

**INFLUENCE OF CONSTITUENCY DEVELOPMENT FUND ACTIVITIES
ON SECONDARY SCHOOL LEARNERS' RETENTION RATE, A CASE OF
TRANS-NZOIA EAST SUB-COUNTY, KENYA**

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DECLARATION

This project report is my original work and has not been presented for a degree award in any other University.

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DEDICATION

I dedicate this project report to my beloved children Renny Mworiem and Eve Angel, my husband Moses Simatwa for his immense support and my loving parents Mr. Peter Lusaka and Mrs. Beatrice Lusaka for their love, patience, hearty advice, invaluable and moral support throughout my studies.

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ABBREVIATIONS AND ACRONMYS

WB	World Bank
E&T	Education and Training
MDGs	Millennium Development Goals
EFA	Education for All
NER	Net Enrolment Rate
UPE	Universal Primary Education
KSES	Kenya School Equipment Scheme
MOE	Ministry Of Education
FSE	Free Secondary Education
USA	United States America
HIV and AIDS	Human Immuno Deficiency Virus and Acquired Immuno deficiency Syndrome
PPOA	Public Procurement and Oversight Authority
IBP	International Budget Partnership
FPE	Free Primary Education
NARC	National Rainbow Coalition
NGOs	Non-Governmental Organizations
MOEST	Ministry of Education And Science and Technology
SSEBF	Secondary school Education Bursary Fund

IMF	International Monetary Fund
FDSE	Free day secondary education
LATF	Local Authority Trust Fund
M&E	Monitoring and evaluation
PPMC	Pearson Product Moment Correlation
UNESCO	United Nations Education Scientific and Cultural organization
GER	Gross Enrolment Rate
KESSP	Kenya Education Sector Support Programme
CDF	Constituency Development Fund
R.O.K	Republic of Kenya
G.O.K	Government of Kenya
CDFB	Constituency Development Fund Board
MEPD	Ministry of Economic Planning and Development

ABSTRACT

The government of Kenya in attempting to bring development through education initiated a policy on development fund that was aimed at increasing enrollment and retention rate in education. It was evident that student enrollment in secondary education had improved, on the other hand, retention rate had fluctuated over time, despite the fact that there is Free Day Secondary School Education fund and the CDF development fund to improve access to education. This study was to investigate the influence of constituency development fund on secondary school learners retention rate in Trans - Nzioa East Sub County. The objectives of the study were; to establish the influence of construction of physical facilities by CDF has on Learner's retention Rate, to determine the influence of procurement of teaching/ learning material on learner's retention rate, to investigate the influence of funding methods on learner's retention rate, to examine the influence of CDF community awareness on Learner's retention rate. This study adopted a descriptive survey design. The study used simple random where it considered 60 public schools with a target population of 15, 385 students from Trans- Nzoia East Sub County. Therefore, 52 head-teachers were sampled. Purposive sampling was administered on the officials who comprised of the 5 CDF officials. The sample size was 57 of the population of the study. The data was collected using questionnaires, and oral interviews to the officials mentioned. The study adopted descriptive statistics in analyzing the data using SPSS and presented in frequency tables, frequency and percentages. The research findings support the view that CDF activities influences learner's retention rate. To succeed in their objective CDF activities have benefited the learners since the study found out that CDF has been providing physical facilities according to the need of the school but until this time physical facilities provision are not enough and this has limited leaner retention rate. Moreover, the study established that availability of CDF funds has led to reduced cost of education. The CDF has provided the learners with funds some since form one and this has increased the learners retention rate. Since many problems linked to funding were established for instance, funds are not only given to poor students, they are affected by political interference as well as nepotisms and corruption. On the other hand, the study determined that most of the respondents were of the view that CDF availability has led to increased procurement of learning materials to a minimal extent since involve stages for the school to be able to procure learning material provided by CDF. The stages discussed included Receipt method; Tendering, Lead time, M&E process, Delivery method but most have been following the stages to the later. The findings pointed out that this has increased learners retention rate. Finally, the study found out that CDF availability has led to increased learners retention rate through creation of awareness. The study acknowledges many ways the CDF official, school administration uses as well as how the community is involved. The study thought of awareness not existing without the knowledge of the respondents on the strength, weakness and challenges of CDF. The findings of the study were to be useful information that could be used to review policy, improve decision making in matters related to management of development funds. Some of the recommendations were that provision of funds should be managed by professionals not politicians, allocation and disbursement should be timely, training school managers on proper management of CDF Funds, CDF should send funds direct to schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Globally, educational access is the ability to provide all students with appropriate educational institutions, materials and personnel. All students must have access to and complete a full course of schooling and eliminate social and economic barriers and gender disparity. (Rukwaro, 2015). To increase access, all the students enrolled must be guaranteed retention and completion of education. Bursaries should be provided to benefit the needy children to ensure they stay on in school (UNESCO 2007). In Britain the government pays maintenance allowances for children from poor families to encourage them to stay on in school. By 2005, 250,000 students were benefiting from the maintenance for staying on in school which improved retention by preventing students from dropping out of school (Kassem, et al 2010). In most developing countries the direct costs of education are financed by the tax payer rather than the individual student. It is also seen as government investment since governments subsidize education and in return get higher taxes from the educated (World Bank, 2008). This creates the need to expand schools, establish new schools and provide bursaries to increase enrolments and improve transition, retention and retention rates.

The World Bank noted that in majority of south Sahara African countries enrolment and transition from primary to secondary was very low by 1996 e.g. Tanzania 5%, Eritrea, Mali and Senegal between 10-25%. To increase transition African governments provided finance for establishment of new 6 schools and to support the students through bursaries. Most of the countries had increased enrolment

and transition at the secondary level by 2005 e.g. Benin from 12% to 18% , Botswana from 43% to 65% , Cape Verde 21% to 55%, Malawi from 8% to 17% and south Africa from 15% to 95% (World bank, 2008).

The constituency development fund provides finance for expansion of schools through construction and improvement of classrooms and laboratories, establishment of new schools and bursaries to students (Simatwa and Ayodo, 2011). The constituency fund is the independent variable while learner's retention rate is the dependent variable affected by the constituency fund through financing of classrooms, laboratories, new schools, and bursaries. This will improve access by increased enrolments through new schools, improved quality of teaching and learning through classrooms and laboratories. The retention and retention rates will improve due to reduction of economic barriers and gender disparity through bursaries.

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

Mworia (1993) also found that schools that lacked classrooms in central Imenti division were overcrowded and frustrated students' learning. Students in large classes are also excluded from teachers and curriculum development since only a few receive attention and recognition from teachers in class (Lunenburg, 2012). Between 1996 and 2007 the World Bank identified over populated schools as one of the factors

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

Kenya is no exception to the situation as analyzed above. The secondary education sub-sector faces a number of challenges which constraints growth. First, there is the problem of high cost of education, which is five times that of primary education. Second, the high poverty levels in the country limit access, retention and learners retention rate. Transition rates from primary to secondary schools nationally stood at 47% in 2005 (Republic of Kenya, 2005a). The objective of the Kenya Education Sector Support Programme (KESSP) (Republic of Kenya, 2005a) was to achieve a transition rate of 70 percent by 2008. According to the Ministry of Education (2009), this objective was surpassed with the current transition rate being slightly above 71%. Thirty percent of the students who enroll in secondary education drop out before they complete the secondary cycle (Republic of Kenya 2005). Third, the Gross Enrolment Ratio (GER) is very low with a national average of only 29.8% in the year 2004. This rose to 36.7% in year 2007. This is due to the fact that many parents cannot afford to pay for secondary education whose costs are comparatively higher than those of primary education.

According to Ndemba, (2014) his study on influence of constituency development fund on students' access to secondary school education in Kilungu District Makueni County in Kenya revealed that the constituency development fund has funded the construction of classrooms, laboratories, dormitories and toilets which influenced students' access to secondary education in Kilungu district. There was increased enrolment with some schools expanding from single to double streams due to CDF

financed activities. The study found that students still walk over six kilometres to get to school and classes are still congested though the CDF had financed the schools. It discovered that the CDF funds were not availed to all schools. 50% of the schools did not have any activities funded by the CDF. Some schools however were found to have multiple activities funded by the CDF. The fund was found not to have established new schools though it supported community initiatives- of establishing schools. Bursaries were only allocated to students in boarding schools benefiting a small percentage of students since majority of the students in Kilungu district were found to be day scholars. Bursaries were found to be inadequate in ensuring 100% transition retention and retention rates in secondary education. Students therefore still drop out of school including those awarded bursaries from CDF.

1.2 Statement of the problem

In spite of the Ministry of Education increased the allocation of secondary school bursaries from Kshs 204.5 million in 1997/1998 financial year to Kshs 800 million in 2006/2007 financial year (Republic of Kenya, 2005a). This represented an increase of 397 percent over the 10-year period. Despite this huge investment to assist the poor access secondary education, a large number of children do not access secondary education on completion of primary education or do not complete secondary education. Thus, an even larger number of students are not sustained in the schools once they are enrolled. Most of them drop out of schools in their second or third year (Republic of Kenya, 2005b). One of the key objectives of the Constituency Bursary Fund is to ensure retention of those who enter secondary schools. Moreover, even with the bursary fund in place, the country still experiences problems such as, low transition rates from primary to secondary schools and rising cases of school dropout.

Experience reveals that the CDF was established in 2003 by an act of parliament to distribute at least 2.5% of the government revenue to constituencies for development. Since its inception the government had disbursed 81.6 billion by the 2010/2011 financial year. On average education takes 33.9% of which bursaries take 12.3%.

According to the Constituency Development Fund Committee Report (2009), despite the fact that procurement of teaching and learning resources to enhance learners' retention rate the frequency in school retention of the learners and retention rate is still low. On the other hand, the study is looking to the fact that community awareness on CDF activities influence learners retention rate. The CDF activities should have reduced chances of students dropping out by reducing the costs that students pay in school through bursary allocation, Procurement of teaching and learners materials and construction of infrastructure. This would then raise the transition and retention rates in secondary education. No studies have been carried out in Trans-Nzoia East Sub- County on the influence of CDF activities on learner's retention rate in enabling needy students in secondary schools education, hence, the study purposes to study this.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of CDF activities on learners' retention rate in Trans-Nzoia East Sub- County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

1. To establish whether the provision of physical facilities by CDF influences Learners' retention rate in Trans- Nzoia East sub county, Kenya.
2. To determine the influence of procurement of learning material by CDF on learners' retention rate in Trans- Nzoia East, Kenya.

3. To investigate the influence of bursary allocation on learners' retention rate in Trans-Nzoia East sub-count, Kenya.
4. To examine the influence of CDF creation of awareness among the community on Learners' retention rate in Trans-Nzoia East County, Kenya.

1.5 Research questions

The study sought to answer the following questions:

1. What is the influence of provision of physical facilities by CDF on Learners' Retention Rate?
2. How does procurement of teaching/ learning material by CDF influences learners' retention rate?
3. What is the influence of bursary allocation on learners' retention rate?
4. How CDF creation of awareness among the community influence Learners' Retention rate in Trans-Nzoia East County, Kenya

1.6 Significance of the study

Alleviation of illiteracy is one of the millennium development goals and this research sought to yield information that was to be relevant to the devolved governments on Constituency Development Funds Funded activities and their consequent influence on the learners' Retention Rate. It was also important because it would enlighten policy makers on the importance of getting the right CDF Funded activities that would raise the level of education and hence development in their constituency thus making them unique.

The funding would be informative hence may constitute a source for CDF funding awareness. The stakeholders could identify challenges related to the administration of CDF hence dense strategies for intervention.

1.7 Basic Assumptions

The study was to assume that learners' retention rate in Trans-Nzoia East Sub County was facilitated by the CDF activities.

Moreover, it was to assume that there are activities records that the CDF offices have kept at the constituency as well as the people who have benefited from CDF activities would be willing to share with them the information.

Furthermore, it assumed that the study covered 2013- 2014 based on the financial years and it also assumed that all CDF officials would be available.

In addition, it assumes that the beneficiaries from the CDF activities on Learners' Retention Rate in the constituency would be willing to provide unbiased data/response.

1.8 Delimitations of the study

This study was delimited by the fact that could only deal with CDF in Trans-Nzoia East Sub - County meaning CDF registered activities. It was to only investigate Learners' retention rate in relation to the influence of CDF on the development and management of education.

1.9 Limitations of the study

CDF is based on policy statement that is supposed to be reviewed from time to time. In this research the respondents did not have all the records on CDF in place, so the researcher had to visit the CDF offices to obtain information to generate adequate data to achieve the respective objectives. (Head-teacher and CDF official).

1.10 Definition of Significant Terms

CDF activities	Activities facilitated by the Constituency Development Fund (CDF) consisting of learning and other institutional.
Learner's retention rate:	This refers to an individual learner ability to stay in school by CDF services.
CDF:	Constituency Development Fund is a strategy for devolution of resources to alleviate poverty as a means to vision 2030 objectives as well as MDGs goal of eradication of poverty.
Population/Residents:	People who reside in Trans-Nzoia East Sub County and have benefited, benefiting and participating in the CDF activities on learner's retention in the constituency.
Physical facilities:	These refer to infrastructures like construction of classrooms, laboratories, and wash room
Procurement of learning and teaching materials:	Is the process of purchasing learning and teaching materials.
Funding Methods:	These are approaches used in funding. For instance, Bursaries.
Community Awareness:	Refers to how inform the people in the area of study are about CDF activities on Education specifically in enhancing the student's completion of school.

Influence: The power to affect, control or manipulate something or someone.

1.11 Organization of the study

The project report was organized in five chapters, chapter one covered the introductory part of the study. The background section was a presentation of the problem being identified; objectives of the study; the significance of the study. Chapter two provided an overview of both the existing literature and internal studies in the area and drew upon key themes within the literature which informed the design of the study. It also contained the conceptual framework. Chapter three then provided an overview of the design for this study and of the methods used included an explanation of the survey tools developed and the research approaches. Chapter four provided an overview of data analysis, representation, interpretation and discussion. Whereas, chapter five gave the summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE VIEW

2.1 Introduction

This chapter covered reviewed literature on CDF activities influence on Learners retention rate. It begun with succinct review of the concept of CDF, The concept of CDF and Learners Retention Rate. Furthermore, the CDF activities in the view of learners' retention rate globally, regionally and especially in secondary schools in Kenya. Moreover, it carried out a review of secondary data on CDF influence in Provision of physical facilities, procurement of teaching and learning materials, awareness creation and funding mode on learners' retention rate.

2.2 The Concept of Constituency Development Fund

The Constituency Development Fund was established under the Constituencies' Development Fund Act 2003. Its mandate is to take development to the citizens at the grass root level within the shortest time possible. It has a mission of ensuring specific proportion of the annual government revenue devolved to the constituencies for development and in particular to alleviate poverty at the grass root level, CDF Act (2003). CDF has 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 employment.

