

**CONTRIBUTIONS OF CONSTITUENCY DEVELOPMENT FUND TO STUDENTS'
ACCESS TO SECONDARY EDUCATION IN KABETE KIAMBU COUNTY**


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DECLARATION

This project is my original work done to the best of my knowledge and has not been presented for the award of a degree in any other University.

Signature.......... Date.....27/8/2015.....

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L40/72408/2014

This project has been submitted for examination with my approval as the University supervisor.

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DEDICATION

This work is dedicated to my beloved parents (Mr. and Mrs. Momanyi) for their financial and moral support that enabled me to grow and move higher and higher in the academics horizons throughout the years of my study.

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ABBREVIATIONS AND ACRONYMS

CDF: Constituency Development Fund

CMSF: Canadian Millennium Scholarship Foundation

DEO: District Education Officer

EU: European Union

EFA: Education for All

FDSE: Free Day Secondary Education

GOK: Government of Kenya

IDA: International Development Association

SPSS: Statistical Package for Social Sciences

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

WB: World Bank

DEFINITION OF SIGNIFICANT TERMS

Access: the right or opportunity to have or use something (education in this case) that would bring you benefits

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

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

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

Transition rates: percentage of students who move from one level of education to another

ABSTRACT

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. This creates the need to expand schools, establish new schools and provide bursaries to increase enrolments and improve transition, retention and completion rates. The purpose of this study was to establish the influence of CDF on access to secondary school in Kabete Sub-County. The objectives were to: examine the effects of expansion of schools through the CDF on students' access to secondary school education, determine the effects of establishment of secondary schools through CDF on students' enrolment to secondary education, establish how the provision of bursaries through the CDF affects the transition rates in secondary education, examine how the provision of bursaries to students through the CDF affects completion rates in secondary education and to seek ways for which CDF should be properly managed to increase the sustainability of the school projects funded by CDF. This study used descriptive survey design to determine the relationship between the independent and dependent variables in a population. The target population for the study was all the thirty-three (33) secondary schools in Kabete, Kiambu Count; comprising of 33 principals, 345 teachers and 3,015 students. Due to the big population, only 20 schools were randomly sampled. Purposive sampling was used to select a proportional number of all categories of schools; 8 mixed, 7 boys' and 5 girls' schools were selected. For this study purposive sampling were used to sample class teachers and students in forms three and four. The principal, all the class teachers, 8 students in form four and 8 students in form three from each school participated in the study translating to 20 principals, 40 teachers and 320 students. This gave a sample size of 380 respondents. Questionnaires which consist of both open and closed ended questions were used to get the required information from the teachers and students. Interview schedules were also administered to the principals. A pilot study was carried out in a school in the neighboring Sub-County whereby the research instruments were administered twice with a one week lapse between the first and second tests. The results of the two tests were compared and a correlation coefficient of 0.75 through computation using the Pearson product moment of correlation. Quantitative data was analyzed using descriptive statistics such as measures of central tendency including the mean, the median and the mode occurrence of the different variables with the aid of SPSS. Qualitative data were arranged thematically and discussed. Graphical methods were used to show frequency distributions by

using: frequency tables, bar graphs, line-graphs and pie-charts. The findings of the study indicated that the CDF has influenced access to secondary education through several aspects. These include the expansion of schools and support in establishment of school that have led to increased enrolments. The distance to schools however remains a major challenge to access since majority of the schools are day schools. The majority of the dropouts were in schools that did not receive bursaries for payment of fees. Those not receiving bursaries were therefore most likely to dropout due to lack of fees. The study concluded that CDF has improved access to secondary education through the building of classes' laboratories and dormitories. The fund however has not reduced the distance to school either by taking the schools near to the unreached.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education represents both expenditure and investment. On one hand it is valued for its immediate benefits, while on the other; it creates income in future by providing educated workers with skills for high productive capacities thus receiving higher incomes. It's both a private and social investment shared by individual students, their families, employers, governments and other groups.

According to World Bank's report, the direct costs of education are financed by the tax payer rather than the individual student in most developing countries. It is also seen as government investment since governments subsidize education and in return get higher taxes from the educated (World Bank, 2012). Educational access is the ability to provide all students with appropriate educational institutions, materials and personnel. All students must have access to and complete a full course of schooling and eliminate social and economic barriers and gender disparity (UNICEF, 2009).

The Constituency Development Fund (CDF) Bill was established through an Act of Parliament, CDF Act, in 2003. The aim of the CDF is to devolve national resources at the community level with the aim of spurring economic development at the grassroots level, which would then translate to overall national economic growth and poverty reduction (CDF Board, 2012). Ultimately, the CDF, as was envisaged, would lead to poverty reduction, improved well-being of Kenyans and political empowerment of Kenyan communities. The fund is intended to compliment other existing funds being directed at the community level. These include, Bursary Funds, HIV/AIDS Funds, Fuel Levy Funds and Roads Maintenance (World Bank, 2008).

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

The expansion of schools involves the renovation of existing schools, construction of libraries, laboratories, classrooms and other infrastructure to improve access by admitting more students. It also involves the provision of grants to improve school programs. In Uganda the government aided community schools by giving capitation and development grants to improve school programs and infrastructure. This improved access by expanding post primary enrolments by 40%, reduced student book ratio from 37:1 to 3:1 and increased girls enrolments to equal boys between 1993 and 2003 (UNICEF, 2012).

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

In the United States of America the federal government provided 6.2% of the 2012 budget and an extra 4 billion dollars in grants for innovation and improved classroom standards in schools. This increased high school enrolments (Grades 9-12) from 14.6 million students to the expected population of 15.8 million students in 2013 (World Bank, 2008). The class sizes then leveled at fifteen students per teacher since class sizes were found to affect reading and mathematics in all levels since students must participate with the teacher attending all students (Lunenburg, 2012).

