

**INFLUENCE OF CONSTITUENCY DEVELOPMENT FUND ON  
EDUCATIONAL STANDARDS IN PUBLIC SECONDARY SCHOOLS IN  
SHINYALU CONSTITUENCY OF KAKAMEGA COUNTY**

**BY**

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MANAGEMENT OF UNIVERSITY OF NAIROBI.**

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**DECLARATION**

This research project is my original work and has never been presented for award of any degree in any university.

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## **DEDICATION**

This research project report is dedicated to my wife Consolata Muhavi for her commitment in supporting me in deed and need during the entire period of my course and my son Roncone Baraka for allowing me time to work when he needed daddy's attention.

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## **ABBREVIATIONS AND ACRONYMS**

<b>CBF</b>	Constituency Bursary Fund
<b>CBS</b>	Central Bureau of Statistic
<b>CDC</b>	Constituency Development Committee
<b>CDF</b>	Constituency Development Fund
<b>CDFC</b>	Constituency Development Funds Committee
<b>CDTF</b>	Community Development Trust Fund
<b>CFC</b>	Constituencies Fund Committee
<b>DDO</b>	District Development officer
<b>DDP</b>	District Development Plan
<b>DFRD</b>	District Focus for Rural development
<b>EFA</b>	Education For All
<b>FPE</b>	Free Primary Education
<b>G O K</b>	Government of Kenya.
<b>IEA</b>	International Energy Agency
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KSES</b>	Kenya School Equipment Scheme
<b>LATF</b>	Local Authorities Transfer Fund
<b>MDG</b>	Millennium Development Goal
<b>PMC</b>	Project Management Committee

<b>PTA</b>	Parent Teachers Association- Republic of Kenya
<b>TISA</b>	Tax Incentive Savings Association
<b>U.S.A</b>	United States of America.
<b>UN</b>	United Nations.
<b>UNESCO</b>	United Nations Education Scientific and Cultural Organization.
<b>UNICEF</b>	United Nations International Children Education Fund.
<b>UPE</b>	Universal Primary Education

## ABSTRACT

The study sought to investigate the influence of Constituency Development Fund on provision of improved Secondary School education in Kenya while attempting to; assess the challenges encountered by secondary schools in accessing CDF funds; investigate the role of CDF on provision of facilities in secondary schools and establishing the role of CDF in improving enrolment in secondary. A theorized investment in secondary education (Oyaro, 2008) was seen to promote better qualified workforce, stronger economies and reduced poverty. The study used descriptive research design that included 10 head teachers, 1 officers in the District Education Office, 50 teachers and 60 students from 10 public secondary schools that included Mukhonje mixed secondary, St Agnes Girls' High school, Friends school Mugomari mixed secondary, Shidodo mixed secondary, St. Ignatius Mukumu Boys, Bukhaywa secondary, Lwanda secondary, St. Gerald Shanjero, St Joseph Malimili secondary and Shanderema Boys secondary school. Trial testing of the measuring instruments was undertaken using a few subjects whose characteristics are similar to those in the sample to ascertain the feasibility of the study. Quantitative data were collected using structured questionnaires, analyzed using the Statistical Package for Social Scientists (SPSS ver. 20) where a Codebook for the various quantitative variables was prepared. The Codebook was prepared based on the numbering system of the questionnaires (all the questionnaires were numbered before data collection for ease of referencing). After verifying that all data entered is correct, data analysis using the various SPSS tools were then be conducted and frequency tables, cross-tabulations (with chi-square) and regression studies summarized the significant levels of association as measured against the alpha value, 0.05. The instruments of data collection were questionnaires and interview schedules. Reliability was ensured through the test retest method. A joint frequency distribution of cases within variables and their relations in category shall be used in combination with chi-square as an indicator of association. It aimed at establishing relationships among two or more of the variables owing to the fact that categorical variables often had such small numbers of possible values that could not be assumed in the study. Descriptive methods were employed in data analysis where frequencies and cross tabulations with chi were used in presenting the respondents' perception of issues raised in the questionnaires so as to answer the research questions. The study found out that success of CDF was being undermined by inadequate amount awarded, discrimination and mismanagement of funds and hence the amount awarded should be increased and cases of discrimination and corruption should be curbed. It is hoped that the findings of this study will contribute to the understanding of the role of the CDF in addressing the issue of provision of secondary school education in constituency. Further the study recommends enactment of stricter provision in the CDF act that will exempt politics from management of CDF funds and further outline what the nation terms as need. i.e. a need assessment should be conducted thoroughly and term need where it should be termed. In this effort, beneficiaries of the fund shall be outlined and thus avoiding political interference that leads to misappropriation of the funds in most situations

# **CHAPTER ONE**

## **INTRODUCTION**

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

Education is considered to be a pillar for economic development in both developed and developing countries. African countries have continuously emphasized the role of education for its citizenry as a means to social and economic development. Studies conducted by Psacharopoulos (1994) show that returns of education in Africa are higher than in other region. Returns of education have been measured in a number of ways.

Economically, it is viewed as an investment in human capital and seen to have strong link to employment. Education provides the skills and competencies that will allow individuals to perform productive roles, more literate and skilled labour force is likely to yield more returns on investment. It also promotes social equality and has strong link to reduction of poverty. It produces a more informed citizenry, empowers individuals and enables them to become more proactive, gain control over their lives and broaden the range of available options. (UNESCO, 1997). As such, many states and countries have invested in education as a pillar for development. Education funding varies from one country or state to another. In United States of America (USA), education is mainly provided by the public sector with control and funding coming from three levels: State, local and federal government in that order. However, federal funding accounts for little of the overall funding those schools receive.

The vast majority comes from the state government and in some cases from local property taxes. Vaillant, D. (2005) observes that education funding in China is a state-run system of public education run by the Ministry of Education. While the central



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

In Africa, Uganda became the first country in sub-Saharan Africa to introduce universal secondary education in 2007 coming 10 years after it introduced universal primary education. According to the Government of Uganda (2010) at the time, a United Nations (UN) report said Africa had the worst secondary school enrolment rates in the world with only 34% of secondary school-age learners enrolling in class. Girls and poorer young people comprised the bulk of those locked out of school by financial and cultural constraints. In Kenya, since independence in 1963; the expansion of learning institutions has been one of the greatest achievements in education sector. There has been increased adult literacy.

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

The introduction of Free Primary Education (FPE) in 2003 and Subsidized Secondary Education (SSE) was in line with the Millennium Development Goals (MDGs) which call for attainment of UPE and Education for All (EFA) by the year 2015. (Kinyanjui, 2007). At the secondary level, the government has introduced bursaries for needy

students. Recent initiatives to improve access to students at this level include subsidizing of school fees by the government under the free secondary education Programme and the establishment of the Constituency Development Fund (CDF) by the government.

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

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

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

The study set out to determine the influence CDF on education in Shinyalu constituency because if the discrepancy between the expected and the reality on the ground is not addressed in good time, there can be disastrous effect to the residents of Shinyalu Constituency. There can be a high rate of drop-outs from schools and graduates with inferior qualifications. This would lead to retardation in development

of the region and lack of realization of the Kenya Vision 2030.

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

The purpose of the study was to investigate the influence of Constituency Development Fund on provision of improved Secondary School education in Kenya, a case study of Shinyalu constituency, Kakamega County.

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

The study was guided by the following objectives:

1. To assess the perception of secondary schools towards the role of CDF on educational standards in Shinyalu Constituency
2. To assess the challenges encountered by secondary schools in accessing CDF funds in Shinyalu Constituency
3. To investigate the role of CDF on provision of facilities in secondary schools in Shinyalu Constituency
4. To establish the role of CDF in improving enrolment and retention in secondary in Shinyalu Constituency.

### **1.5. Research questions**

1. What is the perception of secondary schools towards the role of CDF on educational standards in Shinyalu Constituency?
2. What are the challenges encountered by Secondary schools in accessing CDF funds in Shinyalu constituency?
3. What is the role of CDF on provision of facilities in secondary school?
4. What is the role of CDF in improving enrolment and retention in secondary schools?

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

The researcher hoped that the findings of the study would enhance effective and efficient utilization of the CDF funds by the local community. The study would be used as a point of reference by the government and other stake holders in matters concerning the CDF operations. In addition, it would serve to sensitize the general public on their need to participate in decision making in matters relating to CDF. C.D.F allocation and utilization has for many years raised question from stake holders. This is as to whether bright and needy students do benefit is done in absence of biasness, the study sought to establish this disapprovals for the stallholders. The study sought to establish the uniform speed of C.D.F allocation to school within the constituency with an intention of community satisfaction. Lastly, it could provide a basis for further research on a larger population. Assumptions of the study.

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

The data collection instruments are valid and reliable based upon their previous use. The sources of data for this study were primary data and secondary data. A structured questionnaire was used. This allowed me to organize relevant detailed questions that were coded into the questionnaire. These kinds of questions, which were closed ended, guided the respondents as they had to tick from the multiple choice questions. This kind of questions allowed easier coding of data. Interview schedule was used to collect data from respondent who had no enough time to fill in a questionnaire. The secondary data was collected from CDF offices, Library and internet.

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### **1.8. Delimitation of the study**

Geographic scope, the study was carried out in Kenya, Shinyalu constituency which is in Kakamega County. The study on the influence of Constituency Development Fund on Education Development was carried out in ten public secondary schools in Shinyalu Constituency, Kakamega County in Kenya. Shinyalu constituency has a total area of 301.8square kilometers. It borders Ikolomani to the South-west, Lurambi to the North-west, Kabras to the North, Nandi to the East and Tiriki to South. The constituency consists of two divisions. It has a population of 125,137; the Constituency has 91 public primary schools and45 secondary schools, the economic activity of residents is mainly farming. The study will be conducted between May 2014 and July 2014 through case study and descriptive survey research design. A

sample size of 5 officers from the DEO office, 10 head teachers, 50 teachers, 60 students will be targeted.

