyalu Constituency within Kakamega County. This was based on the influence CDF funded infrastructure; CDF bursary, amount of CDF fund disbursed and time taken to disburse CDF funds on student enrollment in public District secondary schools in Shinyalu Constituency.

With regard to the first objective on the influence of CDF funded infrastructure projects on student enrollment in public district secondary schools in Shinyalu Constituency, it was observed from the findings that the CDF funded infrastructure projects positively affected student enrollment in public district secondary schools in Shinyalu Constituency. According to statistics, 290 (80%) of the student and teacher respondents said that there was a positive influence of physical facilities funded by CDF on enrollment of students in schools in Shinyalu Constituency. Only 60 (16%) of the student and teacher respondents said that there was a negative influence of physical facilities funded by CDF on enrollment of students in schools in Shinyalu Constituency. Physical facilities resulted in an increase in availability of space for more admissions of students in schools in Shinyalu Constituency. The Government of Kenya Report reveals that the high cost of learning and teaching facilities have proved unaffordable for

students from poor families thus leading to low participation rates and high dropout rates for the poor. (GOK, 1964). This can be remedied by funding infrastructure from CDF.

In respect to the second objective, the level at which the CDF bursary has had an influence on student enrollment in public district secondary schools in Shinyalu Constituency, the study established that the CDF bursary similarly had a positive influence on the student enrollment in District Secondary schools in Shinyalu Constituency. It was observed that 300 (82%) of the student and teacher respondents said that there was a positive influence of availability of CDF bursary funds on student enrollment in schools and only 14 (34%) of the student and teacher respondents said that there was a negative influence of availability of CDF bursary funds on student enrollment in schools.

With regards to the third objective on the extent to which the amount of CDF fund disbursed influence student enrollment in public district secondary schools in Shinyalu Constituency, the study observed that 257 (70%) of the student and teacher respondents said that the amount of CDF bursary given was not enough to meet their needs to pay school fees and only 82(23%) of the student respondents said that the amount of CDF bursary given was enough to meet their needs to pay school fees. Lack of enough CDF funding consequently has had a negative influence on the enrollment of the students in district secondary schools in Shinyalu Constituency in Kakamega County.

On the examination of the level at which the time taken to disburse CDF funds influence student enrollment in public district secondary schools in Shinyalu Constituency, the study concluded that the time taken similarly influenced the student enrollment in public district secondary schools in Shinyalu Constituency. Accordingly, 280 (77%) of the student and teacher

respondents said that there was a positive influence of timing of payment of infrastructure and bursary from CDF on increase in enrollment rate of school by students in schools in Shinyalu Constituency and only 74 (20%) of the student and teacher respondents said that there was no influence of timing of payment of bursary from CDF on increase in enrollment rate of school by students in district schools in Shinyalu Constituency. 16 (3%) of the student and teacher respondents were not sure whether there was an influence of timing of payment of bursary from CDF on increase in enrollment rate in school by students in schools in Shinyalu Constituency. The higher rate of enrollment of school by students was as a result of allocation of bursary funds by CDF in good time. This may be attributed to the fact that most students from schools in Shinyalu Constituency have poor socio-economic background thus are not able to complete school if CDF bursary is not released at the right time.

### **5.3 Conclusion**

This study concluded that CDF funded infrastructure projects affected student enrollment in District secondary schools in Shinyalu Constituency. It was concluded that number of classes, libraries, laboratories, dormitories, school buses and school land funded by CDF increased the capacity of a school to admit more students and retain them in school. Schools which had many CDF funded projects had many students due to availability of adequate facilities. Lack of CDF funded infrastructure projects meant students had to pay money for their educational projects, an issue which most poor parents could not afford leading to low enrollment rates.

Secondly, the study showed that availability of CDF bursary funds played a major role in determining the enrollment of students in District secondary schools in Shinyalu Constituency. It facilitated payment of school fees in time. Lack of CDF bursary meant that only those with cash

money to pay school fees are the only who get enrolled. Poor students hardly got enrolled as they are unable to raise the cash needed as fees to facilitate their enrollment.

Similarly, the amount of CDF infrastructure and bursary awarded to schools and students was an aspect in determining the enrollment of students in public district secondary schools in Shinyalu Constituency. The amount paid for the needy students was supposed to be enough to cater for the school fees and other school levies. If the amount was not enough, it would still trigger the school management to send students back home for more money before students are admitted to school thus reduction in enrollment rates.