One of the goals of Education for All (EFA) as agreed in the Dakar forum of 2000 is to ensure by 2015 all children have access to and complete free and compulsory basic education (UNESCO, 2008). This calls for the establishment of schools in the small and remote villages to ensure enrolment and retention of learners in small and remote villages in school. The World Bank noted that in majority of South Sahara African countries enrolment and transition from primary to secondary was very low by 1996 e.g. Tanzania 5%, Eritrea, Mali and Senegal between 10-25% .To increase transition African governments provided finance for establishment of new schools and to support the students through bursaries. Most of the countries had increased enrolment and transition at the secondary level by 2005 e.g. Benin from 12% to 18% , Botswana from 43% to 65% , Cape Verde 21% to 55%, Malawi from 8% to 17% and south Africa from 15% to 95% (World Bank, 2008).

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

In Brazil 12% of 7-14 year olds in 1995 did not attend school due to lack of schools and poor quality schools while only 40% finished secondary school. This signified low transition and completion rates. Eighty public corporations then started giving 400 million U.S dollars per year to improve education. Public funds were then used to build new public schools and other community schools pushing enrolments in the 7-14 years age to 97% as the secondary school enrolment rose by 22% in 2000 (Patrinos and Sosale 2011).

According to Philipson (2008), all the students enrolled must be guaranteed retention and completion of education in order to expand access. Bursaries should be provided to benefit the needy children to ensure they stay on in school (UNESCO, 2002). 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 Bangladesh the International Development Association (IDA) launched a female secondary assistance program in 1993 to improve access that provided tuition stipends to girls. The initiative increased girls' enrolments from 1.1 million in 1991 to 3.9 million in 2005. The project also helped to achieve gender parity in education. The girls completion rate also increased from 39% to 62.8% in 2008 (IDA, 2010).

In Kabete Sub-County the CDF Board spent Ksh 5.2 million in 2008, 4.6 million in 2009 and 3.6 million in 2010 in rehabilitation and construction of classrooms and 1.3 million in the construction of laboratories (CDF Board, 2012). However, there are underdeveloped schools, poor enrolment and high school dropout rates in secondary schools in Kabete Sub-County. This is evident from the data collected by Kabete Sub-County Development Plan Statistics Survey (2012) that gives the extent to which repetition is a problem at this level of education (GOK, 2012). Funds have also been allocated for the construction of new secondary schools

and the allocation of bursaries to students in secondary schools. What therefore has the CDF done towards students' access to secondary school education?

1.2 Statement of the Problem

Despite the rationale for introduction of CDF, there are concerns on its contribution to students' access to secondary schools in areas where households and communities are unable to provide adequate funds to pay tuition fees and construct physical facilities particularly in Kabete Sub-County. This provides the rationale of underdeveloped schools, poor enrolment and high school dropout rates in secondary schools in Kabete Sub-County. The sample data give an average repetition rate of 15.4 per cent, with a rate of 15.25% for girls and 15.6% for boys. Similarly, the cycle completion rate has dropped from 60 % in 1998 to 54%, and the dropout rate in grade one has been reduced from 19.2% to 13.9% in 2011.

There are shortcomings experienced in utilization of funds from CDF including inadequate allocation and disbursement to complete started projects including science laboratories, library, dormitories and staff houses. This is due to lack of involvement of stakeholders and community members during decision making and monitoring of the CDF projects. Inadequate skills and knowledge on project management by head teachers and Board members.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of CDF on students' access to secondary school education in Kabete Sub-County, Kiambu County.

1.4 Research Objectives

The objectives of this study were:

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

1.5 Research Questions

The research was guided by the following questions.

- i) How has the expansion of schools through the constituency development fund affected students' access to secondary school education in Kabete Sub-County, Kiambu County?
- ii) How has the establishment of secondary schools affected students' enrolment in secondary school education in Kabete Sub-County, Kiambu County?
- iii) How does the provision of bursaries through the CDF affect students' transition rates in secondary school education in Kabete Sub-County, Kiambu County?
- iv) How does the provision of bursaries through CDF affect the completion rates in secondary school education in Kabete, Kiambu County?

1.6 Significance of the Study

This study was very significant since it provided an insight to the public on how CDF funds are being utilized in schools and its general effect on the accessibility of students to secondary school education. Apart from that, the findings and results of the study will in future be useful to the government and schools in enabling them make better use of the CDF funds. In addition to that, the data and findings that resulted from the study will form a basis for future researchers' work and also help in expansion of knowledge. Members of the community who are not aware of existence of CDF funds will also benefit from reading this work. The findings of this study may also assist the fund's committee in knowing the effects of their investment in education. This may help them in prioritizing the investments or reallocation of funds to areas that have more benefits to students.

1.7 Limitations of the Study

Some of the limitations encountered during the study include the following:

- i) The study was only confined to a small part of the entire population of the County even though the issue of CDF is national, thus limiting the results due to generalization.
- ii) It was not possible to establish whether all funds for projects listed as CDF funded were only from the CDF.

- iii) It was also not possible to reach the students who dropped out of school to know the reasons for dropping. The researcher only relied on the reasons given by their class teachers.
- iv) Coming up with the sample size and deciding on the schools to include in the study was quite challenging since Kiambu County is quite big, making the sampling procedure quite hectic.
- v) The study was only restricted to issues that affect students' access to education in secondary schools in Kabete Sub-County, even though CDF is concerned with many areas both within and outside the education system.

1.8 Assumptions of the Study

During the study, it was found necessary to make the following assumptions:

- i) That all the sampled schools are aware of and receive financial support from the CDF and students apply for the fund through appropriate procedures.
- ii) That the data collection instruments and techniques used were good and gave the most accurate results.
- iii) That the variables researched on in Kabete, Kiambu County will respond in the same manner as those in schools in other Counties.
- iv) That the contributions of CDF to students' access to secondary school education in Kabete, Kiambu County factors that are constant for other schools too.

1.9 Outline of the Study

The study was reported in five Chapters. Chapter one covered the introduction of the study, the background to the study, statement of the problem, the purpose and objectives of the research, the research questions, the assumptions made during the study, the limitations encountered during the study, the significance of the study and the outline of the study.