### **1.9. Limitations of the study**

The study investigated the influence of Constituency Development Fund on improvement of Educational standards in Shinyalu constituency, Kakamega County in Kenya. The socio-economic factors influencing participation in CDF projects based in Shinyalu Constituency, Kakamega East Constituency. Apart from not being the only factors that affect participation by locals, it must be noted that socio-economic factors differ according to regions. As such the findings of the study may not be generalized to all regions in the county or beyond. Nevertheless, the study provides a framework for identifying and analyzing factors that influence the completion of constituency development fund projects. My study depended on having access to people, organizations, or documents and, for whatever reason, access would have been denied or otherwise would have been limited access, as most of the organizations and institutions may not be free to give the documents. I conducted a qualitative research study and gathering the data by self, self-reported data would be limited by the fact that it rarely could be independently verified. In other words, I had to take what people said, whether in interviews, focus groups, or on questionnaires, at face value. However, self-reported data contained several potential sources of bias that were noted as limitations; Selective memory (remembering or not remembering experiences or events that occurred at some point in the past); Telescoping [recalling events that occurred at one time as if they occurred at another time]; Attribution [the act of attributing positive events and outcomes to one's own agency, but attributing negative events and outcomes to external forces]; and, Exaggeration [the act of representing

outcomes or embellishing events as more significant than is actually suggested from other data].

### **1.10. Definitions of significant terms**

Constituency Development Fund: Grants from the government that is used to facilitate development projects including education development in the constituency.

Education Development: improvement of the teaching and learning resources in order to ensure sustainable education practices, functions, services and practices.

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

County: Region legally identified as a distinct entity for government administrative purpose and community service. Physical facilities: Entails resources that enhance learning and teaching which include classrooms, dormitories, laboratories, libraries and computer laboratories among others.

Public secondary schools: Refers to schools registered and owned by the government through the ministry of Education. Secondary Education: Education received after primary education cycle, from form 1 to form 4 in the 8-4-4 system of Education.

Bursaries – Funds awarded to the bright and needy students to facilitate payment for education services. Enrolment - The process of initiating students for school attendance.

Retention-Keeping enrolled students in school for them to achieve the education goal within a stipulated period without dropping out of school. Completion –Successfully undergoing an education process. Academic performance-Refers to how well a student deals with studies and how they accomplish tasks given to them.

### **1.11. Summary**

The introduction of the CDF has seen developmental activities increased in Shinyalu Constituency over the past years. The findings of the study was to show that there is a need for the CDF board and the CDF committee at the constituency level to adhere to a proper process in order to ensure adherence to quality and standards and have the projects completed. My study noted that some projects have stalled while others did not make a significant impact because of ineffective procedures used. Even though the CDF Act provides for public participation in the project identification and implementation, other legislation such as the Official Secret Act is a hindrance to active community participation in monitoring and evaluation of projects. Furthermore the CDF Act does not expressly put a requirement on the part of CDFCs and PMC to share information openly. This is observed where citizens are not allowed to participate in the process of monitoring and evaluation and this have had a significant effect on the achievement of the project objectives. Monitoring and evaluation team should be composed of all stakeholders directly and indirectly affected by the project. The monitoring and evaluation activity should not be left to external team and CDFC alone, but rather the inclusion of citizens affected by the project was necessary.

### **1.12 Organization of the study**

This study is divided into five chapters. The first chapter is introduction which comprised of background of the study, research objectives, research questions, and significance of the study, limitations of the study, delimitations of the study, basic assumptions and definition of significant terms. The second chapter is Reviewed Literature. Under this chapter; objectives of the study was discussed under the following subtopics: the concept of Education Funding. The Constituency



Development Act 2003, Factors that influence student enrollment, retention and completion rates and factors that influence students' academic performance .The conceptual frame work is highlighted towards the end of reviewed literature. Chapter Three covers research methodology under the following themes; research design, target population, sample and sampling procedures, research instruments, pilot testing of the instruments, validity and reliability of the instruments, data collection procedures, data analysis procedures, Ethical issues and Operationalization of variables. Chapter four presents findings of the study which have been discussed under themes and sub-themes in line with the study objectives. The thematic areas include; demographic characteristics of the respondents; perception of secondary schools towards the role of CDF; challenges encountered by Secondary schools in accessing role of CDF on provision of facilities and the role of CDF in improving enrolment and retention in secondary schools. Finally, chapter five covers summary of findings conclusions and recommendations of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

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

#### **2.1 Theoretical framework**

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

country. The Kenyan government has responded to the problem of human resource development by making a major expansion in secondary education.

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

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

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

efficient resource utilization particularly in rehabilitation of existing physical facilities and targeted construction of secondary schools (Ngware et al.,2006; Ohba, 2009).

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

The introduction of FPE in 2003 and Subsidized Secondary Education is in line with the MDGs which call for attainment of UPE and EFA by the year 2015, (Ministry of Education, 2004). At the secondary level, the government has introduced bursaries for bright and 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 programmes that CDF is involved in so as to adhere to human rights stipulation.

## **2.2. Constituency Development Fund**

### **2.2.1 The Constituency Development Fund Act 2003**

The Constituency Development Fund Act, 2003 (GOK, 2003) became law on 31st December 2003 upon receiving presidential assent (Ongoya & Lumallas, 2005). The Act was expected to come into force by Notice. The CDF amendment Act, 2007 (GOK, 2007) is divided into 10 parts and 53 sections. To the CDF (Amendment) Act, 2007 are also annexed six schedules. Part one of the Act, is the preliminary part setting out the short title, the Interpretation section and the application section. The application section provides that the provisions of the Act shall ensure that a specific portion of the national annual budget is devoted to the constituencies for purposes of development and in particular the fight against poverty at the constituency level. Part Two of the Act established the Constituency Development Fund, the CDF National Management Board, functions of the CDF Board, Chief Executive Officer of the Board, Disbursement from the Fund, funds to be retained in the Fund and the Emergency Reserve.

Part Three deals with submission of constituency project proposals which are to be done by members of parliament, the submission deadline, submission form, projects descriptions form and procedure of approval of the proposals. Other sections in this part regard disbursement of Constituency Development Fund, serialization of projects listed for each constituency, the basis for budget ceiling for each constituency and the criteria for projects for funding under the Act. Part four has sections 21 to 26 and it commences by setting out the type of projects to be funded as “community based” in order to ensure that the prospective benefits are available to a widespread cross-section of the inhabitants of a particular area.” Other provisions under this part relate

to the number of projects, the composition of the Constituency Development Committee, submission of cost estimates that are realistic, exclusion of personal awards, and permission for counter-part funding.

Part Five has sections 27 to 29. It establishes the Constituencies Fund Committee as a committee of the National Assembly to consist of a chairman and not more than ten other members of parliament who are not ministers or assistant ministers of government. Monthly reports on projects and disbursement of the board shall be submitted to the Constituency Fund Committee as per section 28. Section 29 provides that the board shall ensure that the list of projects forwarded to it by each constituency is upon approval, funded in accordance with the Act. Part Six deals with the implementation of projects under the Act, and it covers sections 30 to 38. Part Seven of the Act establishes District Project Committee, whose membership consists of members of parliament in the district whether elected or nominated, all chairmen and mayors of local authorities, district commissioner of the district, District Development Officer of the district, chairpersons of the Constituencies Development Committee and the District Accountant of the district. Part Eight is dedicated to the role of the District Projects Committee whereas part nine deals with finance and administration.

Finally Part Ten which covers Section 48 to the last Section 53 sets out miscellaneous provisions particularly finances of the Board and transition from National management board. The Act has six schedules. The first schedule has the list of organizations that can nominate persons to the Board; the second schedule has the standard Constituency projects submission form; the third schedule sets out the standard projects description form; the fourth schedule has the standard annual disbursement return form; the fifth schedule sets out re-allocation of unspent funds

form and lastly, the sixth schedule sets out provisions as to the conduct of Business and affairs of the Board.

The CDF programme comprises an annual budgetary allocation equivalent to 2.5 percent of the total national revenue. Allocations to the 290 parliamentary jurisdictions are clearly spelt out where 75 percent of the Fund is allocated equally among all 290 constituencies. The remaining 25 percent is allocated based on constituency poverty levels, population size and the size of the constituency. A maximum 15 percent of each constituency's annual allocation is used for education bursary schemes, mocks and continuous assessment tests.

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

total of Kshs 392.4 million. A further Kshs 105 million was received under the Economic Stimulus Programme during the fiscal year 2009/2010 giving a combined total of Kshs 497.4 million. Currently, 60% of CDF fund is set aside for education development in each constituency with 15% going for bursary provision and 25 % for physical infrastructure in public schools, (GOK, 2010).

### **2.2.2. Students' enrolment, retention and completion rates**

It was observed that the main factors that influence Hispanic student retention, is financial aid to students from poor background.. A study conducted by (Achilles, 1996), evaluated whether government and non-government based financial aid influenced Hispanic student retention at high school level. Both of these factors were found to be significant in retention.

The findings indicate that Hispanic students withdraw from school because of financial reasons more than for academic reasons. Hispanic students who were enrolled in more semesters, earned more credits, and received some type of credentials were those that received higher levels of non-government and government -based financial aid.

Poverty influences student enrollment, retention and completion rate. Poverty has been defined as the inability of individuals to afford basic necessities (Poverty Reduction Strategy Paper 2001-2004). It can be observed in relation to access to education, health and even enjoyment of political rights and representation. Poverty still remains an impediment for many Kenyans. In the year 1992, about 44% of the Kenyan population lived under the poverty line. This figure increased to 52% and 56% in 1997 and 2002 respectively. This has implications on school enrollment with



students from poor household more than those from non-poor households citing the inability to afford school fees as a reason for non- attendance of school (30.3% versus 21.8%)According to the Kenya Integrated Household Budget Survey, basic report ‘there still exists a significant group of people who are not taking advantage of FPE’, some of the reasons cited for these include incidental cost to schooling like school uniforms and feeding which present a financial burden to most parents. Children also supplement parental labor, this is because children are compelled to work or help at home. This is according to a report that was released by the Central Bureau of Statistics (CBS: 2007).

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

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

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

education at secondary level could avail to the nation those lost talents, because their parents could not afford (Anane, 2008).

The launch of subsidized secondary education programme marked a very important milestone in the government of Kenya's efforts towards securing a bright future for the children and the youth of Kenya, (G.O.K, 2008) asserted that the main objective of providing Subsidized secondary education is to ensure that children from poor households acquire quality education that enables them to access opportunities for self-advancement and become productive members of the society. The primary education alone is not sufficient to provide the quality human resources necessary for the country's sustainable development.