Contrary, Mungai (2009) asserts that CDF's origin can be traced back to the CDF Bill drafted by opposition MPs in a bid to have equitable distribution of resources across the country. Furthermore, In January 2013, Parliament enacted CDF Act 2013, hence effectively repealing CDF Act 2003 as amended in 2007. The

enactment of CDF Act 2013 mainly aimed to ensure that the law governing CDF is aligned to the Constitution of Kenya 2010, particularly in compliance with the principle of transparency, accountability, separation of powers and participation of the people. The new law was also aimed to align the operations of the Fund to the new devolved government structure (CDF, 2015). There were major changes made as recorded in CDF Act 2013(CDF, 2015)

The CDF is one of the devolved funds meant to achieve rapid socio-economic development at constituency level through financing of locally prioritized activities and enhanced community participation (Owuor et al., 2012). CDF aims at decentralizing resources to constituencies for equitable development. Decentralization refers to “the transfer of political power, decision making capacity and resources from central to sub-national levels of government” (Walker, 2012). Most of the African countries have resulted to various forms of decentralization to eradicate extreme poverty and hunger, unequal distribution of resources and poor delivery of basic services by various institutions.

The following essential elements are identified which help to distinguish CDFs from other decentralization initiatives or community-based development programmes. First, funds are raised by national government and disbursed at local level. Second, funds are allocated per constituency and MPs have some degree of control over the spending. Lastly, funds are intended for development activities which reflect localized needs and preferences (IBP, 2010).

Furthermore, the major argument in favour of CDFs is that they skirt bureaucratic hassles which weaken the efficiency and effectiveness of the usual government development programmes. Theoretically, by sending funds directly to

constituency level and enabling communities to identify their own local development priorities, funds are spent faster, and spent on the right things. Those supporting CDFs believe it is a vital and innovative means to achieve tangible development outcomes at a grassroots level. Thus it is relevant to the study on influence of CDF activities on secondary school learners retention rate (R.O.K, 2015).

Moreover, doubts have been raised as to whether the constituency development fund has met its stated objectives, giving a clear indication that the extent to which CDF has met its objectives remains a research imperative (Bagaka, 2008). Owuor (2013) argues that CDF management faces varied challenges, some of which include: the organization structure in managing CDF activities, project identification criteria, political interference and corruption.

2.2.1 Learners Retention Rate in secondary schools

The fund is managed by the Constituencies Development Fund Board (CDFB). It consists of an annual budgetary allocation equivalent to at least 2.5% of the Government ordinary revenue. The CDF Act provides that; maximum of 5% is allocated to CDF Board for Administrative services, minimum of 95% is allocated to constituencies as follows; 5% of the 95% is allocated to Emergency Reserve¹, 75% of the balance is allocated equally amongst all the 290 constituencies and Balance of 25% is allocated based on the Constituency Poverty Index modelled by the Ministry of Devolution and Planning. Around Ksh.137, 670, 000, 00 has been allocated to CDF since its inception in 2003 (<http://www.cdf.co.ke> retrieved on 25th December 2013). Most of the activities funded by CDF are in Education (55%), water (11%) and health (6%) sectors. In addition most of these CDF activities have addressed Social Pillar of Kenya Vision 2030 (G.O.K, 2014).

Sifuna and Otiende (2009) notes that, educational planners thus the Government and educational administrators at independence reformed education based on manpower model where secondary and tertiary educational levels were greatly emphasized because there was high demand for manpower to fill the vacant posts left by colonialists in Kenya, in addition, colonial authorities overlooked higher education for Africans they neglected secondary and higher education for Africans therefore, Africans after independence had the opportunity to correct the educational anomalies during the colonial epoch without focusing on quality and the relevance of the education system to the needs of an independent African person in Kenya.

They neglected secondary and higher education for Africans. They focused at the base for masses at the expense of higher education for Africans in Kenya (Sifuna and Otiende, 2009: 17). Kenya views Education and Training (E&T) as the primary means of upward social mobility, national cohesion and socio- economic development. The Government is further committed to achieving international development commitments such as the Millennium Development Goals (MDGs) and Education for All (EFA). Moreover, the number of secondary schools increased from 6,566 in 2008 to 8,197 in 2012. Enrolment grew from 1.3 million in 2008 to 1.9 million below the target of 2.2 million in 2012. The GER increased from 42.5 per cent in 2008 to 49.3 per cent in 2012, whereas NER increased from 28.9 per cent in 2008 to 33.1 per cent in 2012.

The growth in secondary schools to match growth in primary schools, remains a major constraint especially in urban areas where 90 per cent of all primary school children are expected to transit to secondary school by 2018 and progress to 100 per cent thereafter as part of basic education.(GOK, 2013).

Enrollment in early childhood education increased by 40 % from 1.72 million in 2008 to 2.4 million; Transition rate from primary to secondary education increased from 64 % in 2008 to 77 %; The number of students enrolled in university education increased by 103 % from 118,239 in 2008 to 240,551 among others (GOK 2013).

The average annual public unit spending for secondary education is 5 times that of primary education suggesting that greater efficiencies are required. The importance of secondary education globally has grown considerably especially in developing countries with the success of Universal Primary Education (UPE). Expansion of secondary education in Kenya has resulted from government, development partner, and private providers support for basic education over the past decade. A review of secondary education development in Kenya indicates that the number of secondary schools increased from 2,678 in 1990 to 3,999 (11.3% private) enrolling 0.870 million students in 2003 and 4,215 (13% private) schools enrolling 1.03 million students (10% in private schools) in 2006 and 1.7 Million in 2010 (8% private) (R.O.K, 2012). Due to this the CDF activities are focusing on accommodating the rising number in Secondary schools (CDF 2013)

The number of secondary schools has increased from a total of 6,566 secondary schools in 2008 to 7,308 in 2010 against 27,489 primary schools in 2010, having increased from 26,206 in 2008. Enrolment grew from 1.18 million students in 2007 (639,393 boys and 540,874 girls) to 1,328,964 (735,680 boys and 593,284 girls) students in 2008 and further to 1,701,501 (914,971 boys and 786,530 girls) students in 2010. The GER for secondary increased from 27.3 % (28.8% for boys and 25.7% for girls) in 1999 to 47.8 % (50.9 for boys and 46.3 for girls) in 2010. The NER recorded an increase from 28.9 % (29.8 % for male and 27.9 % for female) in 2008 to 35.8 % (36.5% for boys and 35.1% for girls) in 2010 having progressively improved from

13.7% (13.5 for male and 13.9 for female) in 1999. Over the same period, Gross Enrolment rate (GER) rose marginally from 26.8% in 1990 to 32% in 2010. The gender disparity index as at 2009 stood at 0.96% up from 0.75 in 1990 (R.O.K, 2012).

The Government is already implementing measures to improve access and quality in secondary education and through the implementation of Free Day Secondary Education (FDSE). This has led to increased enrolment from 1.03 million students in 2006 to over 1.7 million pupils by 2010, with an increase in the transition rate from 60% in 2006 to over 69% in 2009. Moreover, primary school pupils complete 8 years of schooling when they are still too young to engage in productive activities and contribute meaningfully to nation building. In addition children from poor families who fail to gain secondary education because of lack of fees often revert back to illiteracy, thus reversing 8 years of investment in their primary education. Secondary schooling is critical in the sense that it ensure that children leave school when they are more mature and better prepared to face the challenges of life (G.O.K, 2008).

2.3 Provision of physical facilities and Learners retention rate

Increased enrolment of students from primary schools due to 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). This has put pressure on the existing physical facilities in secondary schools. The increased enrolment of subsidized Secondary Education seriously overstretched the physical facilities in most schools especially boarding schools. There was need to expand classrooms to

accommodate students, need to put up more science and computer laboratories, Libraries and dormitories.

According to Bell and Stub (1968), a conducive teaching and learning environment should not be congested. Even in countries where public education has traditionally been free, private contribution to the financing of government schools are increasingly important. In Kenya, virtually all physical facilities for government secondary schools have been funded by parents (Republic of Kenya, 2005). The cost of construction of classrooms and specialized facilities is another cost item that needs careful consideration. Verspoor (2008) propose that at the Junior secondary level facilities can resemble primary school facilities which can often be constructed at reasonable cost by communities without expensive specialized rooms as is the case for example in Kenya where the government has only constructed classrooms in the most disadvantaged areas (Republic of Kenya, 2005). On the other hand, 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 are properly equipped in terms of teachers and facilities (Odundo, 2004).

It is the responsibility of the head teacher to ensure that there is adequate classroom space to enable the teaching – learning process to take place without any hitches. This should ensure that the facilities are used efficiently and effectively. From the foregoing, it was seen necessary to assess the impact of subsidized secondary school funding on the infrastructure development need to be filled (MOE, 2010). Secondary School funding according to MOE, (2007) was vital since there was serious congestion in the classrooms, acute shortage of teachers and inadequate infrastructure such as laboratories, libraries and classrooms. The management also lacked knowledge on the implementation of FSE and parents were overcharged on

certain levies and therefore making the initiative burdensome. No previous studies have clearly indicated the adequacy of teaching and learning resources in the schools as a result of CDF or other sources hence there is a gap in knowledge on whether schools retention rate is influenced by inadequate facilities.

2.3.1 Conducive environment and learners retention rate

According to Schneider (2002) clean, quiet, safe, comfortable and healthy environment constitute an important component of successful teaching and learning process. Evidence show that student achievement lags in shabby school buildings, those without science labs, inadequate ventilation and faulty heating system (Schneider, 2002). There is a plethora of evidence confirming the link between the building and achievement (Schneider, 2002). Victoria Institute of Teaching (ibid) highlights the importance of the quality physical environment which significantly affects student achievement. But some quantitative studies have found little association between school environment and organisational variables and student achievement (Teodorovic, 2011). Earthman (2004:18) as cited in Victoria Institute of Teaching reports that ‘there is sufficient research to state without equivocation that the building in which students spends a good deal of their time learning does in fact influence how well they learn’. Siegel (1999:4) as cited in Victoria Institute of Teaching observes that: The arrangement of space has immediate and far reaching consequences for teachers’ ability to effectively and efficiently accomplish day activities, the formation of social and professional relationship and the sharing of information and knowledge.

Therefore classroom and/or laboratory space is very important in the teaching and learning process. Phelps et al. (1998) observe that safe and good conditions of

buildings have been linked to student success. According to Earthman and Lemasters (1996) studies evidence indicate the existence of a relationship between student performance (both achievement and behaviours) and the conditions of the built environment. Important factors influential to learning include control of thermal environment, proper illumination, adequate space and availability of equipment and furnishings more especially in science education (Earthman and Lemasters, 1996). Lyons (2001) and Earthman (1998) report that students who attend better buildings have test scores varying from 5 to 17 percentile points higher than students in substandard facilities. Earthman (1998) concludes that money spent on school building improvement is money well spent. Also, Edwards (1991) reports about improvement of test scores due to the conditions of the buildings. In their study involving standardised test scores and detailed assessment of school buildings in the State of Wyoming et al. (2005) conclude that ‘there is no relationship between quality of school facilities and students’ performance when other factors known to impact student performance are accounted for’. But they quickly add that ‘policy makers should be aware that investments in facilities by themselves are unlikely to improve student learning’ (Picus et al., 2005). The Department of Education (USA, 2000) warns that: Decaying environmental conditions such as peeling paint, crumbling plaster, non-functional toilets, poor lighting, inadequate ventilation, inoperative heating and cooling system can affect the learning as well as the health and the staff morale and students’.

Crook (2006) as cited in Cash and Twiford (2009) reports of a link between building condition and student performance arguing that building condition is a predictor of student performance. The positive link between building and student achievement has also been highlighted by Cash and Twiford (2009) who argue that:

Research continues to support the positive relationship between building and student achievement. Researchers within the United States have been joined by international researchers in confirming the link between the building and achievement. Also Cash and Twiford (2009), report that poor building condition has a negative impact on student attendance. Without school attendance no effective learning would take place (Cash and Twiford, 2009).

Expanding provision for all in the secondary education sub-sector is a major challenge because of limited facilities. An unfriendly school environment, high levels of teacher absenteeism, especially in rural areas, poverty at the household level, negative effects of the HIV and AIDS pandemic and rising repetition rates, all drive learners away from secondary schooling (R.O.K, 2012). Since the learning environment in different counties may vary hence limited knowledge deepening. Congestion has been reported in by precious studies thus this facts is not clearly established.

2.4 Procurement of Materials and secondary school learners retention rate

IBP, (2010) revealed that the general procurement procedure existing in the district as stipulated in the Public Procurement and Oversight Authority (PPOA) shall be employed with appropriate modification where necessary; particularly to make it transparent and participatory, community driven and development friendly. Procurement of items should be made at minimum cost paying particular attention to cost, quality and specification, timeliness of delivery and terms of payment.

Under CDF, for the first time ever, the constituency is functioning as a development unit. Consequently at present considerable resources are being channeled towards building up institutional capacity at the constituency level to support the fund. CDF is devoted to community based activities, which ensure that the

prospective benefits are available to a widespread cross-section of the inhabitants of a particular area (Mwangi, 2009).

In practice, the activities undertaken are not accounted for in recurrent budget allocations. When a constituency uses its funds to build a secondary school, no mechanism exists to ensure that the school is adequately staffed on completion. Of course, the fund also affects the efficiency of public resource use (Shah, 2007). The location of roads, schools, and other public infrastructure funded by the Constituency Development Fund with a forward effect on the recurrent budget is not determined by a consideration of cost and benefits across localities and of economies of scale. Although 2.5 percent of ordinary revenue is not a huge proportion on its face, it grows in significance when taken as a proportion of spending after interest and short-term rigid spending, such as salaries.

Kenya has a problem of secondary school space. Over 250,000 Std. VIII graduates miss form one places every year and the number is on the rise. An exodus to Uganda every year is now a common phenomenon in search of form one places and more recently university education (East African Standard, 30th May, 2001). There is need therefore to expand secondary schools and to open new ones. It is attendant that this expansion should also go alongside the realization of quality. The quest for quality will be achieved by the provision of trained teachers, procurement of teaching and learning resources, adequate facilities and good leadership among other variables.

The Government will therefore focus on addressing low enrollment in areas that remain below the national average, retain students in school up to 18 years, provide education more effectively through a digital platform, and match education and training with the demand for the skills required in the workplace. In addition, the

Government will hire additional teachers in order to lower pupil-teacher ratio and improve quality as well as ensure that teachers devote the required time to teaching and learning.