Chapter two was encountered with the review of related literature according to the objectives of the study. The study reviewed literature related to: effects of expansion of schools on students' access to education, effects of establishment of schools on enrolment to education and the impact of bursaries on transition and completion rates in secondary school education.

In addition to that, it also covered the summary of the literature review, the conceptual framework and the theoretical framework.

Chapter three covered the research design and methodology. It gave the: design of the study, the population targeted by the study, the sampling strategy used, the data collection tools and techniques adopted during the study, the validity and reliability of the research instruments, the analysis of the data collected and its presentation and the research ethics observed during the study.

Chapter four presented the results of the study and their discussion, while Chapter five gave the summary of the entire study, its implication, conclusions drawn from the findings and specific recommendations. The chapter also gave the suggestions for further studies.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

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

2.2 Effect of Expansion of Schools on Students' Access to Education

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

Classrooms improve learning achievements and reading comprehension. The classrooms should be well ventilated illuminated lighting and reduced distractions to provide an optimal learning environment. This allows learners to concentrate to learning without unnecessary distraction. This is collaborated by the European Union which found that construction of classrooms and their furnishing promotes active participation in learning (EU, 2012). In Bangladesh class sizes are limited to thirty three students by the Bangladesh rural advancement committee on access to education to ensure quality learning. This enables teachers to control the students and maintain class attention with small classes (UNESCO 2005).

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

Small schools are wasteful and uneconomical since they lack special facilities and teachers. Large schools, on the other hand, are well organized and have something for everyone

through their diversified resources and facilities. The small schools however give students a chance to participate in leadership since the students are few and have a better chance of academic recognition (Lunenburg, 2012). This raises questions as to the economic benefits of starting new schools that remain small in the early years instead of expanding the already existing.

According to Singer and Hilton (2005) who studied schools in America, large schools result in counterproductive and administrative pre-occupation with control and order. Anonymity also tends to work against students sharing of ideas, learning and working together. The sense of community ownership is however easily obtained in small schools located in small towns and villages in America since they generate a lot of commitment, morale and interpersonal bonding among the students, teachers and parents since they are few. A school should therefore not be more than 250 students (Lunenburg, 2012).

2.3 Effects of Establishment of Schools on Enrolment to Education

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

The UNICEF (2012) noted that even if schools have adequate infrastructure parents may not allow girls to attend if schools are far away. The same was also observed in Bangladesh in a report on challenges and successes in primary education which noted that many of the schools are too far, discouraging parents from sending their children with parents over protective of girls and rather keeping them at home instead of making them travel long distances to school (McMillan and Schumacher, 2010). Schools therefore needed to be established nearer to allow the girls access education. This compares to North Eastern Kenya where distance to the nearest school is still a problem (Warigi, 2008).

Small schools are cheaper to operate since they do not need expensive cafeterias, fuel expenses, lighting, and large constructions that remain unoccupied yet they have to be maintained (Lunenburg, 2012). This justifies the establishment of secondary schools through the CDF fund in Kabete Sub-County, Kiambu County.

2.4 Impact of Bursaries on Transition and Completion Rates in Secondary School Education

A bursary is a monetary award made to an individual to help pay for education. Bursaries are expected to benefit the needy child by guaranteeing completion of education (Davies, 2008). 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 and Sosale, 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.

Mccaig *et al.*, (2009) agree that funding groups are offering larger bursaries to the poor to help them access education than offering bursaries to all qualified applicants. Institutions and governments are providing bursaries to students from the unrepresented groups. Their studies noted that bursaries are for those unrepresented in the whole of the education system in the United Kingdom.

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

In Canada the parliament created the CMSF. This is an independent organization to distribute 325 million U.S dollars in bursaries to those with economic barriers to improve access to post-secondary education annually. It helps those facing economic and social barriers to encourage high level of achievement and engagement in Canadian education. The government is scaling the arrangement to the secondary schools also to improve retention and completion among those with economic barriers (Finnie, 2010).

Asayo (2009) noted that in Kenya bursaries existed before 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 CDF and free day secondary education in 2008, bursaries are awarded through the constituency development fund. They are awarded only to those in boarding schools since day schools are free. The bursary is to help the poor send their children to boarding schools since day schools are free. The two systems kept out those

not enrolled and the poor since admission was needed for one to benefit. It is also the poor who attend the low cost day schools since they cannot afford admission to boarding and then apply for the bursaries (Asayo 2009).

2.5 Summary

The chapter discusses the impact of construction of classrooms, establishment of schools, provision of bursaries and the construction of laboratories in access to education. A lot of literature by several scholars has exposed the influence of CDF on access to education e.g. the provision of bursaries has been cited in the chapter. In most cases the funding was generally for all schools. There were few cases of funding for particular projects and only for particular schools. Most of the literature available was from outside Kenya. There was a need to evaluate the Kenyan case which was the purpose of this study.

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

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

When CDF was introduced in 2003, it promised to make the legislature financially independent of the president and to bring development close to the people. But the fund has been plagued by allegations of corruption and there is little evidence that it has significantly improved service provision at the constituency level.