Concerning the influence of time taken to disburse CDF funds on student enrollment in public district secondary schools in Shinyalu Constituency, it was noted that it had to be factored in determining the level of enrollment of students in public district secondary schools in Shinyalu Constituency. Early disbursement of CDF funds to the needy students in the study area ensured students were admitted and retained in schools. On the other hand, late disbursement of funds by CDF office means that potential and needy students are not able to be enrolled in schools as they will not have the necessary school fees.

#### **5.4 Recommendations**

In order to improve the enrollment of students in public district secondary schools in Shinyalu Constituency, it was recommended that the bottlenecks facing the management of the Constituency Development Fund funds would be addressed. The bottlenecks included: favouritism, political interference, poor management skills and corruption in the study area. The following recommendations were made:



Firstly, The Constituency Development Fund should allocate enough funds in good time to schools to ensure that facilities like classrooms, science laboratories and libraries among others are constructed and are completed and adequately equipped for enhanced enrollment. Secondly, the Constituency Development Fund should provide enough bursary allocations and disbursed in time to the deserving students, and in line with the school term calendar. Efforts should be made by the Constituency Development Fund board and government to disburse the funds to constituencies which are enough to meet the growing demand of beneficiaries. It is better to give beneficiaries enough funds than dividing the money tiny amount that is insignificant.

Thirdly, timely disbursement of infrastructure funds and bursaries to schools is necessary. This is to enable the student beneficiaries limit loss of time due to absenteeism when out to fill gaps unmet by bursary in terms of school fees. Similarly, the beneficiaries should be guaranteed continuous funding.

### **5.5 Suggestions for further research**

- 1) A similar research would be carried out to cover a wider geographical area in Western region to establish whether or not there were other factors that influenced student enrollment in public district secondary schools.
- 2) Other methods of research particularly experimental design could be used to determine the influence of Constituency Development Fund on student enrollment in public district secondary schools in Shinyalu Constituency within Kakamega County.
- 3) Further research would therefore lead to identifying other alternative causes of poor student enrollment in public district secondary schools.

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**APPENDICES**  
**APPENDIX I**  
**LETTER OF TRANSMITTAL**

P.O BOX 818-50104,  
KHAYEGA

Dear Respondent,

**RE: PERMISSION TO CONDUCT A RESEARCH PROJECT STUDY**

I am Titus Masheti, (Reg. No L50/82196/2012) a second year Master of Arts student in project planning and management at the University of Nairobi. My main reason for writing this letter is to seek for permission to conduct a research project study. I am interested in finding out **the influence of CDF on student enrollment in public district secondary schools in Shinyalu Constituency within Kakamega County**. The information provided to me will be treated with utmost confidentiality and will be used for the purpose of this study only.

Thanks in advance.

Yours faithfully,

**Titus Masheti,**  
**Student-UON.**

## APPENDIX II

### QUESTIONNAIRE FOR TEACHERS

#### Introduction and instructions

I am Titus Masheti, (Reg. No L50/82196/2012) a second year Master of Arts student in project planning and management at the University of Nairobi. My main reason for writing this letter is to seek for permission to conduct a research project study. I am interested in finding out **the influence of CDF on student enrollment in public district secondary schools in Shinyalu Constituency , Kakamega County**. Please answer the questions honestly. Where possible, tick (✓) in the appropriate bracket or fill in the spaces provided .The information you provide will be used for the research ONLY and no other purpose.

#### SECTION A

1. How long have you served as a teacher in this school  
a) Below 1yr ( ) b) 2-3yrs ( ) c) 4-6 yrs ( ) d) 7yrs and above ( )
2. What is your gender male ( ) Female ( )

#### SECTION B

- 1) Indicate your level of agreement on this statement:
  - a) The number of physical facilities in public secondary schools have increased as a result of CDF funding . Yes ( ) NO ( ) Not sure ( )
  - b) Has the availability of physical infrastructure projects like classrooms, libraries, science laboratories etc from CDF led to:
    - i) An increase in student enrollment in your school. Positive ( ) Negative ( ) Not sure ( )
    - ii) A reduction of absenteeism of students as a result of fee problems. Yes ( ) No ( ) Not sure ( )

iii) An increase in the number of streams in your school. Yes ( ) No ( ) Not sure ( )

iv) An increase in the number of students in your school. Yes ( ) No ( ) Not sure ( )

2). Has the availability of bursary funds from CDF led to?