Moreover, primary school pupils complete 8 years of schooling when they are still too young to engage in productive activities and contribute meaningfully to nation building. In addition children from poor families who fail to gain secondary education because of lack of fees often revert back to illiteracy. This, in effect, reverses the 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 Factors that influence students' academic performance**

### **2.3.1 Socio-Economic Status of Households**

In most African Countries and the Western World, socio-economic status of a family is usually linked with the family's income, parents' educational level, parents' occupation and social status among the kith and kin and even at the global level. Ford and Harris (1997) followed this logic while examining parental influences on African

American students' school achievement by focusing on specific socio-demographic factors, including parents' level of education, marital status, and family income. It is generally believed that children from high and middle socio-economic status parents are exposed to a better learning environment at home because of provision and availability of success of low-SES students in Nigeria extra learning facilities.

This idea is supported by Becker & Tomes (1979) when they assert that it has become well recognized that wealthy and well-educated parents ensure their children's future earning by providing them a favorable learning environment, better education, and good jobs. In contrast to this belief, children from low socio-economic status parents do not have access to extra learning facilities; hence, the opportunity to get to the top of their educational ladder may not be very easy. Drummond & Stipek (2004) while discussing their "Low-income Parents' beliefs about their role in children's academic learning" mentioned that a few of these parents indicated that their responsibilities were limited to meeting children's basic and social-emotional needs, such as providing clothing, emotional support, and socializing manners. So these parents' shortsightedness toward their responsibilities in the educational processes of their children and scarcity of fund to intensify such processes could be a challenge to their children's success.

### **2.3.2 Family background and students' characteristics**

Students' characteristics which include engagement and students' overall disposition towards school also influence students' academic performance. Resilient children are said to be those who beat the odds or bounce back under adverse circumstances (Floyd, 1996). According to their findings, the analysis for resilience status revealed statistically significant main effects for all four outcomes, student engagement, and

self-efficacy in mathematics, positive attitude toward school, and self-esteem, all of which favored resilient students”. Similar characteristics are identifiable in other studies: individual characteristics of resilient children typically include high self-esteem, high self-efficacy, and autonomy (Wang, Haerttel, & Walberg, 1994). While poverty and students’ low SES background could be considered a concern regarding students’ academic performance, they are not to belabor because, the individual characteristics are variables that align to students’ performance.

There is no doubt that such conditions can impact on students negatively, but the strongly determined and motivated students are likely to beat the odds of greater risk of academic failure and perform with distinction in school. These students we identify as resilient children. Resilient children also are actively engaged in school (Finn & Rock, 1997), have strong interpersonal skills, and maintain healthy expectations, and have a high level of activity (Benard, 1991). According to Borman & Overman, (2004) all of these characteristics highlight the underlying perseverance, strong will, and positive disposition of the resilient child.

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

intact/single-parent family status), parent education level, parental involvement, and parenting style.

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

### **2.3.3. Adequate teaching staff**

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

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

Floyd (1996) found that, larger class sizes contributed to declining test scores and that one or two additional students made teaching significantly more difficult. Small classes made it possible for teachers to provide missing care and attention. He found significant differences in achievement favoring small classes (13-17) over large classes (22-25). Many policy oriented interventions and research studies considered a 40:1 reasonable in developing countries (Ochenje, 2008). The World Bank financed primary education projects were usually designed with an average pupil teacher ratio of approximately 41:1. Educators in and administrators of private schools believe that a low pupil teacher ratio, which characterizes their schools boosts pupil performance (Abagi, 1997).

The G O K (1999) noted that the interaction between teachers and students was better where the class size was between 25 and 35. Against this background and in view of the need to provide quality secondary education, the Koech commission recommended deployment of teachers with the view of affecting a pupil: teacher ratio of 35:1 and that the average class size in the Education task force on Affordable

Secondary Education (2007) observed that the government policy of providing subsidized day secondary education is likely to cause unprecedented influx into existing day secondary schools. This is likely to cause congestions and undermine quality of education.

#### **2.3.4 Availability of physical infrastructure**

The availability of adequately equipped physical facilities like science laboratories, libraries, classrooms and sanitation blocks have a positive impact on students' academic performance. The Kamunge report (1988) had proposed that rather than over- enrolling existing classes, extra streams should be established in existing secondary schools and commensurate resources provided in order to maintain quality, relevance and high standards of education. As indicated by R.O.K (2008), the number of secondary schools in 2007 was 6,485 with a student population of 1,180,300. This growth in secondary education is due to the high demand for this level of education by the increased large number of primary school leavers (R.O.K,1988). Consequently, owing to this growing demand for secondary education there has been a tendency to over-enroll classes beyond the approved 40 pupils per class. Such over-enrolment stretches the use of available physical and human resources, thus affecting the quality of teaching and learning.

#### **2.4 Summary of reviewed literature**

The four objectives of the research were brought out in this section under the following topics: Education as a human right, the concept of education funding, the CDF Act 2003, factors that influence students' enrollment, retention and completion rates and factors that influence students' academic performance. Education was declared as a human right following various declarations like the Jomtien Declaration



(1997).As a result, the Kenyan government has tried to embrace this by providing FPE and subsidized secondary education as well as funding education projects through CDF, an Act of parliament that was passed in 2003 whose main objective was to compact poverty through development. Factors that influence students 'enrollment, retention and completion rates include poverty level, insecurity, and students' characteristics among others. This section also discussed factors that influence the academic performance of students and this includes social economic status of households, family background and students' characteristics, availability of adequate teaching staff and physical facilities. Finally, conceptual framework that guides the study was illustrated.

## **2.5 knowledge gaps identified in the literature preview**

Constituency development for has long been viewed as a necessary fund for the provision of education to bright and needy students in public secondary schools .This fund has long been utilized in education of students and provision of physical facilities in schools such as classroom, laboratories, toilets and libraries. This study indentified the following gaps in knowledge on constituency development funds: Consistency of students' performance following provision of the bursaries, Relationship between the provision of bursaries and physical facilities and the enrolment and relation of students in public secondary schools, Completion rates of students provided with constituency development fund bursary, Consistency in attendance of schools by students after provision of constituency development fund bursary. Is the identification of bright and needy student done without bias?

## **2.6. Conceptual framework**

Several rural development programs have failed to achieve their desired objectives due to poor organization and implementation strategies. Kerote (2007) revealed that, relevant field methodologies that call for effective management of funds have been inadequate in allowing maximum utilization of local resources. He also noted that, vital components of project implementation, project identification, monitoring and evaluation have not fully been managed by the committees in the constituencies. Several concepts about community development have emerged over the years, especially in issues related to effectiveness, challenges and policy. Owuor (2008) sees the main goal of the community development process as being that of human growth; he revealed that, pure community development model, is strongly focused on human growth. It entails planning, action evaluation and what goes along with the goals. According to Kerote (2007), the direct approach to development is recommended; whose essence is that the support agency and its workers think, decide, plan, organize, administer and provide for people's development is therefore redefined.

Ochieng (2005) perceives that as a process by which the members of a society increase their personal and institutional capacities to mobilize and manage resources to produce sustainable and justify distributed improvements in their quality of life consistent with their own aspirations. According to Oser (1967), managing with local people should take into account their ability to express and analyses their local complex and diverse realities which are often at odds with the top-down realities imposed by professionalism. Therefore, this research project was focused on identification of students to benefit from C.D.F. bursary, amounts of money offered,

timely disbursement of the bursaries, consistency of the bursary and the provision of supplementary resources .This chapter presents the definition of concepts as were applied in the study. The chapter also presents the analytical framework which provides the influence of constituency development fund on the improvement of educational standards in Kakamega County particularly Shinyalu Constituency.

According to Biekart Civil Society is ‘an intermediate associations (public) realm between the state and its citizens, populated by organisations which are separate from the state, enjoy autonomy in relation to the state and are formed voluntarily by members of society to protect or extend their interests and values (Biekart, 1999 ). Therefore, civil society can be said to be an arena that provides for the expression of interests and values. This makes civil society, not to be a neutral arena since the CSOs occupying it are not homogeneous and are motivated by various interests as they seek to influence the state.