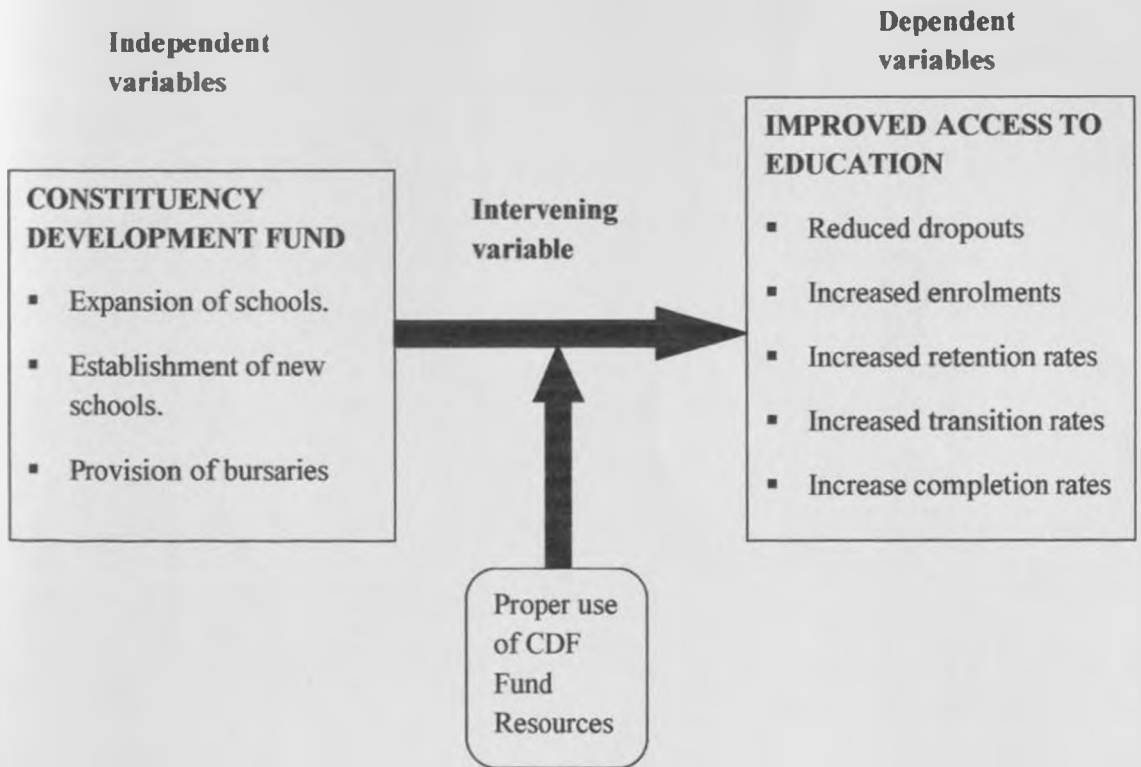
In the case of schools, there are numerous schools across the country with the slogan "CDF initiative" tagged to them. It is therefore reasonable to conclude that there is high awareness of the existence of CDF funds. People have also been made aware and encouraged to apply for CDF funds to help in education of children from less fortunate families. Though they

receive the CDF funds the amount received by each student is usually a drop in a wildfire and in most cases does not meet the fee requirement for these less fortunate children.

2.6 Conceptual Framework

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

Figure 1: Conceptual framework showing the influence of CDF on access to education



2.7 Theoretical Framework

This study used the concept of Decentralization theory which is the transfer of responsibility for planning, management, resource raising and allocation from central government and its

agencies (Rondinelli and Cheema, 1983). In this case, the financial responsibility is transferred to: field units of central government ministries or agencies; Subordinate units or levels of government; Semi- autonomous public authorities; Area- wide, regional or functional authorities; and Non –governmental private or voluntary organizations in order to increase the efficiency of the CDF fund.

Decentralization is driven by several forces including; political, social and economic. This was emphasized basing on: delegation; devolution; and privatization. The theory of decentralization is found relevant for the study because CDF is a decentralization scheme providing communities with opportunity to make spending decisions to maximize their social welfare. It stimulates local involvement in development projects funded under the program. Efficiency results in the role community play in decision making and monitoring the use of funds.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with the techniques that were used in carrying out the study. It highlights the research design, target population, sample size and the sampling procedure, research instruments, validity and reliability of research instruments, data collection procedures and the data analysis.

3.2 Design of the Study

This study used descriptive survey design. Descriptive designs determine the relationship between the independent and dependent variable in a population (Hopkins, 2008). This design observes and explains the association between variables without any attempts to change behaviour or conditions. The study established the relationship between the constituency development fund which is the independent variable and access to education (the dependent variable). Thus descriptive survey design was appropriate.

3.3 Target Population

The target population for the study was all the thirty-three (33) secondary schools in Kabete Sub-County; the targeted respondents were all the: thirty-three (33) principals, three hundred and forty-five (345) teachers and three thousand three hundred and ninety three (3,393) students in secondary schools in Kabete Sub-County.

3.4 Sampling Procedure

A sample is smaller group attained from the accessible population (Mugenda & Mugenda 2004). Kothari (1990) also defines a sample as a smaller, but hopefully representative, collection of units from a population used to determine truths about that population. It is better to define the sampling frame first in selecting a sample from which the sample is to be drawn. Orodho (2010) describes sampling as the process of selecting a sub-set of cases in order to draw conclusions about the entire set. Because of the big population 20 schools were randomly sampled. Purposive sampling was used to select a proportional number of all categories of schools; 8 mixed, 7 boys' and 5 girls' schools. For this study purposive sampling was used to sample class teachers and students in forms three and four. The principal, all the class teachers, 8 students in form four and 8 students in form three from

each school participated in the study translating to 20 principals, 40 teachers and 320 students. This gave a sample size of 380 respondents translating to 10.1% of the target population which is the minimum percentage for a larger population. According to Best and Kaln (2006) the ideal sample should be small enough to be selected economically. They state that a sample of 10% for larger population is considered while for a smaller population, a sample of 20% is considered. The following table describes the population and sample size of the study.

The reason for this sample is due to the limited resources and time constraints that the researcher experienced. A small manageable sample therefore offered the researcher with the information needed and at the same time enabled her to complete this study in a timely manner.

Table 1: Target Population and Sample Size

Nature of schools (Both Day and Boarding)	Target Population (N=3,771)	Sample size (N=380)	Percentage of the total (%)
Mixed schools	1579	159	10.07
Boy's school	1246	126	10.11
Girls' schools	946	95	10.04
Total	3,771	380	10.08

3.5 Data Collection Tools and Techniques

The data collection tools used during the study were interview schedules and questionnaires

3.5.1 The Questionnaire

Questionnaires which consist of both open and close ended questions were used to get the required information. With questionnaires, there is greater uniformity hence greater compatibility in the responses. Orodho (2009) opines that a questionnaire allows measurement for or against a particular viewpoint and that a questionnaire has the ability to collect a large amount of information in a reasonably short time. The questionnaire was chosen because it is easy to administer and the researcher can simultaneously collect information from the respondents hence saving time (Mugenda & Mugenda, 2004). Orodho (2009) adds that, they also permit greater response, giving a respondent an opportunity to give an insight into their feelings, background hidden and deeper motivations, interests and decisions.