The education simulation and financial projection tool provided the basis for projecting both growth in secondary enrollments, resource needs, and financial implications of various policy options. Public financing is predominantly recurrent, while non-recurrent expenditures are estimated at 6%. High-income quintiles benefit more from public provision and financing of secondary education compared to the low-income quintiles. Feasible financing options would therefore include increasing secondary education revenue and fiscal allocation on non-salary expenditures. Cost reduction measures should target the expansion of quality day schools, efficiency utilization of teachers, and streamlined procurements (R.O.K, 2012).

However, Sang et al. (2012) assert that the rapid increase in the number of primary school leavers has become the drivers of tremendous growth in secondary schools in Kenya. Similar view is also expressed by Dejaeghe et al. (2006, 533) but warn that ‘across many countries of Sub-Saharan Africa secondary enrolments are growing faster than teachers can be recruited or trained’. Therefore, suggesting that some countries within SSA region secondary education are experiencing positive growth but resources especially qualified teachers may be constraining

Makori A. et al (2013), explicitly shows that the implications of the principals’ perception on the quality of the teaching and learning resources are that their morale and job satisfaction may be negatively affected thus indirectly affecting the quality of teaching and learning. Poor quality of resources would directly affect the teaching and learning process. In either case, students’ attainment may be affected negatively.

Moreover, some of the resources were charged unfavourably by the principals therefore raising concerns regarding their quality in the teaching learning process. In terms of their contributions to the teaching and learning process, textbooks and classrooms were charged higher while furniture was charged lowest. The rest of the resources fall in between.

Also Rutter et al. (1979) as cited in Aksit (2007:129) concluded in their study that ‘schools make a small but highly significant difference.’ One possible explanation for finding a weak relationship between classroom and school resourcing levels and pupils attainment as identified by Steele et al. (2007) is that schools are inefficient and therefore do not use the resources more efficiently. Lewin (2000) asserts that ‘there are well established connections between the availability of learning materials and achievement in developing countries’. According to Phelps et al. (1998) adequate facilities and instructional materials among other factors such as a well-defined goal, a positive learning environment and high expectations for student completion constitute characteristics of a successful school. Ola (1990) as cited in Owoeye and Yara (2011) underscores the importance of a well-equipped library arguing that it constitutes a major facility and enhances good learning achievement of high educational standards.

CDF has been instrumental in construction of library. However, Farombi (1998) as cited in Owoeye and Yara (2011) warns that school library may not be effective if the books are not adequate and up-to-date. Farombi (1998) as cited in Owoeye and Yara (2011) also adds that the library’s impact is dependent on how often and length of time it is accessible to students. However, Shodmu (1998) as cited in Owoeye and Yara (2011) regrets that majority of the schools in developing countries lack libraries. Studies have also revealed a positive relationship between

students' achievement and the presence of text books in the classrooms (Lockheed et al., 1986). 15 (83%) of 18 correlational studies on the effect of textbooks on student achievements in developing countries report statistically significant positive results (Lockheed et al., 1986). Altbach (1983) as cited in Lockheed et al. (1986:380) notes that 'nothing has ever replaced the printed word as the key element in the education process and as a result textbooks are central to schooling at all levels'. Textbooks have benefits both to teachers (staff) and students (learners).

Several studies have investigated various dimensions of teachers' quality in relations to students' academic achievement have produced mixed results. For instance, Louis et al. (2010) found that teacher characteristics such as type of degree or certification have little impact on students' achievement. However in Nigeria, for instance, the condition and quality of resources available in secondary schools is underpinned by the level of funding (Fabunmi et al., 2007). Lewin (2000) argues that finance is a key factor in determining the level of provision of learning materials, physical infrastructure and equipment. Inadequate school resources have been reported in Uganda and Afghanistan (Ssewamala et al., 2011; Guimbert et al., 2008). In Afghanistan, use of outdated text books have been cited (Guimbert et al., 2008).

No meaningful teaching and learning take place without adequate resource materials (Urevbu, 1985). This applies to curriculum implementation as well. For the officially designed curriculum to be fully implemented as per plan, the government or Ministry of Education should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. According to Farrant (1980), teachers require classroom supplies such as: textbooks, charts, equipment, and chemicals for science experiments. These materials are products of

industry. Without these materials, learning is compromised. The computer is the latest technological innovation that will have a significant impact on education and society. A number of schools have introduced computing as one of the subjects. The intention is to equip the learners with the requisite computer skills and knowledge. In addition to computers, other forms of electronic media are being used in teaching. These have provided a variety of learning experiences and have facilitated individualised learning (Bennie and Newstead, 1998).

According to Vanderlinde (2009), curriculum development and implementation in secondary schools is mainly achieved through the use of textbooks. In Nigeria, only 30% of secondary school students have access to textbooks that limits their arousal of curiosity to knowledge acquisition. The primary function of most educational policies is to provide schools with funds or resources that address school needs like equipments, infrastructures and to a lesser extent, teacher professional development. Schools have the greatest role in the curriculum implementation. Secondary school curriculum is faced by the challenges of implementation, evaluation, development, distribution and use of teaching materials. Text books are important vehicles for the transmission of cognitive and social development of pupils.

This is possible in schools where text books are available, but where they are not, curriculum implementation is affected. Kenya is groaning under the weight of poverty, unemployment, corruption and violence. The Economic Recovery Strategy for Wealthy and Employment Creation 2003 – 2007 acknowledges these crises yet the education sector has not put forward policies responsive these crisis (I.P.A.R, 2008). The recent national economic growth in Kenya has not reached every level of society with many people in the country burdened by high food prices, rising electricity and

gasoline prices, and their impacts on the prices of essential goods. In schools, these problems are attended at the expense of text books. These pressures are part of the reasons behind the recent violence in Kenya and in schools. To confront these challenges, Kenya needs a paradigm shift in its leadership and CDF can fit well in supplementing text books in secondary schools. Curriculum implementation is often difficult to implement in schools where learning materials such as books and science equipments are either unavailable or inadequate (Bella, 2009). Therefore, the previous studies revealed that there is inadequate of learning materials in school but it is not sufficient in how the material are procured by CDF or other sources.

2.5 Bursary allocation and learners retention rate

Education needs for secondary education in Kenya are on the increase since the introduction of Free Primary Education (FPE) in 2003 by the National Rainbow Coalition (NARC) government. Financing of education continues to be a challenge to the government, parents, and communities at large (Ngware, Onsomu and Muthaka, 2007:15-24). Identifying sustainable financing options that maximize on cost effectiveness in resource utilization is, therefore, critical. Education financing also encompasses all financial outlays to educational institutions and sections, as well as the Ministry, made by central and (devolved) local governments, the private sector, non-governmental organizations (NGOs), households, communities and external donors, towards investment in the education sector (MOEST, 2007: 18). It includes resources from parents, families and communities in form of tuition fees, “harambees” (voluntary community fundraising) and other like bursaries from CDF. CDF has been used as a means of financing socio-economic developments at the constituency level since 2003, education has been one of the major sectors financed by the fund.

In Kenya, there are more students completing primary schools than can be absorbed in the secondary schools in the country. The Kenyan government has responded to the problem of human resource development by making a major expansion in secondary education. Between 1966 and 1970, 58% of Kenya's education budget was spent on secondary schooling. But the demand still outstrips the supply. Between 1964 and 1968, Form One intake doubled from 8,956 to 15,169. In the 1980's, there was even a higher demand for space and since then, the Kenyans have experienced a real crisis (Kinyanjui, 2007). Kenya's literacy level is about 70% with low secondary education NER (32%). Only 15% of adults aged 15-64 years have attained secondary education and above. (R.O.K, 2012)

The introduction of FPE in 2003 and Subsidized Secondary Education is in line with the MDGs which call for attainment of UPE and EFA by the year 2015, (Ministry of Education, 2004). At the secondary level, the government has introduced bursaries for needy students. Recent initiatives to improve access to students at this level include subsidizing of school fees by the government under the free secondary education Programme. The government also passed an act of parliament that saw introduction of CDF whose main focus is to promote development at the grass root level and alleviate poverty levels. It is within this frame work that education is embedded as one of the strategies of development and poverty reduction thus funding of education is one of the programme that CDF is involved in so as to adhere to human rights stipulation (CDF, 2007). Little studies have been carried out on the funding mode of CDF to influence the learners retention rate thus there is a gap.

A bursary is a monetary award made to an individual to help pay for education (Ontario Students Assistant Plan, 2013). The Wikipedia free encyclopaedia defines a

bursaries as monetary awards made by some institutions to individuals of groups of people who cannot afford to pay full school fees.

Kenya started providing secondary school education as part of her basic education in 2008 through subsidized secondary education in 2008, but was faced by two major challenges; secondary schools are fewer than primary schools, and secondary education is more costly than primary education. This has made many students especially those from poor families fail to access and complete their secondary education Mwangi (2013).

According to Blackden, (2006) In 1993/4, the government established the Secondary school Education Bursary Fund-SSEBF to cushion households from impacts of poverty, unstable economy and the effects of HIV/AIDS by increasing access, retention and retention rates in secondary schools. The bursaries were administered by the Ministry of Education, Science and Technology through secondary school heads.

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

From 2003, however, the government established Constituency Bursary Committees to administer the Fund. The allocation to each constituency is based on the secondary school enrolment, constituency poverty index, overall national secondary school enrolment and the countrywide poverty situation (Nganga, 2011). Each constituency is required to open a constituency bursary account and submit

details of the account to the Ministry's headquarters with copies to the District Education Board. The Ministry transfers the funds allocated to each constituency into the account paving way for the committee to meet and allocate bursaries to successful applicants. The money deposited must be used for bursary purposes only.

The money is sent to each constituency in two installments: A standard allocation of Kshs 1 million to the entire 210 constituencies (Blair, 2000). A second installment which varies from constituency to constituency depending on the Population size, district poverty index, student enrolment in secondary schools so as to ensure equitable distribution of resources. Disbursements of all funds at the constituency level should be completed by the end of May. The returns for each tranche should be made within two months from the date of receiving the money at the constituency level.

According to Blair, (2000), application Procedure, includes the Parents or students obtain bursary application forms from the division education offices in the areas where they are resident free of charge. No eligible person should be denied the forms. Once filled, the forms are forward by the Area Education Officers to the constituency bursary committee which deliberates, scrutinizes and identifies those who qualify for assistance. The committee places students in different categories according to their levels of need. The information is then communicated to the involved parties.

Increased enrolment in secondary schools according to IMF, (2010) has been attributed to devolved bursary fund given to secondary students aimed at increasing access to secondary schools, ensuring retention of students in secondary schools,

promote transition on retention rates and reduce disparities and inequalities in the provision of secondary school education.

In summary, Asayo (2009) noted that in Kenya bursaries existed before free day secondary education(FDSE) in 2008 but only for those already enrolled . The bursaries were sent directly to the secondary schools for allocation to needy students. After the introduction of the constituency development fund and free day secondary education in 2008, bursaries are awarded through the constituency development fund. They are awarded only to those in boarding schools since day schools are free. The bursary is to help the poor send their children to boarding schools since day schools are free. The two systems kept out those not enrolled and the poor since admission was needed for one to benefit. It is also the poor who attend the low cost day schools since they cannot afford admission to boarding and then apply for the bursaries (Asayo 2009).Educational needs for secondary education in Kenya are on the increase since the introduction of Free Primary Education in 2003. Financing of secondary education continues to be a challenge to the government, parents and communities at large. Identifying sustainable financing options that maximize on cost-effectiveness in resource utilization is therefore critical.

The impact of these increased enrolment has led to overstretched facilities and crowding in learning institutions. However, with community intervention and other devolved funds such as CDF, new schools have been developed in all the eight provinces as others were upgraded to provincial and national schools (Ministry of Education, 2012).

Bursaries are expected to benefit the needy child by guaranteeing completion of education (UNESCO 2005). This is by availing funds for their expenses to enable

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

On the negative side, the increased enrolment due to the bursary fund, with no intervention to increase the infrastructure and quality controls, high student's staff ratios has been experienced, poor quality of education, reduced pace of the curriculum to handle the demands of globalization. In addition, IMF, (2007) on the Kenyan report of 2004/2005 shows that, even though these funds are received and allocated in all districts with the record of beneficiaries and level of funding shown, it is generally acknowledged that the amount allocated to each beneficiary is inadequate to take them through schooling due to some significant level of political interference. A few study have been done to investigate how bursary funding influences the learners retention rate as well as no previous studies have studied how financing mode influence learners retention rate hence a knowledge based gap

2.6 Creation of awareness by CDF and learners retention rate

Wamae (2009) in his study on contribution of CDF in employment creation recommended that there should be constant awareness creation for the community members and community participation should be increased as well as stronger links with line government ministries

KHRC and SPAN (2010) stated that the public perception of CDF awareness among sampled constituencies revealed that awareness is generally high when the

citizens' involvement especially in activities implementation and monitoring is generally high. Indeed, it is noted that citizens' involvement in CDF is very low where awareness is also the lowest. How different interest groups engage with the CDF structures has a bearing on the extent to which they benefit from the same. Levels of awareness of the CDF and participation in terms of the management, project identification and implementation, determine how much each gender benefits

According to Francis, et al, (2011) stated that publicizing of all the CDF funded activities in a gender friendly manner, for example, announcing in churches, Barazas, pinning the list of activities in strategic areas, such as, entrance to the market, schools, churches, submitting list of activities to heads of women groups/merry go rounds to read out these activities to members when they meet, having a bill board for all CDF funded activities, has enabled men and women to know which activities are funded by which particular devolved fund. They are therefore able to monitor the implementation and completion of the CDF Funded activities. They also hold their leaders accountable if some activities are not completed, take too long to be completed or when completed activities are shoddily done. Also, if other devolved funds, such as, LATF falsely claim ownership of a CDF funded project, the residents protest. This was the case in Bahari, Rongai, Kajiado Central, Matuga, Kitutu Chache, Dagoretti and South Imenti.

Disclosure of CDF financial status to the members of the public in most constituencies financial information relating to CDF was withheld from the public. However, in some constituencies such as Bahari, South Imenti and Dagoretti information on the CDF amount received in a particular year and how it has been spent in terms of all funded activities, tender awarded and the amounts, success bidders for various activities, project status, was disclosed to members of the public.

In addition, CDF books of accounts were Best Practices In CDF open to public scrutiny. This enhanced transparency and accountability in CDF activities. This promoted public trust in relation to the administration and management of CDF in such constituencies (Francis et al, 2011). Few previous literatures on creating awareness about CDF has been looked into by scholars but no study has been done on how creation of awareness can influence the learners retention rate thus the study knowledge based gap.