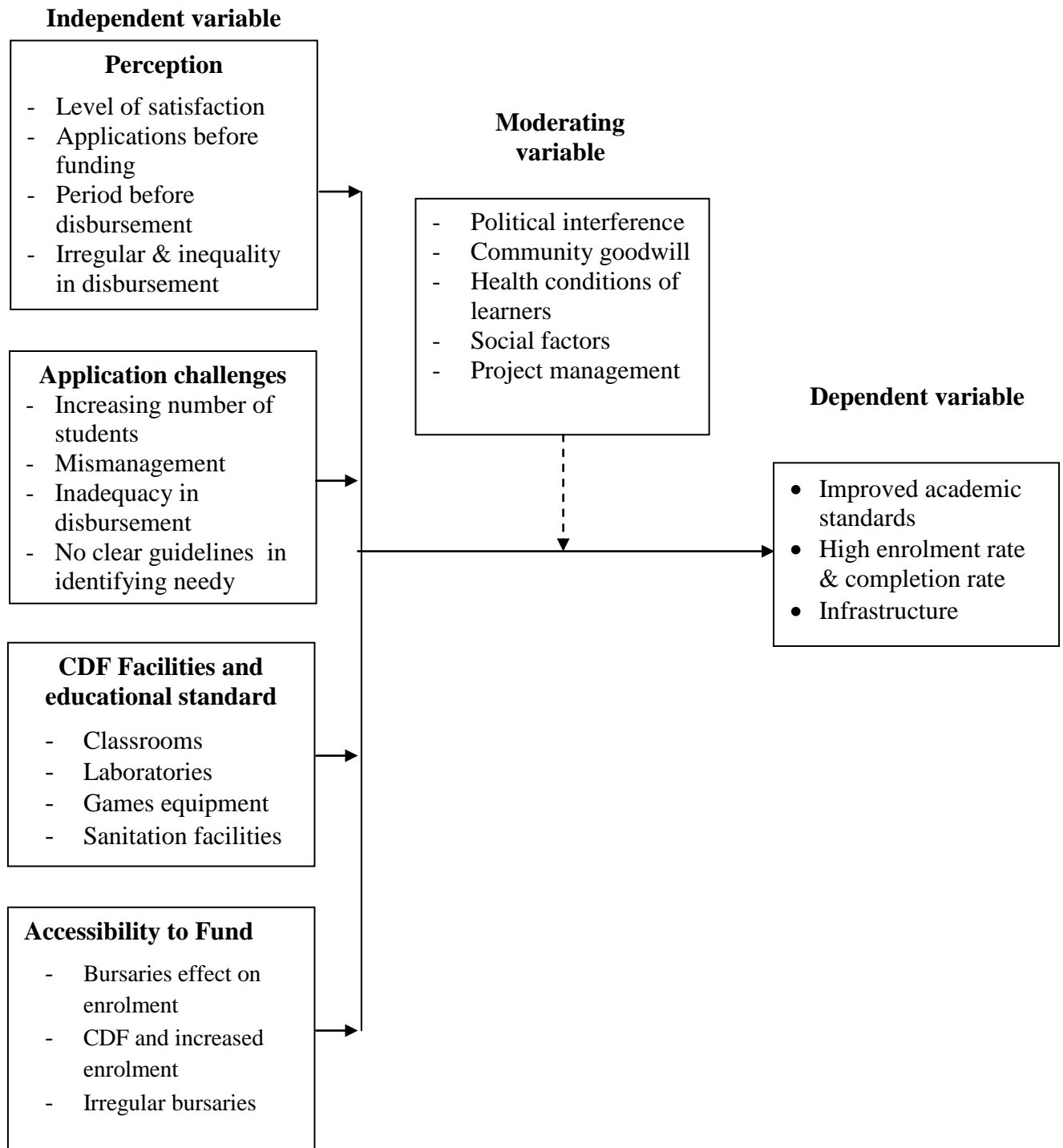
While CSOs are at the forefront of advocating for the principles of social justice and equity, their vested interests may at times be in conflict with the common good or the very values and principles CSOs purport to uphold (DFID 2007; UNDP). Further, “CSOs can reproduce and reinforce unequal social relationships, and through their agendas or practices can discriminate against women or marginalised groups” (DFID, 2007). This is in line with Matanga’s argument that “civil society can either be a progressive force [when it confronts and opposes an authoritarian state] or a retrogressive one [when it helps entrench an authoritarian regime through its moral, political and economic support]” (2000). In this paper CSOs in Kenya are looked at as a progressive force with potential to transform CDF. The study uses the concept CSOs to broadly refer to Non-governmental Organizations (NGOs), Community

based organisations (CBOs) and Faith-Based organizations (FBOs). Participation may be broadly defined as a process whereby local communities are able to take part in the decision making process. Participation therefore ‘requires an analysis of the ways in which power and knowledge define spaces for engagement, privileging certain voices and visions and excluding others’ (Brock et al, 2001). Participation may be defined as the right to define, to shape and be engaged in a given space (Gaventa, 2006). In the context of this paper, participation was used to refer to the process whereby local communities are able to influence the decision making process within CDF.

The concept of accountability in this study was used to refer to ‘the processes and structures that require powerful actors to answer for their actions to another actor and/or suffer some sanction if the performance is judged to be below the relevant standard’ (DFID, 2008) Accountability is important because it underpins the allocation and use of power (Ibid). There exist various forms of accountability; *vertical accountability* (downward) whereby citizens and local communities can hold their leaders to account (for example through general elections) and also *horizontal accountability* (upward) whereby one state entity may demand for answers from another state. The concept of accountability was used concurrently with transparency, which refers more ‘to processes, procedures and values, which ensure accountability’ (Rao and Naidoo, 2004). In this paper, transparency is also used to refer to access of information in relation to CDF processes from the various institutions under the CDF Act as will be discussed later in the study.

This study used the term effectiveness to refer to CSOs ability to enhance the community’s participation in the decision making processes in CDF. Effectiveness

was used to refer to the ability of CSOs to promote transparency and accountability in CDF.



*Fig. 2.1 Conceptual Framework*

In the conceptual frame work above, the CDF's role is the independent. It is viewed in terms of bursaries offered to students as school fees and the physical facilities provided by CDF like classrooms, science laboratories, water, toilets, libraries, school land and bus. This independent variable affects the dependent variable which is education development viewed in terms of students' enrolment, retention and completion rates as well as student academic performance. However, education development could also be affected by other factors like political interference from area leaders, Community good will, the management of projects funded by CDF in schools, social factors like early pregnancies which could led to school dropout and health status of learners among others. These are captured as moderating variable.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0. Introduction**

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

#### **3.1. Research Design**

Parahoo (1997) describes a research design as a plan that describes how, when and where data are to be collected and analyzed. In this research project the researcher has used descriptive research design in order to determine the selected factors' influence on successful implementation of CDF projects in Shinyalu constituency. According to Burns and Grove (2001), descriptive research is designated to provide a picture of a situation as it naturally happens, justify current practice and make judgment and also develop theories. In this study the researcher gave a picture of influence of C.D.F. on improvement of educational standards in Shinyalu constituency. Descriptive research design was used in this study. This research design was preferred because of its ability to determine and report the way things are and also helps a researcher to describe a phenomenon in terms of attitude, values and characteristics (Mugenda, 2003).

Population and Sampling Population imply the sum of the elements for study (Mugenda 2003). The population of the study was drawn from CDF managers from Kakamega County Shinyalu constituency who include; CDF managers, Project Management Committee (PMC) members and CDF Committee members involved in

procurement. The target population involved 210 respondents consisting of constituency development committee members, project committee members, principals, teachers, students, persons with disabilities, officers, local leaders such as chiefs and assistant chiefs, beneficiaries of C.D.F., members of the general public, government officials in C.D.F. committees such as Dos and opinion leaders as in table 2 of appendix iv. Mugenda (2003) defines a sampling frame as a list from which a sample can be selected. The sampling frame was obtained from the constituency's locations, as listed in the CDF website. Each of the constituency has a running CDF office that has CDF managers and committee members.

### **3.2. Target Population**

Parahoo (1997) defines population as the total number of units from which data can be collected such as individuals, air facts, events or organizations. This study was conducted in ten public secondary schools in Shinyalu Constituency, Kakamega County in Kenya. The researcher purposively targeted a group of people believed to be reliable for the study (Kombo & Tramp, 2009). This included 10 head teachers, 1 officers in the District Education Office, 50 teachers and 60 students from 10 public secondary schools in Shinyalu constituency. The schools are Mukhonje mixed secondary, St Agnes Girls' High school, Friends school Mugomari mixed secondary, Shidodo mixed secondary, St. Ignatius Mukumu Boys, Bukhaywa secondary, Lwanda secondary, St. Gerald Shanjero, St Joseph Malimili secondary and Shanderema Boys secondary school.



### **3.3. Sampling procedure**

Burns and Groove (2001) refer to sampling as a process of selecting a group of people, events or behavior with which to conduct a study. Polit and Hungler (1997) confirm that, in sampling a portion that represents the whole population is selected.

Mugenda (2003) describes a sample as a subset of the population under study. Shinyalu Constituency consists of 6 Wards which include Ilesi, Ivihiga, Kambiri, Khayega, Murhanda, and Shibuye. (Gikaru, 2010), each constituency was considered as stratum. Stratified sampling is a sampling technique in which the entire population of interest is divided into groups, or strata (Corbin, 2008). Stratified sampling technique was applied to cater for the diverse groupings resident of Shinyalu Constituency, already clustered in constituencies. After strata are selected, then purposive random sampling was used to selected particular respondents within each stratum to provide leading information on the management of CDF projects in their respective constituencies. From a target population of 8000, 211 respondents were identified, selected as the sample, and distributed across the strata according to geographical size of the constituencies.

#### **3.3.1 Sampling frame**

According to Sekaran (2003), a sampling frame is a list of all population from which you draw your sample. In this project research a sampling frame of 211 respondents was used which was selected using random sampling method.

### **3.3.2. Sample size**

Random sampling was used to select a sample size of 211 respondents from the sampling frame. This sample size was used to ensure that the information is inclusive of all aspects in the constituency.

### **3.4. Methods of Data Collection**

There are three fundamental types of research interviews: structured, semi structured and unstructured. Structured interviews are, essentially, verbally administered questionnaires, in which list of predetermined questions is asked, with little or no variation and with no scope for follow-up questions to responses that warrant further elaboration. Consequently, they are relatively quick and easy to administer and may be of particular use if clarification of certain questions are required or if there are likely to be literacy or numeracy problems with the respondents. However, by their very nature, they only allow for limited participant responses and are, therefore, of little use if 'depth' is required. Conversely, unstructured interviews do not reflect any preconceived theories or ideas and are performed with little or no organization.

Such an interview may simply start with an opening question such as 'Can you tell me about your experience of visiting the dentist?' and will then progress based, primarily, upon the initial response. Unstructured interviews are usually very time-consuming (often lasting several hours) and can be difficult to manage, and to participate in, as the lack of predetermined interview questions provides little guidance on what to talk about (which many participants find confusing and unhelpful). Their use is, therefore, generally only considered where significant 'depth' is required, or where virtually nothing is known about the subject area (or a different perspective of a known subject area is required). Semi-structured interviews consist

of several key questions that help to denote areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail.

The sources of data for this study were primary data and secondary data. A structured questionnaire was used. This allows the researcher to organize relevant detailed questions that are coded into the questionnaire. These kinds of questions, which are closed ended, easily guide the respondents as they have to tick from the multiple choice questions. This kind of questions also allows easier coding of data. Interview schedule was also used to collect data from respondent who will not have enough time to fill in a questionnaire. However, the interview will be guided by a structured questionnaire. The secondary data will be collected from CDF offices, Library and internet. Direct interaction with individuals on a one- to- one basis will be used.

#### **3.4.1 Pilot study**

Trial testing of the measuring instruments was undertaken using a few subjects whose characteristics are similar to those in the sample to ascertain the feasibility of the study (Nkpa, 1997). The pilot study for this research project was conducted on 20 beneficiaries in Shinyalu constituency.