3.5.2 The Interview Schedule

This is a set of questions an interviewer asks when interviewing respondents, (Orodho, 2009). Here, the researcher seeks answers to a set of pre-conceived questions through personal interviews. They usually yield high response rates. Thomas (2009) points out that a great deal is provided by this personal contact, because the interviewees respond to the interviewer in bodily presence, unlike the way they would react to the questionnaire. It enables the interviewer have the freedom to follow up points if necessary. This was administered on the principals of the sampled schools, so as to get data on the CDF contribution in schools, since they might be having little time to fill the questionnaire.

3.5.3 Data Collection Technique

The researcher visited the sampled schools and sought permission from the head teachers by presenting letters of introduction from Kenyatta University. The researcher obtained a research permit from the office of Ministry of education and from the DEO, Kabete Sub-County Sub-County authorizing him to collect data from public secondary schools in Kabete Sub-County Sub-County. The researcher then visited the schools to establish a rapport and sought permission from the head teachers to collect data from their respective schools. On the second visit, the researcher personally administered questionnaires to both the teachers and students principal were also interviewed. Teachers completed filling the questionnaires on the same day. On the third visit, those questionnaires administered to the students were collected

3.6 Validity of the Instruments

Validity refers to the extent to which a test measures what it is supposed to measure (Kerlinger, 1979). This is collaborated by McMillan and Schumacher (2010) that it is the truthfulness of findings and the degree of accuracy of explanations. For any instrument to be valid it must be written to cover all areas of study or should have questions from all the objectives of the study. The questionnaire contained questions covering the effect of establishment of schools on access to secondary education, the effect of expansion of schools on enrolments and the effect of the provision of bursaries on transition and completion rates in secondary education.

The research supervisors are experts and were consulted to advice on the validity of the questionnaire and their advice followed before collection of data.

3.7 Reliability of the Instruments

Reliability is the degree to which a research instrument yields consistent results after repeated tests (Mugenda & Mugenda 2004). Test-retest is a technique of applying the same test twice to the same group (Mugenda & Mugenda, 2004). The researcher selected a school in the neighbouring Sub-County and administered 5 questionnaires each for teachers and students. The research instrument was administered twice with a one week lapse between the first and second tests. Spearman rank order correlation was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaires are consistent in eliciting the same responses, every time the instrument was administered. A correlation coefficient of 075 was obtained and hence the instruments were considered reliable and accepted.

3.8 Data Analysis and Presentation

The data was first edited, coded and prepared by checking for accuracy before entering it into the computer. The edited data were entered in the computer for analysis with the aid of SPSS. The data obtained was analyzed descriptively by calculating measures of central tendency including the mean, the median and the mode occurrence of the different variable such as construction of classrooms, new schools and laboratories. Descriptive statistics enables the researcher to present the data in a more meaningful way, which allows simpler interpretation of the data. Orodho (2003) and Kothari (2004) describe a descriptive analysis as the one that seeks to portray accurately the characteristics of a particular individual, situation or a group. Qualitative data analysis was done by describing the distribution of single variables e.g. bursaries within the Sub-County. The relationship and links between the independent and the dependent variables were discussed and logical conclusions made. Quantitative measures of dependence and relationship between the variables were explained e.g. availability of constituency development funds and access to education through provision bursaries. The data were presented through tabular representations of frequency tables, graphs and charts for each variable. Graphical methods were used to show frequency distributions by using frequency tables. This was convenient in giving a general overview of the problem under study. They also made it easy to draw conclusions and make recommendations for the study.

3.9 Ethical Consideration

Permission was sought from the relevant authorities, after which the researcher visited the schools to establish a rapport and explain the purpose of the study. She then made appointments for the administration of the research instruments and data collection. All participants were informed that their responses are for academic purpose with utmost confidentiality and were never be used against them.

The researcher avoided deception in case of limited finances or situations which may lead to inadequate collection of data. The researcher at all cost avoided plagiarism which might erode the integrity of the researcher and leads to serious professional repercussions. The researcher also avoided fraud, in terms of researcher faking data.

CHAPTER FOUR FINDINGS AND DISCUSSION

4.1 Introduction

This study was an evaluation of the influence of the CDF on students' access to secondary education in Kabete Sub-County Sub-County. This section focuses on the analysis of data, interpretation and discussion of findings. The data was collected with the aim of establishing the influence of CDF on students' access to secondary education in Kabete Sub-County Sub-County, Kiambu County. The researcher used secondary school principals, teachers and students to collect the required data for the study. The collected data was first coded then fed into the computer for analysis using SPSS programme.

4.2 Questionnaire Return Rate and Data Analysis

This is the proportion of questionnaires that are returned to the researcher from the sample that participated in the study. All the respondents returned their questionnaires making a return rate of 100%. The study was guided by four objectives. These were: to evaluate how the expansion of schools through the CDF affects students' access to secondary education in Kabete Sub-County; to assess how the establishment of secondary schools through the CDF affects students' enrolment to secondary education in Kabete Sub-County; to establish how the provision of bursaries through the CDF for students affects transition rates in secondary education in Kabete Sub-County; and to examine how the provision of bursaries through the CDF for students affects completion rates in secondary education in Kabete Sub-County.

4.3 Demographic Information of the Respondents

4.3.1 Distribution of Respondents by Gender:

The respondents were asked to give information about their gender. The results are as given in Table 2.

Table 2: Gender of the Respondents

	Principals		Teachers		Students	
	Frequency	%	Frequency	%	Frequency	%
Males	16	80	26	65	180	56.25
Females	4	20	14	35	140	43.75
Total	20	100	40	100	320	100

Table 2 indicates that males dominate the principals' position at 80% and also among the teachers at 65%. Among the students boys are slightly more at 56.25%. This concurs with the Kenya Education Commission Report (1994) which revealed that gender disparity continued to exist in Kenyan education sector. Kabete Sub-County is therefore not an exception.