(i) Increase of student enrollment: Positive ( ) Negative ( ) Not sure ( )

ii) Reduction of absenteeism in students: Yes ( ) No ( ) Not sure ( )

iii) Reduction of fee balances owed by students: Yes ( ) No ( ) Not sure ( )

3 a) Is the amount of CDF bursary and infrastructure given by CDF committee adequate?

Yes ( ) No ( ) Not sure ( )

b) Do the amount of CDF bursary and infrastructure given have an influence on student enrollment in your school? Yes ( ) no ( ) Not sure ( )

explain.....

4 a) Is the CDF money for bursary and physical infrastructure sent to school on time?

Yes ( ) No ( ) Not sure ( )

b) Has the time taken to disburse CDF money for bursary and physical infrastructure led to an Increase of student enrollment: Yes ( ) No ( ) Not sure ( )

5 a) List factors that hinder student enrollment apart from finances in your school?

- a. ....
- b. ....
- c. ....

**Thank you for your cooperation**

## APPENDIX III

### QUESTIONNAIRE FOR STUDENTS

#### Introduction and instructions

I am Titus Masheti, (Reg. No L50/82196/2012) a second year Master of Arts student in project Planning and management at the University of Nairobi. My main reason for writing this letter is to seek for permission to conduct a research project study. I am interested in finding out **the influence of CDF on student enrollment in public district secondary schools in Shinyalu Constituency , Kakamega County**. Please answer the questions honestly. Where possible, tick (✓) in the appropriate bracket or fill in the spaces provided .The information you provide will be used for the research ONLY and no other purpose.

1. What is your (i) gender      male (   )                      Female (   )  
(ii) Form              three (   )                      four (   )

2. Which age bracket are you?

- a) 15 and below (   )      b) 16 -18 (   )      c) 19-25 (   )      d) 26 and above (   )

#### SECTION B

1i). Indicate your level of agreement on this statement:

(a) The number of physical facilities in public district secondary schools have increased as a result Of CDF funding.      Yes (   )      No (   )      Not sure (   )

ii).Has the availability of physical infrastructure projects like classrooms, science laboratories etc from CDF led to:

a) Has increased student enrollment in your school. Positive (   )      Negative (   )      Not sure (   )

b) A reduction of absenteeism of students as a result of fee problems. Yes (   )      No (   )      Not sure (   )

c) An increase in the number of streams in your school. Yes (   )      No (   )      Not sure (   )

d) An increase in the number of students in your school. Yes ( ) No ( ) Not sure ( )

2 (i) How many times have you received the CDF bursary allocation throughout your stay in

School? Once ( ) Twice ( ) Thrice ( ) four times ( ) many times ( ) none ( )

ii) Has the availability of bursary funds from CDF led to?

(a) Increase of student enrollment: Positive ( ) Negative ( ) Not sure ( )

b) Reduction of absenteeism in students: Yes ( ) No ( ) Not sure ( )

c) Reduction of fee balances owed by students: Yes ( ) No ( ) Not sure ( )

3 i) Is the CDF funding of physical projects sufficient?

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

ii) Say whether the amount of funds provided by CDF for physical facilities and bursary

has had on student enrollment in your school? Positive ( ) Negative ( )

4) Is the infrastructure and bursary from CDF disbursed on time?

Yes ( ) b) No ( ) C) Not sure ( )

ii) Has the time taken to disburse CDF funds for infrastructure and bursary by CDF led to an increase in student enrollment in district secondary schools in Shinyalu Constituency.

Yes ( ) b) No ( ) C) Not sure ( )

**Thank you for your cooperation**

#### APPENDIX IV

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

| Population Size | Sample size |
|-----------------|-------------|
| 10              | 10          |
| 20              | 19          |
| 30              | 28          |
| 40              | 35          |
| 50              | 44          |
| 60              | 52          |
| 70              | 59          |
| 80              | 66          |
| 90              | 73          |
| 100             | 80          |
| 150             | 108         |
| 200             | 132         |
| 250             | 162         |
| 300             | 169         |
| 400             | 196         |
| 1500            | 306         |
| 2000            | 322         |
| 3000            | 341         |
| 4000            | 351         |
| 5000            | 357         |
| 6000            | 361         |
| <b>7000</b>     | <b>364</b>  |
| 10000           | 370         |
| 20000           | 377         |
| 50000           | 381         |
| 100000          | 384         |

**Source:** R.V Krejcie and Morgan Table (1970), *Determining sample size for research activities Educational and Psychological Measurement*