#### **3.6 Validity**

The validity of an instrument shows how well the instrument measures what it is supposed to measure (Kombo and Tromp,2006), and is supported by Harber and Boyd, (2000) in that if questionnaires are to produce meaningful results, then it should be valid and reliable; that is it should be able to measure consistently what it ought to measure. To validate the instrument the researcher presented it to project research

experts who assessed its appropriateness in content, clarity and adequacy in capturing the needed data. Furthermore a pre-test was conducted on a few randomly selected individuals in the constituency that were not included in the final data collection; so as to ascertain content clarity of the instrument. The respondents were requested to carefully fill the instrument and critique the format, questions and instructions. The responses were analyzed and used to make necessary modifications in the questionnaire.

### **3.7 Reliability**

Reliability of an instrument is a measure of how consistent the result from the instrument is (Kombo and tromp, 2006). Mehreins and Lehman (1984) concur with the two in that reliability of an instrument is the consistency between two measures of the same thing. Reliability measures the accuracy and precision of the questions included in the questionnaire. Thus to eliminate any ambiguity that would have resulted from the use of the instrument and justify the language used and unveil any other difficulty in the instrument, the researcher employed test re-test method on the instrument on a few respondents that were not used in the final data collection. The researcher then used the results of the two tests to calculate the correlation coefficient. The Spearman Rank correlation coefficient was used. The respondents' responses for each test item were ranked and deviation found and used to establish the correlation coefficient. A strong positive coefficient resulted which indicated a good instrument that needed very little review, which was carried out to make the instrument more effective and relevant.

### **3.7 Methods of Data Analysis**

Different data analysis methodologies were used for the different kinds of data collected. Quantitative data were collected using structured questionnaires, were analyzed using the Statistical Package for Social Scientists (SPSS ver. 20). Prior to the analysis, a Codebook for the various quantitative variables was prepared. The Codebook was prepared based on the numbering system of the questionnaires (all the questionnaires were numbered before data collection for ease of referencing). All the quantitative variables were chronologically arranged with respect to the questionnaire outline. This was ensured that the correct code was entered for the correct variable. The data, in form of the coded variables, was then entered into the SPSS sheets. Data entry was followed by data editing. This exercise ensured that every data entered for each questionnaire in each variable is correct. By using the coded variable number and the questionnaire number, it was easy to identify and rectify mistakes performed during data entry. Data cleaning was then followed where unnecessary and erroneous data is removed from the Master SPSS sheet. After verifying that all data entered is correct, data analysis using the various SPSS tools were then be conducted and frequency tables, cross-tabulations (with chi-square) and regression studies summarized the significant levels of association as measured against the alpha value, 0.05.

### 3.8. Operationalization of variables

<b>OBJECTIVE</b>	<b>INDICATORS</b>	<b>INSTRUCTORS</b>	<b>MEASUREMENTS SCALES</b>	<b>DATA ANALYSIS</b>
To assess the perception of secondary schools on the role of CDF on educational standards in Shinyalu constituency	<ul style="list-style-type: none"> <li>- Level of satisfaction</li> <li>- Applications before funding</li> <li>- Retention rate</li> <li>- Irregular bursary allocation</li> </ul>	Questionnaires	<ul style="list-style-type: none"> <li>- Ordinal</li> <li>- Ordinal</li> <li>- Ordinal</li> </ul>	- Frequency tables, cross tabulations with chi statistic
To assess the challenges encountered by secondary schools in accessing CDF funds in Shinyalu Constituency	<ul style="list-style-type: none"> <li>- Increasing number of students</li> <li>- Mismanagement of funds</li> <li>- Inadequate amounts allocated</li> </ul>	Questionnaires	<ul style="list-style-type: none"> <li>- Ordinal</li> <li>- Ordinal</li> <li>- Ordinal</li> </ul>	- Frequency tables, cross tabulations with chi statistic
To investigate the role of CDF on provision of facilities in secondary schools	<ul style="list-style-type: none"> <li>- Classrooms</li> <li>- Laboratories</li> <li>- Games equipment</li> <li>- Sanitation facilities</li> </ul>	Questionnaire	<ul style="list-style-type: none"> <li>- Ordinal</li> <li>- Ordinal</li> <li>- Ordinal</li> </ul>	- Frequency tables, cross tabulations with chi statistic
To establish the role of CDF in improving enrolment in secondary	<ul style="list-style-type: none"> <li>- Bursaries effect on enrolment</li> <li>- CDF and increased enrolment</li> <li>- Irregular bursaries</li> </ul>	Questionnaire and Interview Schedule	<ul style="list-style-type: none"> <li>- Ordinal</li> <li>- Ordinal</li> <li>- Ordinal</li> </ul>	- Frequency tables, cross tabulations with chi statistic

### **3.9. Ethical Issues**

It is of paramount importance that educational researchers respect the rights, privacy, dignity, and sensitivities of their research populations and also the integrity of the institutions within which the research occurs. Educational researchers should be especially careful in working with children and other vulnerable populations,” (American Educational Research Association, 2002, p. 3). Although the purview of the APA and AERA is psychology and education, respectively, social science and educational research involve many other fields of study where professionals serve in multiple roles (e.g., researchers as well as laboratory supervisors, administrators, teachers, or mentors) (Behnke, 2004; Diekema, 2005; Haverkamp, 2005).

Whether a researcher is a psychologist, educator, or anthropologist, the primary responsibilities to participants are clear: obtain consent, protect from harm, and ensure privacy. However, there is one area of responsibility that is often less clear for both the researcher and the participants: intentional deception.

### **3.10. Summary**

Results from the study helped indicate if CDF has an influence on improvement of educational standards in Shinyalu Constituency. How has Constituency Development Fund been used to facilitate the provision of physical facilities in public secondary schools in Shinyalu Constituency?

## CHAPTER FOUR

### FINDING, PRESENTATION, INTERPRETATION AND DATA ANALYSIS

#### 4.1. Introduction

This chapter presents an analysis and interprets data gathered using tools of research discussed in chapter three. The presentation, analysis and interpretation are based on the research questions and objectives of the study. Also presented is the questionnaire response return rate and personal information of all respondents on the influence of CDF on the education in the Kakamega East sub – county. Descriptive statistical tools of percentages, frequencies tables, charts, bar graphs and narrative description of tables, charts and graphs have been used to summarize and illustrate the findings of the study.

#### 4.2. Response rate

The study's response rate was categorically presented as per the returned instruments and that was outlined as in table 4.1;

*Table 4.1: Frequency distribution on Category of respondent*

Category	Sample size	Response rate	Percentage
Head teachers	10	10	5.0
Education officer	1	1	0.5
Teachers	65	65	32.5
Students	135	124	62.0
<b>Total</b>	<b>211</b>	<b>200</b>	<b>94.5</b>

Results from table 4.1 indicated that 211 questionnaires were issued to the respondents while only 200 questionnaires were returned. This represented a 94.5% return rate. Such could be owed to the researcher participating fully in the study and also to the location of the respondents targeted by the study who included students, that were available to the



researcher's disposal thereby returning a 62.0% response rate, head teachers (principals) from the select schools who were available upon a request scheduled, a representative from the education office stationed at Shibuye, who also accepted the researchers call for an interview. According to Werner (2004), results from surveys with response rates above 80% are considered reliable.

#### **4.3. Demographic factors of the respondents**

The study took keen interest in establishing the demographic characteristics of the population under study and in which categories were presented as;- gender, categories of respondents, type of school, amount of money received, respondents' level of satisfaction with the amount received, number of applications before one was funded, time taken before disbursement, retention rate, irregularity of bursary disbursement and inequality in bursary disbursement as factors within the demographic surrounding CDF. According to Thompson (2007) the study of demographics trends is important, as the size of different demographic groups will change over time as a result of economic, cultural and political circumstances. The results were presented as follows;

***Table 4.2: Frequency distribution on Gender of respondents***

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Male	87	43.5
Female	113	56.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

According to table 4.2, majority of respondents that participated in the study were females 113 (56.5%) followed by males 87 (43.5%). These populations cut across the divide of all categories of respondents. The researcher further was interested in

establishing the representation of categories among respondents and the results were as in table 4.3;

***Table 4.3: Frequency distribution on Category of respondent***

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Head teacher	10	5.0
Education officer	1	.5
Teachers	65	32.5
Students	124	62.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.3 indicated that the majority category was students 124 (62.0%), followed by teachers 65 (32.5%), head teachers (principals) 10 (5.0%) and a representative from the education office (0.5%).

***Table 4.4: Frequency distribution on the type of school***

<b>School</b>	<b>Frequency</b>	<b>Percent</b>
Day	73	36.5
Boarding	127	63.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.4 revealed that majority of the respondents were from boarding school, 127 (63.5%) whereas 73 (36.5%) were from day schools.

The study was interested in establishing the amounts of money received when one applied for CDF and the results were as follows;

***Table 4.5: Frequency distribution on amount of money received***

<b>Amount</b>	<b>Frequency</b>	<b>Percent</b>
1000 – 5000	80	40.0
6000 – 10000	107	53.5
11000 – 15000	13	6.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

From the results, it was established that majority of respondents received amounts between Kshs. 6,000 – 10,000, 107 (53.5%) followed by those within the category of Kshs. 1,000 – 5,000, 80 (40.0%) and lastly those who were financed from between Kshs. 11,000 – 15,000 were 13 (6.5%). Moreover, the study sought to establish the levels of satisfaction among respondents who participate in the study with CDF's role in the improvement of education in Shinyalu constituency and the results were as follows in table 4.6;

#### **4.4. The perception of secondary schools towards the role of CDF on educational standard in Shinyalu Constituency**

This was the first objective where the study sought to establish whether as a factor on educational standards, perception, number of applications made, time taken before disbursement, retention rate, irregular bursary distribution and inequality in bursary disbursement of secondary schools was influenced by role of CDF on educational standards. Respondents were asked to state their level of satisfaction with educational standards in Shinyalu constituency with the role CDF played and the responses were as shown in table 4.6;

#### 4.4.1: Level of satisfaction

**Table 4.6: Frequency distribution on level of satisfaction**

response level	Frequency	Percent
Very satisfied	122	61.0
Satisfied	50	25.0
Fair	28	14.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.6 revealed that 122 (61.0%) among respondents were *very satisfied* whereas 50 (25.0%) were *satisfied* and a minority 28 (14.0%) were fairly satisfied with the role CDF played in terms of funding education and its subsequent improved standards in Shinyalu constituency. To establish categorical responses on whether the factor influenced improvement of educational standard, the study conducted a cross tabulation to establish the relationship between variables and the results were as follows in table 4.7;

**Table 4.7: Cross tabulation showing education standards in secondary schools & level of satisfaction**

Decision status			Level of satisfaction			Total
			very satisfied	satisfied	fair	
<b>Education standards in secondary schools</b>	<b>Yes</b>	Count % within level of satisfaction	81 66.4%	38 76.0%	23 82.1%	<b>142 71.0%</b>
	<b>No</b>	Count % within level of satisfaction	41 33.6%	12 24.0%	5 17.9%	<b>58 29.0%</b>
<b>Total</b>	<b>Count % within level of satisfaction</b>	<b>122 100.0%</b>	<b>50 100.0%</b>	<b>28 100.0%</b>	<b>200 100.0%</b>	

Results from the cross tabulation revealed that majority within *very satisfied* category 81 (66.4%) acknowledged the influence CDF had on the education standards, while in the same category 41 (33.6%) declined its influence, 38 (76.0%) within the *satisfied* category

acknowledged its influence while 12 (24.0%) declined and a minority within the *fair* category 23 (82.7%) acknowledged its influence whereas 5 (17.3%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 3.553 (a) at 2df obtained a p-value of .169, greater than the alpha level of .05 and therefore posting a slight significant relationship.