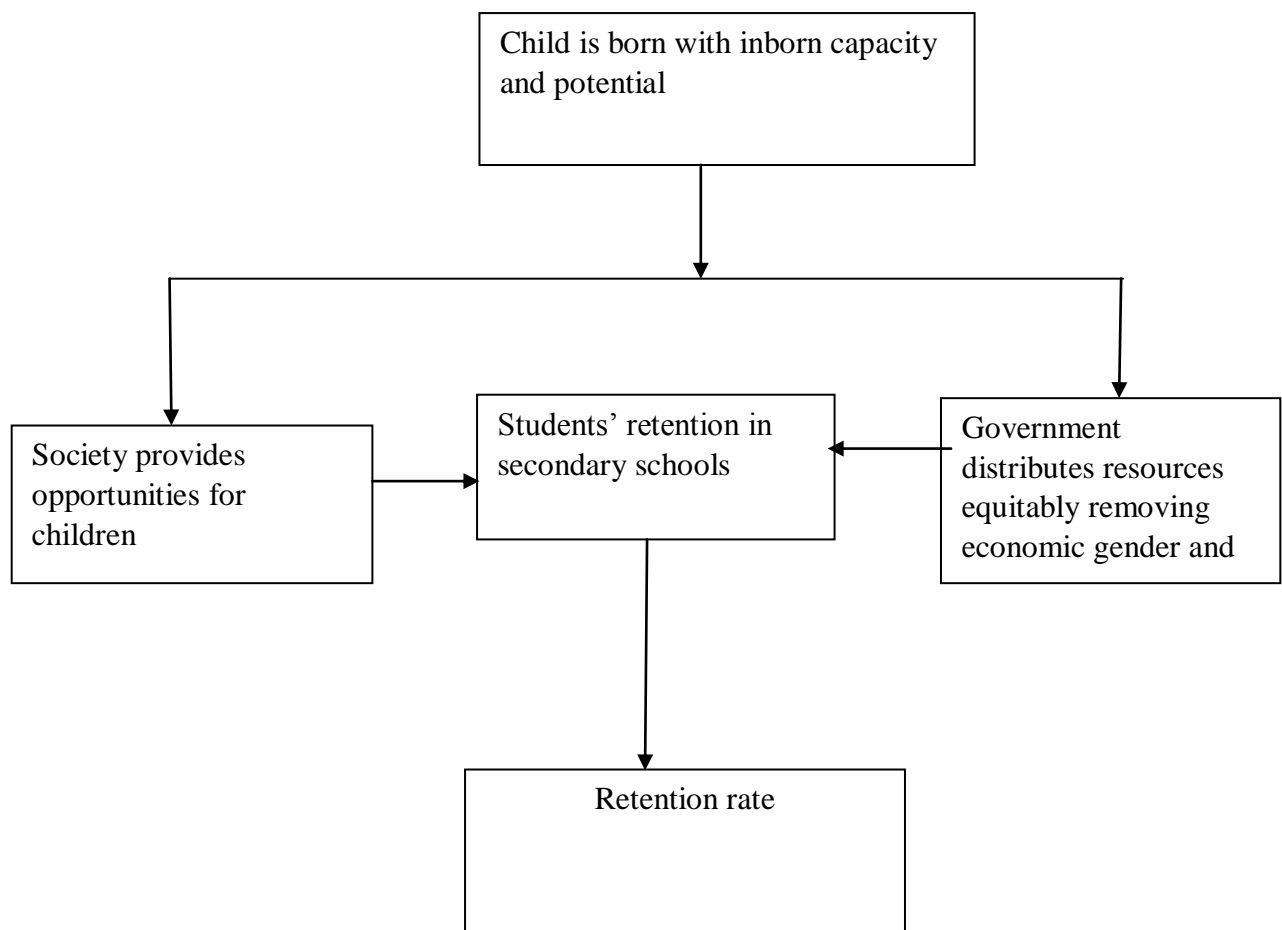
2.7 Theoretical Framework

The theoretical framework for this study was derived from the Classical Liberal Theory of Equal Opportunity by Sherwin and Wood (1982) who asserted that one is born with a given amount of capacity, which to a large extent is inherited and cannot be changed substantially. Education systems should therefore be designed so as to remove barriers of any nature (economic, gender or geographical) that prevent bright students from lower economic backgrounds from taking advantage of inborn qualities that accelerate them to social promotion. Retention in both primary and secondary education should therefore be determined by an individual's merit and not on social backgrounds.

The classical theory also states that social mobility will be promoted by equal opportunity to education. There is widespread belief that removing economic barriers and making more places available in secondary education and by increasing attendance in schools, ideal conditions could be created to implement the vision of equal opportunity where everybody has access to the kind and amount of education that suits his/her inherited capacity.

This theory was relevant to this study since the cost of secondary school education is at least five times that of primary education (Republic of Kenya, 2005b). Free Secondary education was introduced in 2008, the Kenya Government met only the cost of paying teachers in secondary schools and thus households had to meet other expenses such as operational, maintenance and development costs. This therefore led to inequality in access to secondary education (Republic of Kenya, 2005b). This theory can be summarized as indicated in Figure 1.1.

Figure 1 : Sherwin and Wood’s Classical Liberal Theory of Equal Opportunity (1982)



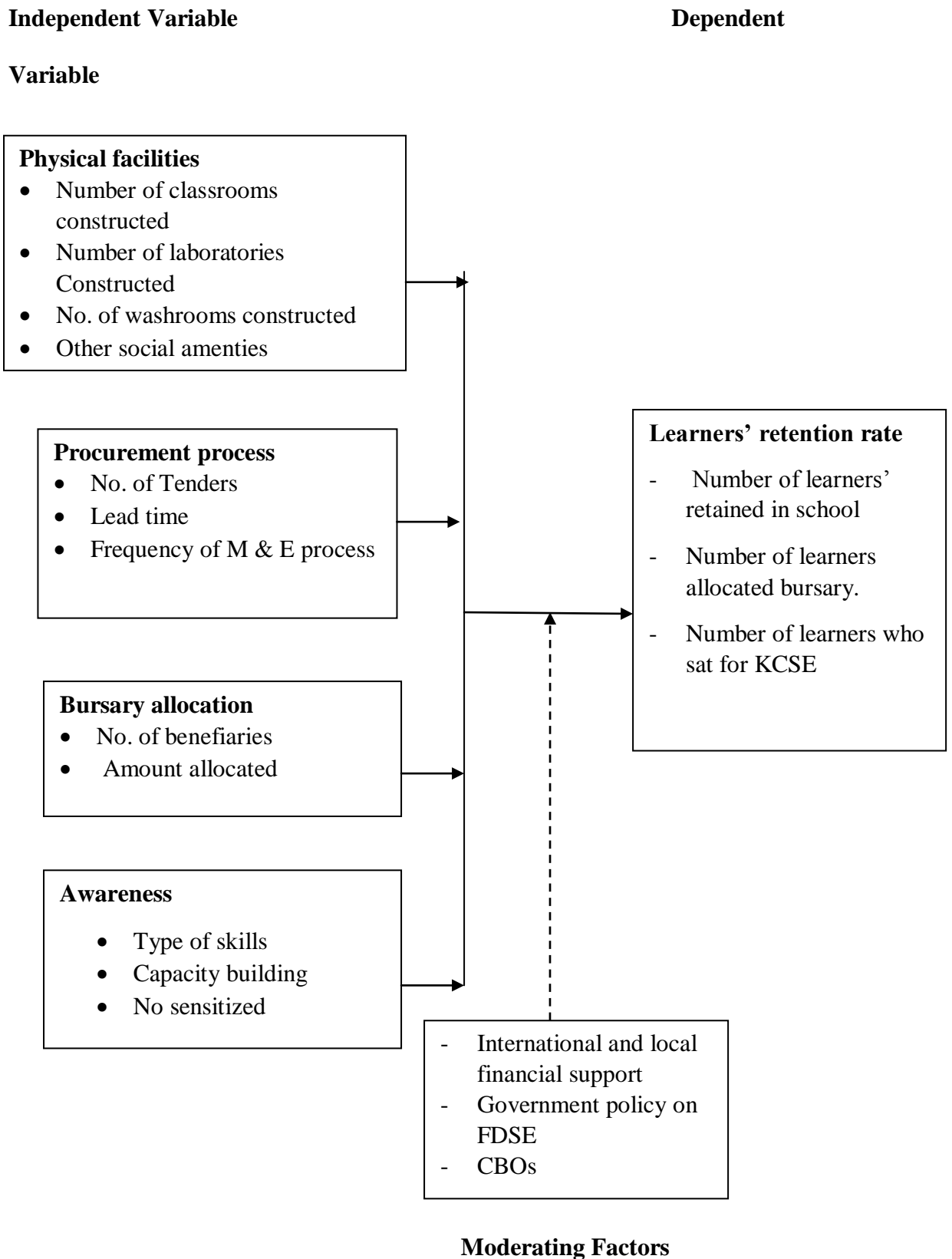
2.8 Conceptual Framework of the study

This study developed the following conceptual framework (Figure 2) that illustrated how the dependent variables related to the independent variables. The independent variables included components of the CDF activities: Physical facilities, Procurement of Materials, funding methods and community awareness.

On the other hand, the dependent variables were secondary school learners retention rate indicators like, classroom, laboratories, dormitories and other social amenities, tendering, lead time, M&E, delivery method and receipt method, identifying the need, bursary, amount, cost reduction, and project risks.

Conceptual Framework of the study

Figure 2: CDF activities Vs Learner's retention rate



Conceptual Framework showing the influence of CDF activities on students' learners' retention rate.

2.9 Knowledge Based Gap

Table 1 : Knowledge Based Gap

Variabl	Source	Finding	Gap
e			
Physical facilities	Kinyanjui, (2007).	The increased enrolment of subsidized Secondary Education seriously overstretched the physical facilities in most schools especially boarding schools. There was need to expand classrooms to accommodate students, need to put up more science and computer laboratories, Libraries and dormitories.	It looked at the factors like student enrollment and expansion but interested in all physical facilities created by CDF.
Procurement Teaching and learning materials	Shah, (2007)	When a constituency uses its funds to build a secondary school, no mechanism exists to ensure that the school is adequately staffed on completion.	It looked at funds for building schools but not procurement of teaching and learning material
s			

Funding UNESCO (2005) Devolved bursary fund given to secondary students aimed at increasing access to secondary schools, ensuring retention of students in secondary schools, promote transition on retention rates and reduce disparities and inequalities in the provision of secondary school education. It looked at many achievements of funds but interested in funding mode on learners retention rate

Awareness KHRC and SPAN creation (2010) Stated that the public perception of CDF awareness among sampled constituencies revealed that awareness is generally high when the citizens' activities involvement especially in activities implementation and monitoring is generally high. It looked at awareness depending on involvement of the citizen but interested in citizen knowhow on CDF on learners retention rate.

2.10 Summary

CDF mandate is to take development to the citizens at the grass root level within the shortest time possible as well as its mission is to ensure specific proportion of the annual government revenue devolved to the constituencies for development and in particular to alleviate poverty at the grass root level

Therefore, Increased enrolment of students from primary schools hence it has put pressure on the existing physical facilities in secondary schools. The increased enrolment of subsidized Secondary Education as well as FSE has seriously overstretched the physical facilities in most schools especially boarding schools. There was need to expand classrooms to accommodate students, need to put up more science and computer laboratories, Libraries and dormitories (Kinyanjui, 2007).

Furthermore, IBP, (2010) revealed that the general procurement procedure existing in the district as stipulated in the Public Procurement and Oversight Authority (PPOA) shall be employed with appropriate modification where necessary; particularly to make it transparent and participatory, community driven and development friendly. Procurement of items should be made at minimum cost paying particular attention to cost, quality and specification, timeliness of delivery and terms of payment.

Moreover, the Kenyan government has responded to the problem of human resource development by making a major expansion in secondary education (R.O.K, 2015). CDF has been used as a means of financing socio-economic developments at the constituency level since 2003, education has been one of the major sectors financed by the fund (MOEST, 2007).

Lastly, according to Francis, et al, (2011) stated that publicizing of all the CDF funded activities in a gender friendly manner, for example, announcing in churches, Barazas, pinning the list of activities in strategic areas, such as, entrance to the market, schools, churches, submitting list of activities to heads of women groups/merry go rounds to read out these activities to members when they meet, having a bill board for all CDF activities has enabled men and women to know which activities are funded by which particular devolved fund.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the research design used by the researcher in establishing the influence of CDF activities on Secondary school learners' retention rate in Trans-Nzoia East Sub County. This chapter also discussed the research design, target population, sample size and procedures, data collection instruments, reliability and validity, data collection procedure, data analysis techniques and ethical consideration for the study.

3.2 Research Design

Research design is the structure of research; it is the "glue" that holds all of the elements in a research together. Patton (2011) describes a research design as a structure that is followed in the process of conducting research. It constitutes the blue print for collection, measurement and analysis of data. Consequently, Francis (2010) defines research as an organized and systematic way of carrying out research. This study employed a descriptive survey design.

According to Kothari (2004) descriptive survey design is suitable where the researcher needs to draw conclusions from a larger population. This survey designs are concerned with finding what, where and how of a phenomenon. Descriptive surveys are used to develop a snapshot of a particular phenomenon of interest since they usually involve large samples which are characteristic of this study. The advantage of a survey design as indicated by Mugenda, (2003) and of particular relevance to this study is the ability to avoid manipulation. The design was

appropriate for this study because the study sought to obtain data to facilitate describing the phenomenon under study.

3.3 Target Population

Target population is defined as total individuals, elements or groups to be studied (Orodho, 2009). While Mugenda & Mugenda (2003) defines population as an entire group of individuals, events or objects having common observable characteristics. Therefore, this section looked at the population the researcher wishes to study and it was from the results of this group that the data was generalized to the entire Trans-Nzoia East sub-County.

Target population for this study was representatives of the CDF activities in Trans-Nzoia sub-County during the 2013-2014 financial year. The study targeted the 5 CDF officials as well as 52 sampled head teachers from 60 public schools in Trans-Nzoia East sub-County. Hence, those that were sampled were those schools that had benefited from CDF activities

3.4 Sampling Procedure and Sample Size

3.4.1 Sampling procedure

The sampling procedure comprised the CDF officials as well as head teachers. First it sampled the officials purposively. Purposive sampling is deemed appropriate for selecting officials because it entailed identifying individuals who have the required information (Payne & Payne, 2004). The resulting sample of officials comprised of the 5 CDF officials sampled. Moreover, stratified simple random sampling was employed to sample secondary school head teachers and it was based on sub-county schools totals using the Krejcie & Morgan (1970) as shown in appendix IX

3.4.2 Sample size

The sample size of the study was a total of 52 head teachers based on Krejcie & Morgan (1970). A further 5 CDF officials who were selected making a total sample of 57 respondents.