4.3.2 Distribution by Age:

The students were asked to give their age. The aim was to establish if any of them were outside the official secondary school age bracket of 14-18 years. The results are given in Table 3.

Table 3: Age of Form Four and Form Three Students

Years	15 – 16		16 – 17		17 – 18		> 18	
	Freq	%	Freq	%	Freq	%	Freq	%
Male	17	9.44	76	42.22	80	44.44	7	3.89
Female	13	9.29	59	42.14	63	45	5	3.57
Total	30	9.38	135	42.18	143	44.69	12	7.46

Information in Table 3 shows that majority 143 (44.69%) of form three and four students were aged between 17-18 years. While, 7.46% of form three and four students are above the age 18 years. This implies that they may have been at secondary school for more than four years.

4.3.3 Year of Service by Principals:

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

Majority of the principals 12 (60%) had served as principals and in the current station for between 0 and 5 years. This implies, 60% had been at the station at the station for between 0 and 5 years. Since this was the shortest time of service, the

majority principals had no enough time and experience to know the operational structure of the CDF in their schools.

4.4 The Influence of Expansion of Schools Through CDF on Students' Access to Secondary Education

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

It was found that 58.33% of the schools had administration blocks, 23.33% classrooms, 10.00% laboratories while 8.33% dormitories. The finding is that the CDF influenced access through the construction of administration blocks, classes and laboratories. Construction of classes provides enough space in the class for quality teacher student interaction as argued by Ayodo and Simatwa (2005) that classrooms should have enough space for quality and quantity teacher student interaction.

The total percentage indicates that some schools had more than one project funded by the CDF as reported by the principals. However, the largest proportion of funds was used to construct administration rather than classrooms. This implies that classes in majority of schools were congested and crowded leading to lack of establishment of child friendly schools. Child friendly schools as advocated by the Ministry of Education should have adequate classrooms for interactive learner centred methods (Ministry of Education, 2003)

4.4.1 Category of Schools by Size:

The principals were asked to indicate whether the schools were registered as single, double, three or more than three streams.

The findings showed that that majority of the schools 15 (75%) were single stream. These schools are not likely to have expanded due to CDF finding. The students were then asked if there were any classes that were not in use in their schools.

4.4.2 Benefits of CDF projects in schools

The Principals and teachers were also asked to state how the projects had benefited the school. The results are as in Table 4.

Table 4: Benefits of CDF Projects in Schools

Response	% of Principals	% of teachers
Expansion to more streams	14	16
Enrolment of more students	34	38
Reduced class congestion	42	46
Reduced distance to school	10	8
Total	100	100

The result from the table above implies that reduced congestion in classes was the greatest influence from the CDF according to 42% of principals and 46% of teachers. Enrolment of more students also took place according to 34% of principals and 38% of teachers. The finding agrees with the WB assertion that since 2005 third world countries had increased enrolments at the secondary level by providing finance to improve infrastructure, construct new schools and support students (WB, 2008).

4.4.3 Average Class Sizes:

The principals were asked to give the enrolments and number of classrooms per class. The students were asked to give the total number of students in their classes.

The most modal class consists of 41-50 students, constituting 63.2% of classes. Such classes are overcrowded as observed by the EU (2008) that class sizes should be limited to 35 students to ensure quality learning. CDF must either establish more schools or expand the existing ones to bring the class size to the government recommendation of 40 – 45 students.

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

4.5 The Effects of Establishment of Schools through the CDF on Students' Enrolment in Secondary School Education

The second objective was to assess the effect of the establishment of secondary schools through the CDF on enrolments in secondary schools. The Principals of the schools that started after 2004 were asked to give the reasons for establishment of the schools.

Distance to schools is still a problem with majority 8 (40 %) of the schools established due to the long distance that students walk to school. This compares to North Eastern Kenya where Kremer (2011) found that enrolment rates were low due to lack of schools that made students to walk long distances to school. Many of the students dropped out or did not enroll in school. To solve this problem CDF should endeavor to establish more schools to reach the unreached with educational facilities.

The study sought to find out the effects of the establishment of schools on enrolment. A review of records in the Sub-County education office on number of schools and change in the total enrolment in secondary schools in Kabete Sub-County revealed the data in Table 5.

Table 5: Total Number of Schools and Enrolment in Secondary Schools in Kabete Sub-County

Year	Total schools	Number of Total enrolment in the Sub-County	Change in enrolment (%)
2005	13	2286	
2006	13	2286	0
2007	14	2468	0.34
2008	15	2472	0.07
2009	15	2505	0.6
2010	19	2505	0
2011	20	2730	4.6
2012	20	3204	1.29
2013	20	3324	0.3
Total		3,393	7.2

The Table 5 above shows that the changes in enrolment are less than 1% except in year 2011 with an increase of 4.6% and year 2012 with an increase of 1.29%. The schools established may only have improved access through transfer of students from one school to another reducing distance that students walk to school but also overcrowding in the classroom. This is because the enrolments did not show a proportional change with change in number of schools as shown by year 2009-2010 when schools increased from 15 to 19 but the Sub-County

enrolment remained the same at 2505 students.

The principals were asked whether the schools started before 2003 or between 2003 and 2013. The results from the interview schedules show that majority 8 (40%) of the schools started between 2004 and 2013. Day scholars were asked to state the distance from home to school. The aim was to establish whether the establishment of schools through CDF had improved access to secondary education by reducing distance students walk to school.

The findings indicates that majority 81 (90) % of day scholar students walk between 3km and 10 km to school. This distance is prohibitive since students have to walk in the rural areas that lack roads and matatus for transporting them to school. This group of students is likely to drop out unless the CDF takes schools closer to improve access as observed by the UNICEF (2012) that the distance students have to walk to school affects attendance and may lead to their dropping out of school. The students were then asked if there were any other schools between their home and the school they are currently.

The finding is that majority 204 (63.75%) of the students did not have alternative school near their homes where they can enroll. The CDF has not solved the problem of schools being too far for the students. There is a possibility of many students remaining out of school due to schools being too far away or dropping out due to the challenge of distance as found in Afghanistan by UNESCO (2005).