#### 4.4.2: Number of applications before receipt of bursary

***Table 4.8: Frequency distribution on number of applications before receiving money***

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
1 - 3 times	149	74.5
4 - 6 times	47	23.5
7 - 9 times	4	2.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.8 revealed that 149 (74.5%) among respondents received funding between the 1<sup>st</sup> and 3<sup>rd</sup> time of application followed by 47 (23.5%) that received funds between their 4<sup>th</sup> and 6<sup>th</sup> time at 4 (2.0%) and lastly those who received funds after their 7<sup>th</sup> and 9<sup>th</sup> time of application. To establish categorical responses on whether the factor influenced improvement of educational standard, the study conducted a cross tabulation to establish the relationship between variables and the results were as follows in table 4.9;

**Table 4.9: Cross tabulation showing improvement of education standards in secondary schools & number of applications before receiving money**

Decision status	Measuring scale	number of applications before receiving money			Total	
		1 - 3 times	4 - 6 times	7 - 9 times		
improvement of education standards in secondary schools	Yes	Count % within number of applications before funding	109 73.2%	30 63.8%	3 75.0%	<b>142</b> <b>71.0%</b>
	No	Count % within number of applications funding	40 26.8%	17 36.2%	1 25.0%	<b>58</b> <b>29.0%</b>
<b>Total</b>		<b>Count % within number of applications before funding</b>	<b>149</b> <b>100.0%</b>	<b>47</b> <b>100.0%</b>	<b>4</b> <b>100.0%</b>	<b>200</b> <b>100.0%</b>

Results from the cross tabulation revealed that majority within 1 – 3 times category 109 (73.2%) acknowledged the influence CDF had on the education standards, while in the same category 40 (26.8%) declined its influence, 30 (63.8%) within the 4 – 6 times category acknowledged its influence while 17 (36.2%) declined and a minority within the 7 – 9 times category 3 (75.0%) acknowledged its influence whereas 1 (25.0%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 1.541 (a) at 2df obtained a p-value of .463, greater than the alpha level of .05 and therefore posting a slight significant relationship.

#### 4.4.3: Time taken before disbursement

*Table 4.10: Frequency distribution on time taken before disbursement*

<b>Period</b>	<b>Frequency</b>	<b>Percent</b>
1 - 4 weeks	151	75.5
4 - 9 weeks	42	21.0
10 - 14 weeks	7	3.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.10 revealed that 151 (75.5%) among respondents that held the opinion that funds were disbursed form between 1 – 4 weeks of application, followed by 42 (21.0%) that received funds from between the 4<sup>th</sup> and the 9<sup>th</sup> week, and lastly 7 (3.5%) that received funds from between the 10<sup>th</sup> and 14<sup>th</sup> week. To establish variable relationships and categorical responses influence on improvement of educational standards, the study conducted a cross tabulation to establish the relationship between variables and the results were as follows in table 4.11;

*Table 4.11: Cross tabulation showing improvement of education standards in secondary schools and time taken before disbursement*

<b>Decision status</b>	<b>Measuring scale</b>	<b>Period before disbursement</b>			<b>Total</b>	
		<b>1 - 4 weeks</b>	<b>4 - 9 weeks</b>	<b>10 - 14 weeks</b>		
<b>improvement of education standards in secondary schools</b>	Yes	Count % Period before disbursement	109 72.2%	29 69.0%	4 57.1%	<b>142</b> <b>71.0%</b>
	No	Count % Period before disbursement	42 27.8%	13 31.0%	3 42.9%	<b>58</b> <b>29.0%</b>
<b>Total</b>	<b>Count % Period before disbursement</b>	<b>151</b> <b>100.0%</b>	<b>42</b> <b>100.0%</b>	<b>7</b> <b>100.0%</b>	<b>200</b> <b>100.0%</b>	

When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, .834 (a) at 1df obtained a p-value of .059, greater than the alpha level of .05 and therefore posting no significant relationship.

#### 4.4.4: Retention rate

**Table 4.12: Retention rate**

Response	Frequency	Percent
Yes	159	79.5
No	41	20.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.15 revealed that majority 159 (79.5%) were of the opinion that retention rate had been improved by CDF's role on improvement of educational standards in Shinyalu, followed by 41 (20.5%) who contrary opinioned. To establish variable relationships and categorical responses influence on improvement of educational standards, the study conducted a cross tabulation to establish the relationship between variables and the results were as follows in table 4.13;

**Table 4.13: Cross tabulation showing improvement of education standards in secondary schools & retention rate Cross tabulation**

Decision status	Measuring scale	Retention rate		Total
		Yes	No	
<b>Improvement of education standards in secondary schools</b>	Yes	Count % within retention rate 108 67.9%	34 82.9%	<b>142</b> <b>71.0%</b>
	No	Count % within retention rate 51 32.1%	7 17.1%	<b>58</b> <b>29.0%</b>
<b>Total</b>	<b>Count % within retention rate</b>	<b>159</b> <b>100.0%</b>	<b>41</b> <b>100.0%</b>	<b>200</b> <b>100.0%</b>



Results from the cross tabulation revealed that majority within *strongly agree* category 108 (67.9%) acknowledged the influence CDF had on improved education standards, while in the same category 51 (32.1%) declined its influence, 34 (82.9%) within the *disagree* category acknowledged its influence while 7 (17.8%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 3.563 (a) at 1df obtained a p-value of .059, greater than the alpha level of .05 and therefore posting a very significant relationship.

#### 4.4.5: Irregular bursary disbursement

***Table 4.14: Frequency distribution showing irregular bursary disbursement***

<b>Response level</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	147	73.5
Agree	45	22.5
Disagree	8	4.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.14 revealed that majority 147 (73.5%) were of the opinion that irregularity in bursary disbursement strongly impacted on CDF's role on improvement of educational standards in Shinyalu, followed by 45 (22.5%) who opinioned to agree on its impact, and a minority 8 (4.0%) disagreed on the same. In establishing variable relationships and categorical responses influence on improvement of educational standards, the study conducted a cross tabulation to establish the relationship between variables and the results were as follows in table 4.15;

**Table 4.15: Cross tabulation showing Improvement of education standards in secondary schools & irregular bursary disbursement**

Decision status	Measuring scale	Irregular bursary disbursement			Total	
		strongly agree	agree	disagree		
<b>improvement of education standards in secondary schools</b>	Yes	Count % within irregular bursary disbursement	110 74.8%	28 62.2%	4 50.0%	142 71.0%
	No	Count % within irregular bursary disbursement	37 25.2%	17 37.8%	4 50.0%	58 29.0%
<b>Total</b>		<b>Count % within irregular bursary disbursement</b>	<b>147 100.0%</b>	<b>45 100.0%</b>	<b>8 100.0%</b>	<b>200 100.0%</b>

Results from the cross tabulation revealed that majority within *strongly agree* category 110 (74.8%) acknowledged the influence CDF had on the education standards, while in the same category 37 (25.3%) declined its influence, 28 (62.2%) within the *agree* category acknowledged its influence while 17 (37.8%) declined and a minority within the *disagree* category 4 (50.0%) acknowledged its influence whereas 4 (50.0%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 4.445 (a) at 2df obtained a p-value of .108, greater than the alpha level of .05 and therefore posting a slight significant relationship.

#### 4.4.6: Inequality in bursary allocation

*Table 4.16: Inequality in bursary disbursement*

Response level	Frequency	Percent
Strongly agree	140	70.0
Agree	44	22.0
Disagree	16	8.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.15 revealed that majority 140 (70.0%) were of the opinion that inequality in bursary disbursement strongly impacted on CDF's role on improvement of educational standards in Shinyalu, followed by 44 (22.0%) who opined to agree on its impact, and a minority 16 (8.0%) disagreed on the same. In establishing variable relationships and categorical responses influence on improvement of educational standards, the study conducted a cross tabulation to establish the relationship between variables and the results were as follows in table 4.16;

*Table 4.17: Cross tabulation showing improvement of education standards in secondary schools & inequality in bursary disbursement*

Decision status	Measuring scale	inequality in bursary disbursement			Total
		strongly agree	agree	disagree	
<b>improvement of education standards in secondary schools</b>	<b>Yes</b>	Count % within inequality in bursary disbursement 106 75.7%	27 61.4%	9 56.3%	<b>142 71.0%</b>
	<b>No</b>	Count % within inequality in bursary disbursement 34 24.3%	17 38.6%	7 43.8%	<b>58 29.0%</b>
<b>Total</b>	<b>Count % within inequality in bursary disbursement</b>	<b>140 100.0%</b>	<b>44 100.0%</b>	<b>16 100.0%</b>	<b>200 100.0%</b>

Results from the cross tabulation revealed that majority within *strongly agree* category 106 (75.7%) acknowledged the influence CDF had on the education standards, while in the same category 34 (24.3%) declined its influence, 27 (61.4%) within the *agree* category acknowledged its influence while 17 (38.6%) declined and a minority within the *disagree* category 9 (56.3%) acknowledged its influence whereas 7 (43.8%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 5.186 (a) at 2df obtained a p-value of .075, greater than the alpha level of .05 and therefore posting a slight significant relationship.