3.5 Data Collection Instruments

This referred to the tools that were used to collect data from the population. For this study, they comprised questionnaires, interview and observation schedule.

a) Questionnaires

This formed the major source of primary data used in the study. The information collected from the source was obtained through the use of questionnaires developed by the researcher and approved by the supervisor. The questionnaires in the study were filled by the by the sampled schools that had benefited from CDF activities in the Sub- County.

b) Interviews

Interviews referred to face to face interpersonal conversation in which one individual (interviewer) asks the other individual (respondent) questions designed to obtain answers relevant to the research problem. This study used the interview schedule made up of open-ended question to elicit verbal response from the CDF officials in the County. Interviews permits in-depth probing and seeking of clarification. They also provide a true picture of opinions and feelings.

c) Observation Schedules

This is referred to situations where the observable scenes are documented. It comprises lead statements on the issue to be looked out for during the field visits. Data acquired via these instruments will be used to support and/or cross-check data acquired through the questionnaires.

3.5.1 Piloting Research Instruments

Pilot study was carried out on a sample that was not to take part in the main study. Piloting helps eliminate ambiguous questions as well as determine the soundness and resoluteness of the research instruments. This procedure was undertaken among the head teachers and CDF officials in the neighbouring Trans-Nzoia West Sub - County. The questionnaires, interview and observation schedule were administered and the collected data analyzed to see if the outcomes were indeed the expected ones

a. Reliability of the Instruments

Reliability is the measure of a degree to which a research instrument yields constant results or data after repeated trial Orodho (2004). According to Kombo and Tromp (2006), reliability is a measure of how consistent the results from a test are. The study used test retest technique to ascertain research instruments reliability. (kerlinger, 2009). Piloting of the instruments helped in the realization of the reliability of the instruments.

b. Validity of the Instruments

According to Mugenda (2003), research instruments need to be valid and reliable in order to produce useful results. Validity of research instruments is achieved when they measure what they are intended to measure. The instruments were checked by the supervisor to ascertain whether the items are clear and could lead to obtaining relevant data. The researcher sought the aid of the University of Nairobi supervisor (lecturer) to establish if the research instrument were valid.

3.6 Data collection procedure

Data collection procedure simply refers to the steps that will be used in the study while collecting the data from the respondents. It is a step by step process that

guided the study while the field work was being undertaken (Kothari, 2008). A letter was requested from the University to collect data. This enabled the respondents to agree to participate in the study. This eluded any suspicion from the respondents compared to if the study could have been conducted without. Then questionnaires were administered on the sampled head-teachers. Interviews on the other hand were conducted as per the dates that the official had agreed on by the CDF officials, hence conducted after a period of 30 minutes.

3.7 Data Analysis

The data from questionnaires was coded, entered, cleaned and analysed using Statistical Package of Social Sciences (SPSS). The study run frequencies, cross tabulations to describe the phenomenon of CDF activities and the Secondary school learners' retention rate indicators. The output was presented in frequencies, percentages, tabulations. The interview and observation data were subjected to content analysis to describe, decode, translate, and develop understanding through a detailed description of the situation.

3.8 Ethical considerations

Before the study was done, permission was sought from the National Council of Science and Technology (NCST) and CDF office in Trans-Nzoia East Sub - County for data collection. This was facilitated through a letter of introduction from the University of Nairobi outlining why the study should be carried out. The letter also confirmed that the study shall be solely meant for academic purposes. It was declared that identity of the respondents was not to be revealed in any manner or data collected would not be revealed to any unauthorized person; since it would lead to breach of confidence. The researcher provided information on the nature and purpose of the study was explained to the respondents as a way of providing sufficient

information before they decide to participate. Errors due to omission or commission during compiling the report of the study were accepted.

Table 3. 1 : Operationalization of Variables

Objectives	Variables	Indicators	Measurement	Scale	Tool of analysis
To establish whether the provision of physical facilities by CDF influences Learner's Retention Rate in Trans-Nzoia East sub county, Kenya	Dependent Variables -No of learners' retained in school. Independent variables -Physical facilities	No of classrooms constructed. No of laboratories Constructed No of washrooms constructed Other social amenities	Once	Ordinal Nominal	Descriptive statistics
To determine the influence of procurement of teaching/ learning material by CDF on learner's retention in Trans-Nzoia East, Kenya	Dependent Variables No of learning materials procured. Independent variables Procurement process	No of Tenders Frequency of M&E process	Occasional	Nominal Ordinal	Descriptive statistics and content analysis
To investigate the influence of funding mode on learner's retention rate in Trans-Nzoia East sub-count, Kenya	Dependent variable -No of learners' allocated bursary. Independent variables -bursary allocated	No of beneficiaries Amount allocated	Once	Nominal Ordinal	Descriptive statistics analysis
To examine the influence of CDF community awareness on Learners' retention rate in Trans-Nzoia East Sub-County, Kenya.	Dependent variable Increased number of learners' who sat for KCSE Independent variables Creation of awareness	Type of skills Capacity building Number sensitized	Consistent	Nominal	Descriptive statistics and content analysis

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1: Introduction

This chapter presents research findings which were discussed as per the thematic sub headings and sections in line with the study objectives. These are demographic characteristics of the respondents, the learners retention rate and CDF activities, Provision of physical facilities and Learner's retention rate, bursary allocation and learners retention rate, procurement processs and learners retention rate, and awareness creation and learners retention rate.

4.2 Response rate

The researcher managed to get all the respondents targeted by the study. The targeted sample was 57 respondents (52 headteachers and 5 CDF officials) headteachers hence making the response rate 100%. This was achieved because of a number of reasons. first, there was proper field organization and coordition with the respondents; secondly, there was adequate information of the study whereby all head teacher are informed of what goes on in school especially on learners retention rate. This made it easier for the researcher to get the questionnaires filled hence giving the researcher ample time to undertake data collection.

4.3 Demographic information on the respondents (head-teachers and CDF officials)

The research sought to find demographic information of respondents. The demographic characteristics analyzed included gender, age, education level, student enrollments, categories and how long the head teacher have served in their respective

school. These characteristics were used as benchmarks and independent variables for comparison purposes.

The study targeted head teachers of Trans-Nzoia East Sub-County and the required respondents were acquired from the public secondary schools. The respondents comprised of male and female and their distribution across the age groups as show table 4.1.

Table 4. 1 : Gender of head teachers across Age Groups and learners retention rate

The study sought to establish the nexus between gender of the head teacher and their age groups. The findings are presented in table 4.1

	Age			Total
	+31-35yrs	+36-40 yrs	+40 yrs	
Gender				
Male	10, (19.2%)	5,(9.6%)	14,(26.9%)	29, (55.8%)
Female	8, (15.4%)	6, (11.5%)	9, (17.3%)	23, (44.2%)
Total	18,(34.6%)	11,(21.2%)	23,(44.2%)	52,(100.0%)

4.3.1: Head teachers Gender and Age

The study population comprised gender and age as in Table 4.1 and there were 55.8% of male most aged 36-40yrs and 44.2% of female most aged over 40yrs. The distribution of gender across age was reckoned important to show the relationship existing between gender and age. The distribution revealed that most of the male respondents were still energetic as well as familiar with the student's needs hence

aiding to their retention rate than most females who had served for long, understood the needs of the student but were very slow at implementing the solutions to the students' needs hence hampering students retention rate in school. Also, the CDF officials stated that most secondary schools are managed by male head teachers. Similarly, educational access is the ability to provide all students with appropriate educational institutions, materials and personnel. All students must have access to and retained full course of schooling and eliminate social and economic barriers and gender disparity. (Rukwaro, 2015).

4.3.2 Education level of head teachers and learners retention rate

The study sought to determine the education levels of the respondents per the academic qualification. The results are summarized in table 4.2

Table 4. 2 : Distribution of head teachers by academic qualification

Response	Frequency	Percent
Degree	48	92.3
Masters	3	5.8
Others	1	2
Total	52	100.0

In terms of education level the study found out three categories that included degree, masters and others where 84.4% were degree holders, 5.3% masters and 10.5% others like PhD. The distribution of education levels across the respondents is shown in table 4.2. This means the schools were headed by qualified head teachers since they impacted the right educational culture in the student hence enable them to be retained in school successfully.

4.3.3 Distribution of Head teacher by year of service and learners retention rate

The study determined the distribution of Head teachers by year of service. The findings are shown in table 4.3

Table 4. 3 : Time served in the current station.

Years	Frequency	Percent
<5 Yrs	25	48.1
>6 -10yrs	17	32.7
>11-15 Yrs	3	5.8
>16yrs	7	13.5
Total	52	100.0

The study found out in table 4.3 established that 48.1% of the principals had served within five years, 5.8% of the principal who had served eleven to fifteen years, 32.7% of the principals had served for six to ten years and 13.5% of the principals had served in their school for more than 16 years. The duration results are commended because they reveal that most of the head-teacher had stayed in the school long enough and had records of each student and had gained enough experience to aid in the students' retention rate. Also on duration of service interviews on the CDF officials, it was revealed that the all officials had served long enough of more than three years and understood the needs of the secondary schools in the area of study thus enabling the research to obtain data easily and efficiently. Similarly, East African Standard, 30th May, (2001). The quest for quality will be achieved by the provision of trained teachers, procurement of teaching and learning resources, adequate facilities and good leadership among other variables as well as Cost reduction measures should

target the expansion of quality day schools, efficiency utilization of teachers, and streamlined procurements (R.O.K, 2012).

4. 3.4 Categories of schools funded by CDF

The study sought to establish categories of schools funded by Constituency Development Fund. The findings are shown in table 4.4.

Table 4. 4 : Distribution of schools by categories

Response	Frequency	Percentage
boy school	12	23.1
girl school	3	5.8
mixed school	37	71.2
Total	52	100.0

The study found out in table 4.4 how categories of the schools were distributed in the sub-county that there were 71.2% mixed schools. 23.1% boy's schools and 5.8% girl's schools. These findings are important since they aided other vital analysis of this study.

4.3.3 2013-2014 student's enrollment and retention rate

The study further sought to establish 2013-2014 students enrollment. The findings are presented in table 4.5.

Table 4. 5 : 2013- 2014 Enrollment

Student enrollment	2013	2014
>100-300	12(23.1%)	15(28.84%)
>301-600	18(34.6%)	20(38.5%)
>601-900	10(19.23%)	10(19.23%)
>901-1200	8(15.4%)	5(9.6%)
>1201	4(7.7%)	2(3.8%)
Total	52(100.0)	52(100.0)

Due to this the CDF activities are focusing on accommodating the rising number in Secondary schools (CDF 2013). The number of secondary schools has increased from a total of 6,566 secondary schools in 2008 to 7,308 in 2010 against 27,489 primary schools in 2010, having increased from 26,206 in 2008. Enrolment grew from 1.18 million students in 2007 (639,393 boys and 540,874 girls) to 1,328,964 (735,680 boys and 593,284 girls) students in 2008 and further to 1,701,501 (914,971 boys and 786,530 girls) students in 2010 (R.O.K, 2012). From the findings in this section it can be implied that there was a major increase in student enrolment in 2014 whereby 38.5% of 300-600 student were enrolled compared to 2013 which had 34.6%, followed by 28.84% of 100-300 students in 2014 as compared to 2013 which had 23.1%, 19.23 % was recorded for both years, 9,6% for 2014 compared with a higher enrollment in 2013 of 15,4% and 3.8% in 2014 to 7.7% in 2013. The findings revealed that with the increase of enrollment there was an increase in learners retention rate.

4.4 Constituency Development Fund activities and learners retention rate

The study sought to determine whether Constituency Development Fund activities influence learners' retention rate. This included:

4.4.1 Provision of physical facility by CDF and learners retention rate

First, the study sought to determine whether the provision of physical facility by CDF influence learners retention rate. The results are summarized in table 4.6

Table 4. 6 : Provision of physical facilities by CDF and learners retention rate (2013-2014)

Physical facilities	2013		2014	
	Frequency	Percent	Frequency	Percent
0-20	10	19.2	12	23.1
21-40	17	32.8	10	19.2
41-60	12	23.1	14	26.9
61-80	0	0.0	0	0.0
81-100	13	25	16	30.8
Total	52	100.0	52	100.0

The study sought to find out the existing relationship between provision of physical facilities by CDF and learners retention rate between 2013-2014. The finding in table 4.6 revealed that there was a significant increase in provision of physical facilities whereby for 0- 20 physical facilities provided in 2013 19.2% as compared to 23.1% to 2014, 21-40 physical facilities provided in 2013 32.7% as compared to 19.2% in 2014, while 26.9% for 41-60 physical facilities provided in 2014 as compared to 32.7% in 2013, 30.8% physical facilities provided 81-100 in 2014 as compared to 25.0% in 2013. This shows that with increase in physical facilities like

construction of classrooms, provision of furniture and laboratories, the head teacher revealed that there was a dramatic increase in learners' retention rate. 50% of the CDF officials agreed to the fact that with increasing number of students in secondary schools due to free secondary education, CDF has played a great role in retaining most of them in school by providing physical facilities. Similarly, on the other hand, 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 are properly equipped in terms of teachers and facilities (Odundo, 2004).

4.4 .2 The provision of bursaries by CDF and learners' retention rate

The study sought to establish whether provision of bursaries by CDF influences learners' retention rate. The findings are shown in table 4.7

Table 4. 7 : Provision of bursaries by CDF and learners' retention rate

Student's bursaries allocation	2013		2014	
	Frequency	Percent	Frequency	Percent
>100-300	9	17.3	12	23.1
>301-600	18	34.6	19	36.5
>601-900	12	23.1	13	25.0
>901-1200	5	9.6	3	5.8
>1201	8	15.4	5	9.6
Total	52	100.0	52	100.0

The learners' retention rate was established through a cross tabulation between those who were able to be retained in school in 2014 and the provision of bursaries. The results are as in table 4.7, It is evident from the research findings in table 4.7 that

the learners' retention rate and provision of bursaries by CDF shows that there was major increase in bursaries' allocation to student as years proceeds where by in 2013 17.3% of 100-300 students were allocated bursaries as compared to 2014 23.1% of 100-300 students, 34.6% of 301-600 students in 2013 were allocated bursaries' as compared to 2014 with an increase of 36.5%, 23.1% 601-900 student in 2013 were allocated with bursaries' as compared to 25% in 2014, while 9.6% of 901-1200 students receiving bursaries as compare with a decrease in 2014 at 5.8% as well as 15.4% of above 1201 students allocated with bursaries in 2013 as compared to 9.6% in 2014.

The researcher therefore established that there is a relationship between learner's retention rate and bursary allocation where by it was seconded by the results from the CDF officials 75% attested to the fact that learners who are offered bursaries most of them are retained in school. This concurs with Ontario Students Assistant Plan, (2013) that a bursary is a monetary award made to an individual to help pay for education.

4.4.3 Procurement of learning materials by CDF and learners' retention rate.

The researcher asked the respondents whether procurement of learning materials influence learners' retention rate. The results are as summarized in table 4.8.