The principals were asked to state the enrolment during the first year of establishment and the current enrolment. The responses were then grouped into schools with CDF Assistance and those without. The outcome is shown in Table 6.

Table 6: Enrolment in schools that were established after 2004

Schools with C.D.F assistance			Schools without C.D.F assistance		
Enrolment at start	Current enrolment	Percentage increase	Enrolment at start	Current enrolment	Percentage increase
55	252	458	19	65	342
20	106	530	10	137	1370
17	293	1723	13	129	992
Total 92	661	618	42	331	688

From Table 6 the CDF has led to an average growth of 618% in the school. The CDF assistance seems to be attracting new enrolments but there growth is lower than those without assistance. The availability of CDF funds seems to promote dependency than commitment to spearheading own development as advocated by the constitution of Kenya 2010.

4.6 Effect of Provision of Bursaries through CDF on Transition Rates in Secondary School Education

The third objective was to establish the effect of bursaries on transition rates in secondary education. The Principals were asked if the students in their schools receive bursaries from the CDF. Only 14% said yes. When asked about the approximate number who receive bursaries the principals gave an average of 320 students per school per year. This translates to 9.43% of the total population of students. The form three and four students were asked if they had ever received bursaries for payment of school fees only 20 % of students responded yes. This shows that the number receiving bursaries is too small with all found in the schools with a boarding section. The outcome is in line with Asayor's finding that bursaries are awarded to students only in boarding schools because day secondary education is free (Asayo,2009). This system of bursaries locks out the poor who are the majority in Kabete Sub-County Sub-County. The practice is contrary to the system in the United Kingdom where according to Davies (2009) bursaries are provided to ensure that people from poor backgrounds are not deterred from education.

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

The students were also asked whether they were sent home due to failure to pay school fees. 88% said yes and 12% no. The students were then asked how often they were sent home for fees.

Majority 209 (65.3%) are sent home every month. Since students are in school due to availability of bursaries then they will be able to move through the secondary level to completion without dropping out. This applies to all students since among the sample

were students from boarding schools receiving bursaries. This implies that the bursary awarded is not enough to keep the students in school as by Philipson (2008) that in Venezuela bursaries are used to promote transition and reduce drop outs by subsidizing education using public funds.

Based on the findings of Relationship between type of school and availability of bursaries from the interview schedules, it is clear that only students in boarding schools receive bursaries. Asked if they were boarders or day scholars 41% said they were boarders while 59% said they were day scholars. It is this 41% of boarders who may have received bursaries leaving out the majority day scholars. This compliments the finding of Ohob'a (2009) that bursaries in Kenya are only awarded to students already enrolled in boarding schools since day secondary schools are free. This locks out the poor in low cost day schools since they could not afford admission to boarding schools and then qualify for the award of a bursary.

4.7 Effect of Provision of Bursaries through CDF on Completion Rates in Secondary School Education

The fourth objective was to establish the effect of the provision of bursaries through the CDF on completion rates in secondary education in Kabete Sub-County. The teachers were asked if the number of students admitted to form one in their classes remained the same throughout the years. 76% answered yes and 14 % no. They were asked to indicate the causes of change in the enrolments. The responses are shown in Table 7.

Table 7: Causes of change in enrolment in secondary schools in Kabete Sub-County as reported by students

Causes of change in enrolment	Number of Students	Percentage
Transfer	154	48.12
Drop out	98	30.63
Repetition	56	17.50
Others	12	3.75
Total	320	100

The finding is that the highest cause of change in enrolments is transfer from school to another. It accounts for 48.12% of the causes of changes in school enrolments. The students

were then asked to state the category of school they transferred from; 75% said they had transferred from boarding to day schools and 25% from day to boarding schools. The students gave reason for transfer from boarding to day school as inability to pay school fees. The high rate of the transfer and drop outs shows low retention rates within the schools. The bursary scheme has not addressed the dropout as is done the United States of America where the Federal government provides compulsory funding to the poor to equalize and improve access to education.

The students were then asked to give the reasons for transfer or drop out among students in their classes. The responses are shown in Table 8.

Table 8: Reasons for transfer and drop out among secondary school students in Kabete Sub-County

Reason	Frequency	Percent
High fees	179	55.9
Indiscipline	1	.3
Distance from home	93	29.1
Lack of facilities	47	14.7
Total	320	100.0

From Table 8 the highest cause of transfer and drop out was high fees accounting for 55.9% and long distance from home to school. This is likely to be a cause of low completion rates which negatively affects participation in secondary education.

The class teachers and Principals were asked to indicate whether student in their classes and schools dropped out of school due to poor fees payment 76 % said yes and 24 % no. They were then asked to state which category of students drop out due to fees payments. The results show that the majority of the students who drop out of school do not receive bursaries accounting for 65% of the drop outs. 40% of students also dropped out even after getting the bursary. This is wastage of resources and the CDF needs to control the allocation of funds to avoid giving bursary to those who have dropped or are likely to dropout. The bursary system has not prevented the culture of dropping out as found out by Kassem et al (2010) that in Britain the government paid maintenance allowances for students to prevent them from dropping out of school.

CHAPTER FIVE

5.0 Introduction

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

5.1 Summary

From the analysis the study found that the Constituency Development Fund has influenced access to secondary education through several aspects. These include the expansion of schools and support in establishment of school that led to increased enrolments. The distance to schools however remains a major challenge to access since majority of the schools are day schools. Students have to walk over three kilometers to school which is prohibitive and may lead to dropout. Though available, bursaries are the preserve of a small group of students in boarding schools. The students are however periodically sent home to collect school fees negatively affecting retention and completion rates in the secondary schools.

The study found that only 23.33% of schools had classrooms funded by CDF, 10.0% Laboratories, while 58.33% of schools had administration block funded by CDF. This has contributed to the existence on large classrooms with over 50 students in one class. The study further established that 90% of the day scholars walked over 3km to school which may cause students to drop out or deny others access to education. Majority of the school are day schools and are not likely to provide space for those far away. The study revealed that schools that received CDF funding during their establishment increased their enrolments faster than those which did not receive CDF funds. This is supported by the findings of UNESCO (20002) that resources and infrastructure should be equitably distributed to increase access in education (Botswana National Commission for UNESCO 2002 Annual Report).