#### **4.5. Challenges encountered by secondary schools in accessing CDF funds in Shinyalu Constituency**

Education is one of the key engines that drive development in the Constituency but on the contrary, majority among the population lack basic education to engage in life sustaining activities and hence most of the people live below the poverty line mainly depending on food aid to survive. When the Constituency Development Fund was first introduced, it was welcomed by many residents in the Constituency. It was thought that at last, a cure to illiteracy, poverty and disease had at last come. In the first year of its implementation, very many students were able to enroll in secondary schools courtesy of CDF funding and bursary assistance. This was the second objective of the study that attempted to establish challenges faced by schools and students in accessing CDF funds in Shinyalu constituency. CDF act was enacted in Kenya in 2003, a blue print of the NARC government and among other development issues within constituencies, education

standards were forefront in terms of priority. Within the objective, the study tested the challenges under sub-themes and the results were as follows;

#### **4.5.1: Increasing Number of students**

Since the enactment of FPE, the nation has seen a steady increase of students joining from one to acquire secondary education. CDF's role has increasingly been strained from between funding the education of such many needy students and facilitating building of educational infrastructure. The study therefore asked respondents to indicate their responses on whether the role of CDF in improving educational standards was influenced by increasing number of students on a scale of *strongly agree*, *agree* and disagree and the results were as presented in table 4.17;

***Table 4.18: Frequency distribution on increasing number of students***

<b>Response level</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	119	59.5
Agree	70	35.0
Disagree	11	5.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.18 revealed that majority 119 (59.5%) were of the opinion that increasing number of students impacted on CDF's role on improvement of educational standards in Shinyalu, followed by 70 (35.0%) who opined agreed on its impact, and a minority 11 (5.5%) disagreed on the same. To establish categorical responses on whether the factor influenced improvement of educational standard, the study conducted a cross tabulation to establish the relationship between variables and the results were as follows in table 4.19;

**Table 4.19: Cross tabulation showing Education standards in secondary schools and increasing number of students**

Decision	Scale	Increasing number of students			Total
		strongly agree	agree	disagree	
Influence	Count % within increasing number of students	92 77.3%	42 60.0%	8 72.7%	142 71.0%
No influence	Count % within increasing number of students	27 22.7%	28 40.0%	3 27.3%	58 29.0%
<b>Total</b>	<b>Count % within increasing number of students</b>	<b>119 100.0%</b>	<b>70 100.0%</b>	<b>11 100.0%</b>	<b>200 100.0%</b>

Results from the cross tabulation revealed that majority within *strongly agree* category 92 (77.3%) acknowledged the influence CDF had on the education standards, while in the same category 27 (22.7%) declined its influence, 42 (60.0%) within the *agree* category acknowledged its influence while 28 (40.0%) declined and a minority within the *disagree* category 8 (72.7%) acknowledged its influence whereas 3 (27.3%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 6.431 (a) at 2df obtained a p-value of .040, less than the alpha level of .05 and therefore posting a significant relationship.

#### **4.5.2 Mismanagement of CDF funds**

Among other challenges, mismanagement of CDF funds has been a major cause of discontent among beneficiaries of the program. In this way as asserted by Aduda (2003) schools fail to plan and run smoothly despite guidelines by the government and ministry of education. The study therefore asked the respondents whether on a scale they were in agreement with the statement and the results obtained were as shown in table 4.20;

**Table 4.20: Frequency distribution on mismanagement of CDF funds**

<b>Response level</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	124	62.0
Agree	66	33.0
Disagree	10	5.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Responses from table 4.20 revealed that indeed mismanagement greatly influenced the general outcome of the importance of CDF on education standards in Shinyalu constituency as majority 124 (62.0%) strongly agreed, followed by 66 (33.0%) who agreed and 10 (5.0%) disagreed. A further test to establish variable relationship and whether the factor influenced improvement of educational standard, followed a cross tabulation being conducted and the results were as follows in table 4.21;

**Table 4.21: Cross tabulation showing education standards in secondary schools and mismanagement of CDF funds**

<b>Decision</b>	<b>Measurement scale</b>	<b>mismanagement of CDF funds</b>			<b>Total</b>	
		<b>strongly agree</b>	<b>agree</b>	<b>disagree</b>		
<b>education standards in secondary schools</b>	<b>Yes</b>	Count % within mismanagement of CDF funds	97 78.2%	38 57.6%	7 70.0%	142 71.0%
	<b>No</b>	Count % within mismanagement of CDF funds	27 21.8%	28 42.4%	3 30.0%	58 29.0%
<b>Total</b>	<b>Count % within mismanagement of CDF funds</b>	<b>124 100.0%</b>	<b>66 100.0%</b>	<b>10 100.0%</b>	<b>200 100.0%</b>	

Results from table 4.21 revealed that 97 (78.2%) majority within the *strongly agree* category of response acknowledged the role of CDF on influencing the education

standards in despite their initial perception of mismanagement in Shinyalu constituency whereas in the same category 27 (21.8%) held a contrary opinion. 38 (57.6%) within the *agree* category acknowledged its influence while 28 (42.4%) declined while 7 (70.0%) within the disagree category acknowledged its influence whereas in the same category 3 (30.0%) were of the contrary opinion. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 8.926 (a) at 2df obtained a p-value of .012, less than the alpha level of .05 and therefore posting a significant relationship.

#### **4.5.3: Inadequate amount allocated**

Funds disbursed to school and students by CDF aim to assist majorly in infrastructure and subsidizing fee for students which in turn keeps them at school and subsequently enables proper and smooth running of school programs. In this essence, the study sought to establish whether as a factor, inadequate amount allocated influenced educational standards in Shinyalu constituency and the results were as presented in table 4.22;

***Table 4.22: Frequency distribution on inadequate amount awarded***

<b>Response level</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	123	61.5
Agree	66	33.0
Disagree	11	5.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table revealed that majority among respondents strongly agreed at 123 (61.5%), followed by those who agreed at 66 (33.0%) and 11 (5.5%) disagreed on inadequacy of the funds allocated on education standards in Shinyalu constituency. The



study further conducted a cross tabulation to identify relationship between categorical responses on variables and the results were as presented in table 4.23;

**Table 4.23: Cross tabulation showing education standards in secondary schools and inadequate amount awarded**

Decision status		Measuring scale	Inadequate amount awarded			Total
			strongly agree	Agree	Disagree	
<b>Education standards in secondary schools</b>	<b>Yes</b>	Count % within inadequate amount awarded	95 77.2%	39 59.1%	8 72.7%	<b>142 71.0%</b>
	<b>No</b>	Count % within inadequate amount awarded	28 22.8%	27 40.9%	3 27.3%	<b>58 29.0%</b>
<b>Total</b>		<b>Count % within inadequate amount awarded</b>	<b>123 100.0%</b>	<b>66 100.0%</b>	<b>11 100.0%</b>	<b>200 100.0%</b>

Results from cross tabulation revealed that majority of responses within the *strongly agree* category acknowledged the influence inadequate allocation of funds had on education standards in Shinyalu constituency as represented by 95 (77.2%), while in the same category 28 (22.8%) held a contrary opinion. 39 (59.%) within *agree* category acknowledged the influence the factor had on education standards whereas in the same category 27 (40.9%) declined and within the *disagree* category, 8 (72.7%) acknowledged the influence inadequate allocation had on improvement of educational standards in Shinyalu constituency whereas 3 (27.3%) held a contrary opinion. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 6.885(a) at 2df obtained a p-value of .032, less than the alpha level of .05 and therefore posting a significant relationship.

#### 4.5.4: Criteria for awarding bursaries

As a factor within challenges, the study attempted to establish whether the criteria for awarding bursaries influenced education standards in Shinyalu constituency. Respondents were asked to state their level of response and the results were as presented in table 4.24;

**Table 4.24 Frequency distribution on unclear criteria for awarding bursaries**

Response level	Frequency	Percent
Strongly agree	125	62.5
Agree	65	32.5
Disagree	10	5.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.24 revealed that majority 125 (62.5%) among respondents *strongly agreed* to unclear criteria for awarding bursaries, followed by 65 (32.5%) at agree and 10 (5.0%) disagreeing. To establish relationship between variables, the study conducted a cross tabulation and the results were as shown in table 4.25;

**Table 4.25: Cross tabulation showing education standards in secondary schools and unclear criteria for awarding bursaries**

Decision status		Scale of measurement	Unclear criteria for awarding bursaries			Total
			Strongly agree	Agree	Disagree	
<b>Education standards in secondary schools</b>	<b>Yes</b>	Count % within unclear criteria for awarding bursaries	97 77.6%	38 58.5%	7 70.0%	<b>142 71.0%</b>
	<b>No</b>	Count % within unclear criteria for awarding bursaries	28 22.4%	27 41.5%	3 30.0%	<b>58 29.0%</b>
<b>Total</b>		<b>Count % within unclear criteria for awarding bursaries</b>	<b>125 100.0%</b>	<b>65 100.0%</b>	<b>10 100.0%</b>	<b>200 100.0%</b>

Results from the cross tabulation revealed that majority within the *strongly agreed* category 97 (77.6%) acknowledge the influence unclear criteria for awarding bursaries had on education standards in Shinyalu whereas 28 (22.4%) held a contrary opinion. 38 (58.5%) were of the opinion to influence, whereas 27 (41.5%) declined, 7 (70.0%) within disagree category acknowledged its influence on education standards whereas 3 (30.0%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 7.612(a) at 2df obtained a p-value of .022, less than the alpha level of .05 and therefore posting a significant relationship.