Table 4. 8 : Procurement of learning materials by CDF and learners’ retention rate

Procurement of learning materials	2013		2014	
	Frequency	Percent	Frequency	Percent
100-500	11	21.2	13	25.0
501-1000	14	26.92	16	30.8
1001-1500	15	28.84	12	23.1
1500-2000	16	30.8	11	21.2
Total	52	100.0	52	100.0

The researcher found it important to look at the learners’ retention rate and procurement of learning materials by CDF. Table 4.8 it was evident that there was a major increase at the procurement of learning materials in 2014 than 2013 whereby the finding revealed that there were more learning materials procured 501-1000 recording 30.8% in 2014 compared to 26.92% while noticeable reduction of 28.8% of 1001-1500 learning materials procured in 2013 as compared 2014 at 23.1% as well as 30.8% of 1500-2000 learning material procured in 2013 as compared to 21.2% in 2014.

The researcher found out that there is a nexus between learners’ retention rate and procurement of learner since it was revealed that there were more reading books, laboratory equipment’s, and wall maps among others of which it has dramatically increases the learners retention rate.30% of the CDF officials that most of the school adhere to the procurement procedure making procurement of learning materials easier hence increase the level of learners retention in school. This was in line with IBP, (2010), that procurement of items should be made at minimum cost paying particular

attention to cost, quality and specification, timeliness of delivery and terms of payment.

4.4.5 Awareness creation of CDF Products and learners' retention rate

The study sought to determine whether the awareness creation of CDF Products influences learners' retention rate. The findings are presented in table 4.9.

Table 4.9 : Awareness creation of CDF Products and learners' retention rate

Student Awareness	2013		2014	
	Frequency	Percentage	Frequency	Percentage
>100-300	11	21.2	13	25.0
>301-600	10	19.2	11	21.2
>601-900	14	26.92	14	26.92
>901-1200	12	23.1	6	11.5
>1201	5	9.6	8	15.4
Total	52	100.0	52	100.0

It was evident that creation of awareness was key to learners retention rate since 70% of the CDF official interviewed revealed that most people were made aware of their products through chiefs barazas, funeral announcement or at any public rally the announce what services are available. Table 4.9 shows that most of the students who were aware of CDF products and applied for the bursaries included 26.92% for both year which was evident that 601-900 student were made aware, followed by 23.1% of 901-1200 student in 2013 as compared 11.5% which reduced. Therefore most of the head-teachers admitted that learners retention rate is influenced by the awareness created. This concur with according to Francis, et al, (2011) stated

that publicizing of all the CDF funded activities in a gender friendly manner, for example, announcing in churches, Barazas, pinning the list of activities in strategic areas, such as, entrance to the market, schools, churches, submitting list of activities to heads of women groups/merry go rounds to read out these activities to members when they meet, having a bill board for all CDF funded activities, has enabled men and women to know which activities are funded by which particular devolved fund

4.4.6 Constituency Development Fund activities benefits the school.

The study sought to establish Constituency Development Fund activities benefits the school. The results were summarized in table 4.10

Table 4. 10 : Benefits of CDF activities to the school.

Response	Frequency	Percentage
Yes	52	100.0

The table 4.10. Benefits of CDF activities to the school, all school said yes they benefit from CDF activities. This means that most all the public schools benefited from the CDF.

4.4.7 Availability of CDF Funds on reduced cost of education

The study sought to determine how availability of CDF Funds has led to reduced cost of education. The results are as summarized in table 4.11

Table 4. 11: CDF Funds on reduced cost of education

Response	Frequency	Percent
Yes	45	86.5
No	7	13.5
Total	52	100.0

Table 4.11 shows how availability of CDF funds has led to reduced cost of education, 86.5% responded yes and 13.5% responded No, meaning that there is reduced cost of education.

4.4.8 CDF availability on increased learners retention rate

The study sought to find out how CDF availability has led to increased learners retention rate. The results are as shown in table 4.12

Table 4. 12 : How CDF availability has led to increased learners retention

Table 4.12. Shows how CDF availability has led to increased learners retention rate

Response	Frequency	Percent
Yes	41	78.8
No	4	7.7
Not sure	7	13.5
Total	52	100.0

Table 4.12 CDF availability has led to increased learners retention rate. 78.8% said yes, 7.7% said No while 13.5% said they were not sure. Most of the respondents agreed that CDF has increased the learner's retention rate through their funding.

4.4.9 Constituency Development Fund has led to increased procurement of learning materials

The study sought to find out if Constituency Development Fund has led to increased procurement of learning materials. The findings are presented in table 4.13.

Table 4.13 Constituency Development Fund on increased procurement of learning materials

Response,	Frequency	Percent
Yes	45	86.5
No	7	13.5
Total	52	100.0

Table 4.13 CDF availability has led increased procurement of learning materials, 86.5% responded yes and 13.5% responded No. The study revealed that there was an increase in the procurement of learning material hence learners’ retention rate.

4.5 Provision of physical facilities and Learner’s retention rate

The study determined whether provision of physical of facilities influence learners’ retention rate. First, it sought to establish if there is an increased number of physical facilities in secondary schools as the result of CDF. The findings are summarized as shown in table 4.14

Table 4. 14: Increased number of physical facilities as a result of CDF

Response	Frequency	Percent
strongly agree	19	36.5
Agree	20	38.5
un-decided	4	7.7
Disagree	7	13.5
strongly disagree	2	3.8
Total	52	100.0

Table 4.14 show that 36.5% strongly agreed that there has been an increase in physical facilities and 3.8% strongly disagreed. During the study the CDF officials said that

“Most of the school had benefited from CDF whereby most schools had classrooms, toilets, laboratories and other school furniture’s provided by the CDF”

Similarly, the increased enrolment of subsidized Secondary Education seriously overstretched the physical facilities in most schools especially boarding schools. There was need to expand classrooms to accommodate students, need to put up more science and computer laboratories, Libraries and dormitories (Kinyanjui, 2007). On the other hand, 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 are properly equipped in terms of teachers and facilities (Odundo, 2004). In this section the study looks how the provision of physical facilities by CDF enhances learners retention rate to achieve its relevance.

Moreover, the study sought to find out from the headteachers whether there were adequate physical facilities in public secondary schools due to CDF activities. The results are shown in table 4.15

Table 4. 15 : Adequate physical facilities

Adequate of physical facilities	Strongly agree	Agree	Disagree	Strongly disagree	Total
Enough classroom	8,(15.4%)	18,(34.6%)	26,(50.0%)	0, (0.0%)	52,(100.0%)
Enough lockers and chairs	4,(7.7%)	27,(51.9%)	11,(22%)	10,(19.2%)	52,(100.0%)
Enough computers	6,(11.5%)	7,(13.5%)	16,(30.8%)	23,(44.2%)	52,(100.0%)
Enough boreholes	3,(5.8%)	10,(19.2%)	30,(57.7%)	9,(17.3%)	52,(100.0%)
Enough toilets	6,(11.5%)	23(44.2%)	18,(34.6%)	5,(9.6%)	52,(100.0%)
Enough laboratory equipment's	7,(13.5%)	4,(7.7%)	14(26.6%)	27,(51.9%)	52,(100.0%)

It's on this locale that the study findings in table 4.15 divulges that 50.0% of 26 headteachers disagreed that there were enough classrooms, 51.9% of 27 headteachers agreed that there were enough lockers , 44.2% of 23 headteachers strongly disagreed that there are enough computers, 57.7% of 30 headteachers disagreed that there were enough boreholes, 44.2% of 23 headteachers agreed that there were enough toilets and 51.9% of 27 headteachers strongly disagreed that there were enough laboratory equipment's. The findings concur with those of MOE, (2010), it is the responsibility of the head teacher to ensure that there is adequate classroom space to enable the teaching – learning process to take place without any hitches. This should ensure that the facilities are used efficiently and effectively. From the foregoing, it was seen necessary to assess the impact of subsidized secondary school funding on the infrastructure development need to be filled.

Table 4. 16 : Adequate physical facilities

Adequate physical facilities	Strongly agree	Agree	Disagree	Strongly disagree	Total
Enough classroom	8,(15.4%)	18,(34.6%)	26,(50.0%)	0, (0.0%)	52,(100.0%)
Enough lockers and chairs	4,(7.7%)	27,(51.9%)	11,(21.2%)	10,(19.2%)	52,(100.0%)
Enough computers	6,(11.5%)	7,(13.5%)	16,(30.8%)	23,(44.2%)	52,(100.0%)
Enough boreholes	3,(5.8%)	10,(19.2%)	30,(57.7%)	9,(17.3%)	52,(100.0%)
Enough toilets	6,(11.5%)	23,(44.2%)	18,(34.6%)	5,(9.6%)	52,(100.0%)
Enough laboratory equipment's	7,(13.5%)	4,(7.7%)	14,(26.6%)	27,(51.9%)	52,(100.0%)

4.6 Bursary allocation and learners retention rate

The researcher further sought to know how funding of activities over the last five years has been. The response was as shown in table 4.16

Table 4. 17 : Activities funding

Activities funding over the last five years

Response	Frequency	Percent
Yes	49	94.2
No	3	5.8
Total	52	100.0

In this view, first, the study sought from the head teachers if there schools have been funded over the last four year. Table 4.16 of have you been funded over the last five years, 94.2% of 49 headteachers said yes while 5.8% of 3 said No. Furthermore, the CDF officials said that “the funding of students was done yearly as per their needs”. The findings are in line with Ngware, Onsomu and Muthaka, (2007:15-24), financing of education continues to be a challenge to the government, parents, and communities at large Identifying sustainable financing options that maximize on cost effectiveness in resource utilization is, therefore, critical. It includes resources from parents, families and communities in form of tuition fees, “harambees” (voluntary community fundraising) and other like bursaries from CDF.

The study sought to establish some of the activities that CDF funded. The findings are presented in table 4.18

Table 4.18 : Types of activities funded**Types of activities funded**

Statement	Frequency	Percent
Toilet	4	7.7
Classroom	26	50.0
Laboratories	6	11.5
school furniture	4	7.7
administration block	6	11.5
Boreholes	3	5.8
school fees	3	5.8
Total	52	100.0

The study found out that 50.0% of 26 head teacher said that classrooms were the most funded activities in Trans-Nzoia East Sub-County public secondary schools followed by 11.5% of 6 head teacher who acknowledged that laboratories and school administration were also funded. 4.7% of 4 head teachers named the toilets and school furniture's and 5.8 of 3 revealed the borehole and school fees were the least funded.

Hence, the study sought to explore further if there are adequate facilities after the introduction of CDF funding. The results were as shown in table 4.19

Table 4.19 Adequacy of facilities after the introduction of CDF funding

Statement	Frequency	Percent
To a moderate extend	28	53.8
To a minimal extend	21	40.4
Not adequate at all	3	5.8
Total	52	100.0

Results in table 4.19 shows that 53.8% responded to a moderate extent. It was followed closely with 40.4% to a minimal extend and finally other 5.8% said not adequate at all. This is similar to Ministry of Education, (2012), which states that the impact of these increased enrolment has led to overstretched facilities and crowding in learning institutions. However, with community intervention and other devolved funds such as CDF, new schools have been developed in all the eight provinces as others were upgraded to provincial and national schools

Also, the study sought to find out if CDF provision of bursaries to poor students has led to learners' retention rate.

Table 4. 20 : CDF provision of bursaries to poor students and learners' retention rate

Response	Frequency	Percent
Strongly Agree	23	44.2
Agree	25	48.1
Strongly Disagree	4	7.7
Total	52	100.0

The study found out that CDF provision of bursaries to poor students has led to learners retention rate. Table 4.20 shows 48.1% of 25 head teachers agreed while 7.7% of 4 head teachers strongly disagreed. This is in line with CDF, (2007), the introduction of FPE in 2003 and Subsidized Secondary Education is in line with the MDGs which call for attainment of UPE and EFA by the year 2015, (Ministry of Education, 2004). At the secondary level, the government has introduced bursaries for needy students.

The study investigated if bursaries are given to poor students. The results were as shown in table 4.21

Table 4. 21 : Allocation of Bursary to poor students

Response	Frequency	Percent
Strongly Agree	3	5.8
Agree	9	17.3
Un-Decided	3	5.8
Disagree	32	61.5
Strongly Disagree	5	9.6
Total	52	100.0

The study investigation revealed in table 4.21 showed that 61.5% of 32 head teachers disagreed, 17.3% of 9 head teachers agreed, 9.6% of 5 head teachers strongly disagreed and 5.8% of 3 head teachers strongly agreed as well as un-decided. This concurs with Patrinos et al, (2011). Since bursaries are also needed to prevent inequalities in education by aiding those unable to pay to get education. This view is supported by Lunenburg (2012) who noted that in America the Federal government provides compensatory funding to the poor so as to equalize educational opportunities

Table 4. 22: Bursary allocation to poor students

Response	Frequency	Percent
Strongly Agree	3	5.8
Agree	9	17.3
Un-Decided	3	5.8
Disagree	32	61.5
Strongly Disagree	5	9.6
Total	52	100.0

Table 4.22 determined if poor students receive enough bursaries showed that 53.8% of 28 head teachers disagreed while the least 3.8% of 2 head teachers strongly agreed.

Table 4. 23 : Enough allocation of bursaries to poor students

Response	Frequency	Percent
Strongly Agree	2	3.8
Agree	3	5.8
Disagree	28	53.8
Strongly Disagree	19	36.5
Total	52	100.0

The study sought to find out whether not all poor students receive bursaries every year. The study findings are as shown in table 4.24

Table 4. 24 : Fair allocation of bursaries to poor students yearly

Response	Frequency	Percent
Strongly Agree	31	59.6
Agree	17	32.7
Strongly Disagree	4	7.7
Total	52	100.0

Table 4.24 revealed that 59.6% of 31 head teachers strongly agreed that not all poor students receive bursaries every year, 32.7% of 17 head teachers agreed and 7.7 % of 4 strongly disagree. This means that only those that had met the requirement of the CDF board according to the needs of the students were offered the bursaries.