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

The study revealed that the main cause of transfer or drop out was high fees at 55.9% of the

classes while 29.1% transferred or dropped out due to the long distance they had to walk to school every morning or evening. The study discovered that majority of the dropouts were in schools that did not receive bursaries for payment of fees. Those not receiving bursaries were therefore most likely to dropout due to lack of fees.

5.2 Conclusion

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

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

5.3 Recommendations

Based on the findings the researcher recommends the following:

- i) The constituency development fund should be used to construct schools in the remote areas. This should be done by fully financing the construction of schools rather than supporting the communities' initiatives to increase educational access.
- ii) The procedure and legal guidelines on the awarding of bursaries should be reviewed to allow students from day schools to access bursaries that will help them pay other additional fees for school activities and development. If not assisted through bursary allocation such students are likely to dropout.
- iii) More schools should be established in Kabete Sub-County to increase student's success to secondary education and reduce the long distances that the students walk to school.

5.4 Suggestion for Further Research

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

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

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APPENDICES

Appendix I: Questionnaire for Student

Please fill in the following questionnaire. The information you give will be treated with utmost confidentiality and will be used for this study only. Answer the questions as honestly and truthfully as possible by choosing the appropriate responses or writing your honest responses to the open ended questions..

School _____

SECTION A

1. What is your gender?

Male

Female

2. Form _____

3. How old are you? _____ (years)

SECTION B

4. State the total number of students in your class _____

5. Select the total number of classes in school.

4 Classes

5-8 Classes

More than 8 classes

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

Yes

No

b) If yes, how many? _____

7. a) Are you a day scholar or a boarder?

Boarder

Day scholar

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

.....

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

Yes

No

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

.....

9. a) Have you ever been awarded a constituency bursary to pay your school fees since form one?

Yes

No

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

.....

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

Reason	Tick (✓)
i. I did not apply	
ii. I am not aware of the existence of any constituency bursaries	
iii. Students in our school are never awarded bursaries even after applying	
iv. I do not know why I was not awarded a bursary	

Any other reason (please state).....

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

Yes

No

b) If yes how often are you sent home for fees?

Every week

every month

At least once per term

rarely

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

Yes

No

b) If yes what was the cause of transfer?

Cause	Tick (✓)
i. School was too far from home	
ii. School fees was too high	
iii. lack of enough facilities	
iv. Lack of enough teachers/ some subjects not being taught	
v. Any other reasons (state).....	

c) What type of school did you transfer from?

Type of school	Tick (✓)
i. Boarding to day	
ii. Day to boarding	
iii. Day to day	
iv. Boarding to boarding	

12. a) Does your school have a laboratory/ laboratories?

Yes

No

13. How often are sciences taught in the laboratory?

Every week

every month

At least once per term

rarely

14. Are students allowed to perform experiments on their own in the laboratory during their free time?

Yes

No

15. If the school does not have a laboratory how do the teachers perform the experiments?

They carry apparatus to class

Experiments are not performed

Any other

(Specify).....

Thank you for your cooperation

Appendix II: Questionnaire for Secondary School Teachers

Please fill in the following questionnaire. The information you give will be treated with utmost confidentiality and will be used for this study only. Answer the questions as honestly and truthfully as possible by choosing the appropriate responses or writing your honest responses to the open ended questions

SECTION A

- 1. Name of the school _____
- 2. Department _____
- 3. Subjects taught _____
- 4. Number of years taught in school _____
- 5. When was the school started?
Before 2006 2006-2015

SECTION B

- 6. (a) Was the starting of the school financed by the constituency development fund?
Yes No

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

Project	Tick (√)
i. Construction of offices.	
ii. School electrification.	
iii. Construction of science laboratories	
iv. Construction of classrooms	
v. Purchase of land for school establishment	

vi. Any other
(specify).....

- 7. (a) Has the constituency development fund financed any projects during your period of teaching in the school?

Yes

No

b) If yes, name the projects financed

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

Any other (Specify).....

c) How have the projects financed benefited the school?

i. Increased enrolments

ii. Expansion of school from single to double stream

iii. Reduced congestion in classes

iv. Any other (Specify).....

8. a) How many students were admitted to form one in your class?

.....

b) How many are present in class today?

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

.....

.....

9. a) Do students receive bursary for fee payment?

Yes

No

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

.....

10. a) Are the students in your class send home due to failure to pay school fees

Yes

No

b) If yes, how often are they sent home?

Often

Rarely

11. a) Have any of the students dropped out due to lack of school fees?

Yes

No

b) If yes can you tell the number?

Thank you for your cooperation

Appendix III: Interview Schedule for Principals

I kindly request you to assist with some information by sparing sometime for an interview. The information you give will be treated with utmost confidentiality and will be used for this study only.

SECTION A

1. Give the type and the category of the school. (Please tick appropriately)

TYPE	Tick (✓)	CATEGORY	Tick (✓)
Day		Mixed Boys	
		Mixed Girls	
Boarding		Mixed Boys	
		Mixed Girls	
Day and Boarding		Mixed boarding and mixed day	
		Boarding boys day girls	

2. Year of establishment (tick one)

Before 2004

2004-2015

Give the actual year.....

SECTION B

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

.....

4. a) Do you know of any projects that were funded by the Constituency Development Fund during the establishment of the school?

Yes

No

b) If yes, which projects?

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

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

.....

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

.....

7. (a) Are there any projects funded through the CDF in the school since the year 2003?

Yes No

b) If yes which ones?

.....
.....

8. (a) Does the school receive bursaries for students' fees from the constituency development fund?

Yes No

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

.....
.....

c) If yes: How many students receive the bursary per year?

.....

9. Is the bursary adequate to keep the students in school the whole year?

Yes No

10. Are students sent home for failure to pay fees?

Yes No

Thank you for your cooperation.