4.7 Procurement process and learners retention rate

The study sought to determine whether procurement process influence learners retention rate. The results are as shown in table 4.25

Table 4. 25 : Procurement process and learners retention rate

Procurement of learning materials		Frequency	Percentage
Receipt	Yes	52	100.0
	Total	52	100.0
Tendering	Yes	52	100.0
	Total	52	100.0
Leadtime	Yes	42	80.8
	No	10	19.2
	Total	52	100.0
M&E process	Yes	31	59.6
	No	21	40.4
	Total	52	100.0
Delivery Method	Yes	48	92.3
	No	4	7.7
Total		52	100.0

It is attendant that this expansion should also go alongside the realization of quality. The quest for quality will be achieved by the provision of trained teachers, procurement of teaching and learning resources, adequate facilities and good leadership among other variables. The study sought to determine how procurement process influences learners retention rate. It was revealed in table 4.25 that procurement process involved 100% of 52 respondents who said yes the procurement process requires receipt as well as tendering while 80.0% of 42 respondents said yes to lead time, 59.6% of 31 respondents said yes to M&E process and at last 92.2% of 48 respondents said yes to delivery methods being important in procurement process. Also the CDF officials said “they have a set process that they follow in the process of procurement of learning materials that is identify the required learning material, purchase them, liaise with the school on the period it will take them to deliver the learning materials and the receipt shall be given on delivery date to keep records”. This concurs with R.O.K, (2012) that state cost reduction measures should target the

expansion of quality day schools, efficiency utilization of teachers, and streamlined procurements

4.8 Awareness Creation and Learners retention rate

The study sought to establish awareness on learners’ retention rate. The research investigated ways in which they are made aware of CDF. The results are shown in table 4.26.

Table 4. 26 : Student awareness on CDF activities

Statement	Frequency	Percent
Chiefs office	20	38.5
Media	5	9.6
Friends and relatives	4	7.7
CDF writings on their buildings about their products	13	25
From school administration	10	19.2
Total	52	100.0

Table 4.26 indicates some of the ways included chiefs office recording 38.5% of the respondents, CDF writings on their building about their products recording 25.0% of the respondents, from school administration 19.2% of the respondents , media recording 9.6% of the respondents and friends and relatives recording 7.7% of respondents. Moreover, the CDF officials all respondent by saying that CDF products are made aware to the consumers mostly through their staff talking to the clients, chief barazas, CDF writings on buildings as well through announcements at public places”.as This has concurred with according to Francis, et al, (2011) stated that publicizing of all the CDF funded activities in a gender friendly manner, for example, announcing in churches, Barazas, pinning the list of activities in strategic areas, such

as, entrance to the market, schools, churches, submitting list of activities to heads of women groups/merry go rounds to read out these activities to members when they meet, having a bill board for all CDF funded activities, has enabled men and women to know which activities are funded by which particular devolved fund. Based on this foundation the study examined the head teachers and CDF officials ways on how the students , parent and the community are made aware .

The study sought to know if the school administration played any role in creation of awareness on CDF activities. The findings are summarized as follows in table 4.27.

Table 4. 27 : School administration role in creation of awareness on CDF activities

Response	Frequency	Percent
Yes	48	92.3
Not Sure	4	7.7
Total	52	100.0

Table 4.27 Indicates that 92.3% of the respondent said yes. On the flip side, 7.7% of the respondents said No

Table 4.28: School Administration role in creation of awareness on CDF

The study explored more on how the school administration played their role in creation of awareness on CDF. The result are shown in table 4.28

Statement	Frequency	Percent
Labeling of the constructed infrastructure.	11	21.2
Announcing to student about CDF product	16	30.8
Giving review of activities in annual meetings (AGMs) and PTA and other meeting.	12	23.1
By instructing them to get CDF forms at chiefs office	10	19.2
Listing students beneficiaries on the notice board of the school	3	5.8
Total	52	100.0

The table 4.28 point out that 30.8% of 16 respondents supposed announcing to student about CDF product, secondly, 23.1% of 12 respondents suggested giving review of activities in annual meetings (AGMs) and PTA and other meeting, 21.2% of 11 respondents said labeling of the constructed infrastructure, 19.2% of 10 respondents said by instructing them to get CDF forms at chiefs office, 5.8% of 3 respondents said listing students beneficiaries on the notice board of the school. This is in line with Wamae, (2009), there should be constant awareness creation for the community members and community participation should be increased

Furthermore, the study sought to know other means of awareness creation of CDF to the community. The results are shown in table 4.29

Table 4.29: Other means of awareness creation of CDF to the community

Statement	Frequency	Percent
Through sub-chief or village elder barazas	29	53.8
Advertisement by school administration		7.7
Posters.	8	15.4
Holding local meetings with parents and informing them about CDF	3	5.8
By political rallies	8	15.4
Total	52	100.0

Table 4.29 indicated that the other means of awareness creation of CDF to the community 55.8% of the respondents that creation of awareness can be done through sub-chief or village elder barazas, also, 15.4% of the respondents said it can be done via posters and by political rallies, 7.7% of the respondent designated on advertisement by school administration and 5.8% of the respondents said by holding local meetings with parents and informing them about CDF.

Moreover, the study also sought to establish the strength of CDF in relation to learners retention rate and this was established by the respondents listing the strength of CDF. The results are summarized in table 4.30.

Table 4. 30 : The strength of CDF

Statement	Frequency	Percent
Provision of funds	13	25.0
Provision of physical Facilities	21	40.4
Needy learners are able to be retained in school comfortably	13	25.0
Improved enrollment and learners' rate.	5	9.6
Total	52	100.0

Table 4.30 shows that 40.4% of the respondents established provision of physical facilities, 25.0% of the respondents established provision of funds and needy learners are able to be retained in school comfortably, 9.6% of the respondents established improved enrollment and retention rate.

The study sought to know the weakness of CDF where by in table 4.31. It shows that.

Table 4.31 : The weakness of CDF

Statement	Frequency	Percent
Inadequate funding	12	23.1
Decisions of funding is based on politics and marginalization	4	7.7
Late disbursement of funds	12	23.1
Inappropriate allocation of funds	9	17.3
Long procurement procedures	3	5.8
No equity on CDF funds	6	11.5
Corruption	6	11.5
Total	52	100.0

It discovered that 23.1 of 12 head teachers noted that there is inadequate funding as well as late disbursement of funds, 17.3 of 9 respondents thought of

inappropriate allocation of funds, 11.5% of 6 respondents said that there is no equity in funding and also there is corruption, 7.7 of 4 respondents response was decisions of funding is based on politics and marginalization and 5.8 of 3 respondents talked of long procurement procedure.

The study sought to find out challenges of CDF funding on school activities.

The results were summarized as shown in table 4.32

Table 4. 32 : Challenges of CDF funding on school activities

Statement	Frequency	Percent
the school cannot follow its priority on physical facilities	4	7.7
activities take too long to complete	8	15.4
CDF allocate little funds to meet the need of the school	6	11.5
Incomplete activities	8	15.4
the process to acquire funds is cumbersome	9	17.3
inadequate funding	5	9.6
lack of ownership of the project by the community	3	5.8
reliance on political good will	3	5.8
delayed payment of procured materials	3	5.8
interference form higher authorities	3	5.8
Total	52	100.0

The study looked at challenges the school face as a result of CDF funding of school activities. The finding on challenges of CDF Funding of school activities the

identified by the head teachers through the questionnaires as shown in table 4.32 shows that the process to acquire funds is cumbersome was the most significant challenge about CDF which had 17.3%, activities take too long to complete as it was with incomplete activities had 15.4%, CDF allocate little funds to meet the need of the school with 11.5%, inadequate funding was 9.6%, the school cannot follow its priority on physical facilities had 7.7%, lack of ownership of the activities by the community, reliance on political good will, delayed payment of procured materials, interference from higher authorities registered 5.8%. Similarly, on the negative side, the increased enrolment due to the bursary fund, with no intervention to increase the infrastructure and quality controls, high student's staff ratios has been experienced, poor quality of education, reduced pace of the curriculum to handle the demands of globalization. In addition, IMF, (2007) on the Kenyan report of 2004/2005 shows that, even though these funds are received and allocated in all districts with the record of beneficiaries and level of funding shown, it is generally acknowledged that the amount allocated to each beneficiary is inadequate to take them through schooling due to some significant level of political interference.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1: Introduction

This chapter summarizes the findings of the study, draws conclusions and makes recommendations based on the research objectives. It moreover presents recommendations as per the responses from the respondents. This is in relation to the physical facilities, learning materials, bursary allocation and awareness created on learners' retention rate. Data processing and analysis involved checking for completeness of questionnaire, verifying consistency, data coding and entry, computation. The outputs were largely descriptive analysis.

5.2: Summary of research findings

The main purpose of the study was to investigate the Influence of Constituency Development fund activities on learners' retention rate: A Case of Trans-Nzoia East Sub-County, Kenya. The data was collected using questionnaires and interview schedules. Questionnaires were administered to 52 head teachers in Trans-Nzoia East Sub-County while interviews involved 5 CDF officials that were purposively selected. The main findings of the study are summarized as follows:

On the demographic characteristic of the respondents it was evident that there were 55.8% of male respondents to 44.2% of female respondents whereby there are more male than female head teachers. In relation to age, 26.9% were male head teachers of age greater than forty and 17.3 % female head teacher were more than forty years. It also depicts that more than half of the respondents (44.2%) were above 40 years of age and very few within age groups +36-40. In terms of education level the study found out three categories that included degree, masters and others where 84.4% were degree holders, 5.3% masters and 10.5% others like PhD. In line with how long the

head teachers had served as a principal in their respective school the study established that 48.1% of the principals had served within five years, 5.8% of the principal who had served eleven to fifteen years as well as 32.7% of the principals had served for six to ten years and 13.5% of the principals had served in their school for more than 16 years.

The duration results revealed that most of the head-teacher had stayed in the school long enough and had records of each student and had gained enough experience to aid in the students' retention rate. On categories of the schools it showed that 71.2% were mixed schools. 23.1% were boy's schools and 5.8% were girl's schools. From the findings in this section it can be implied that there was a major increase in student enrolment in 2014 whereby 38.5% of 300-600 student compared to 2013 which had 34.6%, followed by 28.84% of 100-300 students in 2014 as compared to 2013 which had 23.1%, 19.23 % was recorded for both years, 9,6% for 2014 compared with a higher enrollment in 2013 of 15,4% and 3.8% in 2014 to 7.7% in 2013. The findings revealed that with the increase of enrollment there was an increase in learners retention rate.

To establish the relationship existing between independent variable and dependent variable was established through comparison of the results of two years of the CDF activities and the physical facilities, learning materials, bursaries and awareness as follows:

First, the study sought to find out the existing relationship between learners retention rate and physical facilities provision by CDF 2013-2014. The finding revealed that there was a significant increase in provision of physical facilities as well as learners retention rate. This shows that with increase in physical facilities like construction of classrooms, provision of furniture and laboratories, the head teacher

revealed that there was a dramatic increase in learners retention rate. Whereby 0- 20 physical facilities provided in 2013 19.2% as compared to 23.1% to 2014.

Secondly, it was evident from the research study that the provision of bursaries by CDF on learner's retention rate, that there was a major increase in bursaries' allocation to student as years proceeds where by in 2013 17.3% of 100-300 students were allocated bursaries as compared to 2014 23.1% of 100-300 students, 34.6% of 301-600 students in 2013 were allocated bursaries' as compared to 2014 with an increase of 36.5%, 23.1% 601-900 student in 2013 were allocated with bursaries' as compared to 25% in 2014. The researcher therefore established that there is a relationship between bursary allocation and learners retention rate where by it was seconded by the results from the CDF officials who commented that learners who are offered bursaries most of them retain school and apply for other bursary for higher education.

Thirdly, the researcher found it important to look at procurement of learning materials by CDF and the learners' retention rate and it was evident that there was a major increase at the procurement of learning materials in 2014 than 2013 whereby the finding revealed that there were more learning materials procured 501-1000 recording 30.8% in 2014 compared to 26.92% in 2013, while noticeable reduction of 28.8% of 1001-1500 learning materials procured in 2013 as compared 2014 at 23.1% as well as 30.8% of 1500-2000 learning material procured in 2013 as compared to 21.2% in 2014. The researcher found out that there is a great nexus between learner's retention rate and procurement of learner since the more reading books, laboratory equipment's, and wall maps among others increases the learners retention rate.

Fourthly, it was evident that on creation of awareness, it was key to learners retention rate since the study revealed that most of the students who were aware of

CDF products and applied for the bursaries included 26.92% for both year which was evident that 601-900 student were aware, followed by 23.1% of 901-1200 student in 2013 as compared 11.5% which reduced. Therefore most of the head-teachers admitted that learners retention rate is influenced by the awareness created.

Lastly, the respondent when asked about if their schools has benefited from CDF the, all school said yes they had benefit from CDF activities. Furthermore, the respondent were asked to establish if availability of CDF funds has led to reduced cost of education, 86.5% responded yes and 13.5% responded No. Meaning that there is reduced cost of education. Also the study found out that CDF availability has led to increased learners retention rate. 78.8% said yes, 7.7% said No while 13.5% said they were not sure. CDF availability has led to increased procurement of learning materials, 86.5% responded yes and 13.5% responded No.

First, it looked at if the number of physical facilities in secondary schools as the result of CDF. The results were that 36.5% head teachers strongly agreed that there has been an increase in physical facilities and 3.8% Of 2 head teachers strongly disagreed. Moreover, the study sought from headteachers if there are adequate physical facilities in public secondary schools due CDF activities It was on this locale that the divulged that 50.0% of 26 headteachers disagreed that there were enough classrooms, 51.9% of 27 agreed that there were enough lockers , 44.2% of 23 headteachers strongly disagreed that there are enough computers, 57.7% of 30 headteachers disagreed that there were enough boreholes, 44.2% of 23 headteachers agreed that there were enough toilets and 51.9% of 27 headteachers strongly disagreed that there were enough laboratory equipment's.

In this view, first, the study sought from the head teachers if there schools have been funded over the last four year. 94.2% of 49 headteachers said yes while

5.8% of 3 said No. Furthermore, the study sought to establish if yes, which were some of the activities that CDF funded. The study found out that 50.0% of 26 head teacher said that classrooms were the most funded activities in Trans-Nzoia East public secondary schools followed by 11.5% of 6 head teacher who acknowledged that laboratories and school administration were also funded. 4.7% of 4 head teachers named the toilets and school furniture and 5.8 of 3 revealed the borehole and school fees were the least funded

The study sought to explore further if there are adequate facilities after the introduction of CDF funding. Results showed that 53.8% responded to a moderate extent. It was followed closely with 40.4% to a minimal extend and finally other 5.8% said not adequate at all. Moreover, the study found out that CDF provision of bursaries to poor students has led to learner's retention rate. The finding showed that 48.1% of 25 head teachers agreed while 7.7% of 4 head teachers strongly disagreed.

Likewise, the study investigated if bursaries are given to poor students. The study investigation revealed that 61.5% of 32 head teachers disagreed, 17.3% of 9 head teachers agreed, 9.6% of 5 head teachers strongly disagreed and 5.8% of 3 head teachers strongly agreed as well as un-decided. In addition, to determine if poor students receive enough bursaries showed that 53.8% of 28 head teachers disagreed while the least 3.8% of 2 head teachers strongly agreed. Also, investigated on that not all poor students receive bursaries every year, and the study found out that 59.6% of 31 head teachers strongly agreed that not all poor students receive bursaries every year, 32.7% of 17 head teachers agreed and 7.7 % of 4 strongly disagreed.

The study determined how procurement process influences learners retention rate revealed in 100% of 52 respondents who said yes the procurement process requires receipt as well as tendering while 80.0% of 42 respondents said yes to lead

time, 59.6% of 31 respondents said yes to M&E process and at last 92.2% of 48 respondents said yes to delivery methods being important in procurement process.

Based on this foundation the study examined the head teachers and CDF officials ways on how the students , parent and the community are made aware. The results indicated some of the ways used which included chiefs office recording 38.5% of the respondents, CDF writings on their building about their products recording 25.0% of the respondents, from school administration 19.2% of the respondents , media recording 9.6% of the respondents and friends and relatives recording 7.7% of respondents.

On the other hand, the study sought to establish if the school administration has played any role in creation of awareness on CDF. It indicated that 92.3% of the respondent said yes. On the flip side, 7.7% of the respondents said no.

Additionally, the study explored more on how the school administration played their roles in creation of awareness on CDF. The respondents pointed out that 30.8% of 16 respondents supposed announcing to student about CDF product, secondly, 23.1% of 12 respondents suggested giving review of activities in annual meetings (AGMs) and PTA and other meeting, 21.2% of 11 respondents said labeling of the constructed infrastructure, 19.2% of 10 respondents said by instructing them to get CDF forms at chiefs office, 5.8% of 3 respondents said listing students beneficiaries on the noticeboard of the school.

Also, the other means of awareness creation of CDF to the community that the study sought to find out indicated that 55.8% of the respondents that creation of awareness can be done through sub-chief or village elder barazas, 15.4% of the respondents said it can be done via posters and by political rallies, 7.7% of the respondent designated on advertisement by school administration and 5.8% of the

respondents said by holding local meetings with parents and informing them about CDF.

On the other hand, the study also sought to establish the strength of CDF in relation to learners retention rate and this was established by the respondents listing the strength of CDF. Therefore, 40.4% of the respondents established provision of physical facilities, 25.0% of the respondents established provision of funds and needy learners are able to be retained in school comfortably, 9.6% of the respondents established improved enrollment and retention rate. Consequently, the study thought of the weakness of CDF where by it discovered that 23.1% of 12 head teachers noted that there is inadequate funding as well as late disbursement of funds, 17.3 of 9 respondents thought of inappropriate allocation of funds, 11.5% of 6 respondents said that there is no equity in funding and also there is corruption, 7.7 of 4 respondents response was decisions of funding is based on politics and marginalization and 5.8 of 3 respondents talked of long procurement procedure.

The study sought to look at challenges the school faces as a result of CDF funding of school activities. The finding on challenges of CDF Funding of school activities the identified by the head teachers through the questionnaires. Therefore, the study found out that the process to acquire funds is cumbersome and it was the most significant challenge about CDF which had 17.3%, also, activities takes too long to complete as it was with their was incomplete activities recorded with 15.4%. CDF allocate little funds to meet the need of the school with 11.5% was another challenge, inadequate funding was 9.6%, the school cannot follow its priority on physical facilities had 7.7%, lack of ownership of the project by the community, reliance on political good will, delayed payment of procured materials, interference from higher authorities registered 5.8%.

5.3: Conclusions

The research findings support the view that CDF activities influences learners retention rate. To succeed in their objective CDF activities have benefited the learners since the study found out that CDF has been providing physical facilities according to the need of the school but until this time physical facilities provision are not enough and this has limited learners retention rate.

Moreover, the study established that availability of CDF funds has led to reduced cost of education. The CDF has provided the learners with funds some since form one and this has increased the learners' retention rate. Since many problems linked to funding were established for instance, funds are not only given to poor students, they are affected by political interference as well as nepotisms and corruption.

On the other hand, the study determined that most of the respondents were of the view that CDF availability has led to increased procurement of learning materials to a minimal extent since involve stages for the school to be able to procure learning material provided by CDF. The stages discussed included Receipt method, Tendering, Leadtime, M&E process, Delivery method but most have been following the stages to the later. The findings pointed out that this has increased learners retention rate.

Finally, the study found out that CDF availability has led to increased learners retention rate through creation of awareness. The studies acknowledge many ways the CDF officials, school administration uses as well as how the community is involved. The study thought of awareness not existing without the knowledge of the respondents on the strength, weakness and challenges of CDF.

5.4 Recommendations

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

- i. In the provision of physical facilities by CDF, CDF committee should work with school to prioritize the physical facilities the school needs.
- ii. On provision of funds the study recommend that funds should be managed by professionals not politicians, allocation and disbursement should be timely, training school managers on proper management of CDF Funds, CDF should send funds direct to schools as MOE does so as to be timely.
- iii. On procurement process the monitoring and evaluation was emphasized to be important as it was considered appropriate for CDF officials to effective follow up and check on the funded activities in schools or efficient monitoring of CDF activities in schools.
- iv. It was vital to sensitize and mobilize the concerned stakeholders on the importance of good management of CDF funds as well as CDF activities for they aid largely in learners' retention rate.

5.5 Suggestion for further study

Drawing from the finding of the study and based on the existing research it is suggested that more research should be done to access how the CDF committee should prioritize the required physical facilities

Moreover, the study should be able to mitigate the limitation in bursary allocation since funding has been considered to directly influence learners retention rate and can be studied in future.

Furthermore, another area the research should be carried out is on monitoring and evaluation of the procured learning materials and how it influence students' performance.

5.6 Contribution to the Body of Knowledge

Table 5. 1 : Contribution to the Body of Knowledge

Objectives	Contribution
To establish whether the provision of physical facilities by CDF influences Learners Retention Rate in Trans- Nzoia East sub county, Kenya	There is an understanding that the provision of physical facilities by CDF influences learners retention rate
To determine the influence of procurement of teaching/ learning material by CDF on learners retention in Trans- Nzoia East, Kenya	The stakeholders can understand the factors considered for the procurement process in CDF and how they couple learners retention rate
To determine the influence of bursary allocation by CDF on learners retention rate in Trans- Nzoia East sub county, Kenya	There is an understanding on bursary allocation , who are alleged to it, the challenges and the solution
To examine the influence of CDF community awareness on Learners retention rate in Trans-Nzoia East sub-County Kenya	Awareness of CDF products involves medium of creating awareness, the strength and weakness of CDF as well as knowledge of the challenges

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APPENDICES

APPENDIX I : TRANSMITTAL LETTER

Jacklyne K. Lusaka
P.O Box 30200
KITALE
Mobile: 0720778394

National Council of Science and Technology (NCST).

P.O BOX.....,

NAIROBI.

Thro'

The Course Director,

Kitale Extra Mural Center /University Of Nairobi

Dear Sir/Madam,

RE: REQUEST TO PARTICIPATE IN A RESEARCH PROCESS

I am a student in the University of Nairobi pursuing a Master of Arts degree in Project Planning and Management. I am undertaking research titled influence of Constituency Development Fund (CDF) activities on Secondary School learners retention rate. A Case Study of Trans-Nzoia East Sub –County, Kenya .I kindly request you to participate in this study and your responses to items in the questionnaire will be treated with uttermost confidentiality, and will not be used for any other purposes except this study.

Yours faithfully,

Signature:

Jackyline Lusaka

Reg No: **L50/73532/2014**

APPENDIX II: UNIVERSITY RESEARCH LETTER



UNIVERSITY OF NAIROBI
DEPARTMENT OF EXTRA MURAL STUDIES
P.O BOX 460, (30200)
KAPENGURIA

The Executive Secretary,
National Council of Science and Technology,
Nairobi.

REF : RESEARCH PERMIT

This is to certify that the bearer **Jackline Khakasa Lusaka** Registration Number, **L50/73532/2014** has completed Master of Arts in Project Planning and Management coursework and she is applying to your office for a research permit.

We look forward to your assistance.



Julius Koringura
Resident Lecturer

APPENDIX IV: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

30th June, 2015

NACOSTI/P/15/1224/6159

Jacklyne Khakasa Lusaka
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of Constituency Development Funded Projects on secondary school learners completion rate. A case of Trans-Nzoia East Sub County, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Trans Nzoia County** for a period ending **4th December, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Trans Nzoia County** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:


The County Commissioner
Trans Nzoia County.

The County Director of Education
Trans Nzoia County.


APPENDIX III: RESEARCH CLEARANCE PERMIT

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No. A **5569**

CONDITIONS: see back page


THIS IS TO CERTIFY THAT:
MISS. JACKLYNE KHAKASA LUSAKA
 of **UNIVERSITY OF NAIROBI, 0-30200**
KITALE, has been permitted to conduct
research in Transzoia County

on the topic: INFLUENCE OF
CONSTITUENCY DEVELOPMENT FUNDED
PROJECTS ON SECONDARY SCHOOL
LEARNERS COMPLETION RATE.A CASE
OF TRANS-NZOIA EAST SUB
COUNTY, KENYA

for the period ending:
4th December, 2015

.....
Applicant's
Signature

Permit No : NACOSTI/P/15/1224/6159
Date Of Issue : 30th June, 2015
Fee Received :Ksh 1,000



.....
Director General
**National Commission for Science,
Technology & Innovation**

APPENDIX V QUESTIONNAIRE FOR HEAD TEACHERS

INSTRUCTIONS

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

Section A: Background Information

Indicate your:

1) Gender

Male () Female ()

2) Show your age bracket.

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

3) What is your level of Education?

Diploma () Bachelor's Degree () Masters () PhD() other specify.....

4) For how long have you served as a head teacher or principal in these school?

Less than 5years () 5-10 years ()

11-15years () Over 15 years ()

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

6) What is the student enrolment in your school in 2013-2014?

Student enrollment	2013	2014

7)What is the retention rate of 2013 and 2014 CDF activities in your school in the following years ?

Year	Physical facilities by CDF	Provision of funds by CDF	Procurement of learning materials by CDF	Creation of awareness by CDF
2013				
2014				

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

Yes ()

No ()

9) Has the availability of CDF funds led to:

An increased learners retention rate Yes () No () Not sure ()

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

a). Reduced cost of education ? Yes () No () Not sure ()

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

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

d). Increased procurement of learning and teaching materials? Yes () No () Not sure ()

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

1) Information on CDF funding of physical facilities

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

Facilities	Total number	Funder CDF
Classrooms		
Laboratories		
Washrooms/ toilets		
Home science room		
Library		
Administration block		
Fence		
School furniture		
School vehicle		
Dormitories		
Teachers houses		
School garage		
Gate		
Roads or pavements		
Computer room		
Music room		
Swimming pool		
Dining hole		
Photocopying machine		
Boreholes		

2) Availability of physical facilities in public secondary schools

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

Availability of physical facilities in school	SA	A	U	D	SD
Enough Class rooms					
Enough Lockers and chairs					
Enough computers					
Enough playing grounds					
Enough Toilets					
Enough laboratory equipment					

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

i) Indicate your level of agreement on this statement:

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

a) Strongly agree ()

b) Agree ()

c) Undecided ()

d) Disagree ()

e) Strongly disagree ()

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

Yes () No () Not sure ()

5) If your answer in 4 above is 'yes', name the activities for which you received the funding and the activities amount.

a).-----

b).-----

c).-----

d).-----

6) Is the CDF funding of physical activities sufficient?

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

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

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

8 Indicate your level of agreement regarding the influence of CDF provision of physical facilities learners retention rate.

Statement	SA	A	U	D	SD
Construction of science laboratory by CDF has led to learners retention rate					
Construction of classrooms by CDF has led to improved learners retention rate					
Provision of Desks and chairs by CDF has led to improved learners retention rate					
Construction & equipping of computer laboratory by CDF has led improved learners retention rate					
Construction of Home science room by CDF has led to improved learners retention rate					
Construction of library has led to					

improved learners retention rate
 Provision of computers by CDF
 has helped improve
 learners' academic performance
 Provision of bursary to poor
 students by CDF
 has led to learners retention rate

Construction of dormitories has
 led to increased learners retention
 rate.

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

- [a] To a great extent []
- [b] To a moderate extent []
- [c] To a minimal extent []
- [d] Not adequate at all []
- [e] I can't tell []

C) The Criteria of CDF Funding Mode In Public Secondary Schools.

- 1) Indicate your level of agreement on the funding mode of CDF for the learners retention of school in public schools
- 2) **KEY** i)SA: Strongly Agree ii) A: Agree iii) U:Undecided
 iv)Disagree v) SD: Strongly Disagree

Statement	SA	A	U	D	SD
Bursaries allocated to poor students are less than 50%					
Bursaries allocated to the poor students are more than 50%					
Bursaries are given to poor students					
Poor students receive enough bursaries					
Not all poor students receive bursaries every year					

D). The extent CDF procurement process influences learners retention rate

i) Kindly indicate if the procurement procedure of learning and teaching materials considers the following stages. That is

- a) Receipt method a) Yes () b) No ()
- b) Tendering a) Yes () b) No ()
- c) Lead time a) Yes () b) No ()
- d) M&E process a) Yes () b) No ()
- e) Delivery method a) Yes () b) No ()

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

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

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

.....
.....

E) The extent of CDF activities awareness on Learners retention rate

1) Are students, parents and the people in your locality aware of CDF and its activities?

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

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

.....
.....

3) Has the school administration played any role in creation of awareness on CDF activities?

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

If yes, explain

.....

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

.....

5).List the weaknesses of CDF in your school

.....

6) What challenges do you face as a result of CDF funding of school activities?

.....

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

APPENDIX VI: INTERVIEW SCHEDULE FOR THE CDF OFFICIALS

QUESTIONS

Indicate your

1) Gender

Male () Female ()

2) Show your age bracket.

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

3) What is your level of Education?

Diploma () Bachelor's Degree () Masters () PhD() other specify.....

4) How long have you served as CDF officer?

5) What role do you play in the implementation of government policy of Constituency Development Fund (CDF)?

6) What are the CDF procurement procedure of learning and teaching materials?

8) Do all the schools in the Sub-county received provisions from CDF?

9) What number of students benefit from CDF bursary scheme?

10) What is the criteria used to fund students by CDF?

11) Who do you fund?

12) To what extent does CDF activities influence secondary schools learners' retention rate in the sub county?

13) To what extent has CDF influenced the provision of physical facilities in the Sub-County?

14) What are the strategies put in place to realize awareness of the CDF activities among the people in the constituencies around?

APPENDIX VII: OBSERVATION CHECK LIST

ITEM	FOR
------	-----

OBSERVATION

Classrooms

Laboratories

Washrooms

Students

CDF offices

Roads

Fees payment records

APPENDIX IX : KREJCIE & MORGAN TABLE OF SAMPLING & SAMPLE
SIZE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970