#### **4.5.5. Guidelines for identifying needy students**

CDF kitty aimed to assist needy students during its initiation in the education program of Kenya. Applicants are allowed to present their cases of identified need, certified by authorities before being awarded. However challenges amounting from improper identification of the population termed needy has tainted the image of CDF. The study therefore attempted to establish whether as a factor within challenges, guidelines for identifying needy sunders influenced education standards in Shinyalu constituency and respondents were asked to state their level of response that followed results as presented in table 4.26;

***Table 4.26: Frequency distribution on no clear guidelines for identifying needy students***

<b>Response level</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	124	62.0
Agree	66	33.0
Disagree	10	5.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.26 revealed that majority among respondents strongly agreed to that there were no clear guidelines in identifying needy students to be awarded with CDF as it stood at 124 (62.0%) followed by those within *agree* who opined at 66 (33.0%) and lastly 10 (5.0%) disagreed on the same. To further establish relationships between variables and a cross tabulation was conducted. The results of the cross tabulation were presented as in table 4.27;

**Table 4.27: Cross tabulation showing education standards in secondary schools and no clear guidelines for identifying needy students**

Decision status		Measuring scale	No clear guidelines for identifying needy students			Total
			strongly agree	Agree	Disagree	
<b>Education standards in secondary schools</b>	<b>Yes</b>	Count % within no clear guidelines for identifying needy students	97 78.2%	37 56.1%	8 80.0%	<b>142 71.0%</b>
	<b>No</b>	Count % within no clear guidelines for identifying needy students	27 21.8%	29 43.9%	2 20.0%	<b>58 29.0%</b>
<b>Total</b>		<b>Count % within no clear guidelines for identifying needy students</b>	<b>124 100.0%</b>	<b>66 100.0%</b>	<b>10 100.0%</b>	<b>200 100.0%</b>

Results from table 4.27 revealed that within the category *strongly agree* 97 (78.2%) acknowledged the influence CDF had on education standards, whereas in the same category 27 (21.8%) had a contrary opinion. 37 (56.1%) within *agree* category held the opinion to influence whereas 29 (43.9%) within the same category declined, 8 (80.0%) acknowledged the influence CDF had while in the same category *disagree* 2 (20.0%) declined. When a chi-static was conducted to establish significance between relationships

of the indicator to the dependent variable, a chi-value, 10.692(a) at 2df obtained a p-value of .005, less than the alpha level of .05 and therefore showing a significant relationship.

#### 4.5.6. Bursary disbursement

**Table 4.28: Frequency distribution on inequality in bursary disbursement**

Response level	Frequency	Percent
Strongly agree	125	62.5
Agree	65	32.5
Disagree	10	5.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.28 revealed that majority among respondents strongly agreed to that there being inequality in bursary disbursement as shown with 125 (62.5%) followed by those within *agree* who opined at 65 (32.5%) and lastly 10 (5.0%) disagreed on the same. To further establish relationships between variables and a cross tabulation was conducted. The results of the cross tabulation were presented as in table 4.29;

**Table 4.29: Cross tabulation showing education standards in secondary schools and inequality in bursary disbursement**

Decision status		Measuring scale	inequality in bursary disbursement			Total
			strongly agree	agree	disagree	
<b>Education standards in secondary schools</b>	<b>Yes</b>	Count % within inequality in bursary disbursement	98 78.4%	36 55.4%	8 80.0%	<b>142 71.0%</b>
	<b>No</b>	Count % within inequality in bursary disbursement	27 21.6%	29 44.6%	2 20.0%	<b>58 29.0%</b>
<b>Total</b>		<b>Count % within inequality in bursary disbursement</b>	<b>125 100.0%</b>	<b>65 100.0%</b>	<b>10 100.0%</b>	<b>200 100.0%</b>

Results from table 4.29 revealed that within the category *strongly agree* 98 (78.4%) acknowledged the influence CDF had on education standards despite inequality in bursary disbursement, whereas in the same category 27 (21.6%) had a contrary opinion. 36 (55.4%) within *agree* category held the opinion to influence whereas 29 (44.6%) within the same category declined, 8 (80.0%) acknowledged the influence CDF had while in the same category *disagree* 2 (20.0%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 11.416(a) at 2df obtained a p-value of .003, less than the alpha level of .05 and therefore showing a significant relationship.

#### 4.5.7. CDF on provision of staff quarters

*Table 4.30: Frequency distribution on impact of CDF on provision of staff quarters*

<b>Response level</b>	<b>Frequency</b>	<b>Percent</b>
Very effective	123	61.5
Effective	65	32.5
Undecided	12	6.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.30 revealed that majority among respondents held the opinion that CDF very effectively provided staff quarters as presented by 123 (61.5%) followed by thoughts of CDF being effective at 65 (32.5%) and those within *undecided* had 12 (6.0%) representation. The study further carried out a cross tabulation whose results were as presented in table 4.31;

**Table 4.31: Cross tabulation showing education standards in secondary schools and impact of CDF on provision of staff quarters**

Decision status		Measuring scale	impact of CDF on provision of staff quarters			Total
			very effective	effective	undecided	
<b>education standards in secondary schools</b>	<b>Yes</b>	Count % within impact of CDF on provision of staff quarters	96 78.0%	36 55.4%	10 83.3%	142 71.0%
	<b>No</b>	Count % within impact of CDF on provision of staff quarters	27 22.0%	29 44.6%	2 16.7%	58 29.0%
<b>Total</b>		<b>Count % within impact of CDF on provision of staff quarters</b>	<b>123 100.0%</b>	<b>65 100.0%</b>	<b>12 100.0%</b>	<b>200 100.0%</b>

Results from table 4.31 revealed that within the category *strongly agree* 96 (78.0%) acknowledged the influence CDF had on education standards, whereas in the same category 27 (22.0%) had a contrary opinion. 36 (55.4%) within *agree* category held the opinion to influence whereas 29 (44.6%) within the same category declined, 10 (83.3%) acknowledged the influence CDF had while in the same category *disagree* 2 (16.7%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 11.552(a) at 2df obtained a p-value of .003, less than the alpha level of .05 and therefore revealing a significant relationship.

#### **4.6. Role of CDF on provision of facilities in secondary schools**

At inception, CDF had to cater for a lot ranging from student financing to other constituency development projects. From then on the journey to a brighter future has seen deserving students from the constituency being able to access new learning facilities like classrooms, dormitories, laboratories and libraries all funded by CDF and get bursary

assistance. The study therefore attempted to establish whether provision of classrooms in secondary schools influenced education standard in Shinyalu constituency and the respondents were asked to indicate their response levels. The results were as presented in table 4.26;

#### 4.6.1. CDF on provision of classrooms

*Table 4.32 Frequency distribution on impact of CDF on provision of classrooms in secondary schools*

<b>Response level</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	121	60.5
Agree	68	34.0
Disagree	11	5.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.32 revealed that majority of respondents 121 (60.5%) strongly agreed to education standards being influenced by CDFs role in provision of classrooms in secondary schools, followed by 68 (34.0%) who agreed on its influence and 11 (5.5%) that disagreed.



**Table 4.33: Cross tabulation showing education standards in secondary schools and impact of CDF on provision of classrooms in secondary schools**

Decision status		Measuring scale	impact of CDF on provision of classrooms in secondary schools			Total
			strongly agree	agree	disagree	
<b>education standards in secondary schools</b>	<b>Yes</b>	Count % within impact of CDF on provision of classrooms in secondary schools	95 78.5%	39 57.4%	8 72.7%	<b>142 71.0%</b>
	<b>No</b>	Count % within impact of CDF on provision of classrooms in secondary schools	26 21.5%	29 42.6%	3 27.3%	<b>58 29.0%</b>
<b>Total</b>		<b>Count % within impact of CDF on provision of classrooms in secondary schools</b>	<b>121 100.0%</b>	<b>68 100.0%</b>	<b>11 100.0%</b>	<b>200 100.0%</b>

Results from table 4.33 revealed that within the category *strongly agree* 95 (78.5%) acknowledged the influence CDF had on education standards, whereas in the same category 26 (21.5%) had a contrary opinion. 39 (57.4%) within *agree* category held the opinion to influence whereas 29 (42.6%) within the same category declined, 8 (72.7%) acknowledged the influence CDF had while in the same category *disagree* 3 (27.3%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 9.483(a) at 2df obtained a p-value of .009, less than the alpha level of .05 and therefore posting a significant relationship.

#### 4.6.2. CDF on provision of laboratories

**Table 4.34: Frequency distribution on impact of CDF on provision of laboratories in secondary schools**

Response level	Frequency	Percent
Strongly agree	119	59.5
Agree	69	34.5
Disagree	12	6.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.34 revealed that majority of respondents 119 (59.5%) strongly agreed to education standards being influenced by CDFs role in provision of laboratories in secondary schools, followed by 69 (34.5%) who agreed on its influence and 12 (6.0%) that disagreed. The study then followed a cross tabulation to establish categorical responses within relationship in variables and the results were as shown in table 4.35;

**Table 4.35: Cross tabulation showing education standards in secondary schools and impact of CDF on provision of laboratories in secondary schools**

Decision status	Measuring scale	impact of CDF on provision of laboratories in secondary schools			Total	
		strongly agree	agree	disagree		
<b>Education standards in secondary schools</b>	<b>Yes</b>	Count % within impact of CDF on provision of laboratories in secondary schools	95 79.8%	38 55.1%	9 75.0%	142 71.0%
	<b>No</b>	Count % within impact of CDF on provision of laboratories in secondary schools	24 20.2%	31 44.9%	3 25.0%	58 29.0%
<b>Total</b>	<b>Count % within impact of CDF on provision of laboratories in secondary schools</b>	<b>119 100.0%</b>	<b>69 100.0%</b>	<b>12 100.0%</b>	<b>200 100.0%</b>	

Results from table 4.35 revealed that within the category *strongly agree* 95 (79.8%) acknowledged the influence CDF had on education standards, whereas in the same category 24 (20.2%) had a contrary opinion. 38 (55.1%) within *agree* category held the opinion to influence whereas 31 (44.9%) within the same category declined, 9 (75.0%) acknowledged the influence CDF had while in the same category *disagree* 3 (25.0%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 13.103(a) at 2df obtained a p-value of .001, less than the alpha level of .05 and therefore posting a significant relationship.

#### 4.6.3. CDF on provision of games equipment

**Table 4.36: Frequency distribution on impact of CDF on provision of games equipment in secondary schools**

<b>Response level</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	118	59.0
Agree	70	35.0
Disagree	12	6.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.36 revealed that majority of respondents 118 (59.0%) strongly agreed to education standards being influenced by CDFs role in provision of games equipment in secondary schools, followed by 70 (35.0%) who agreed on its influence and 12 (6.0%) that disagreed. The study then followed a cross tabulation to establish categorical responses within relationship in variables and the results were as shown in table 4.37;

**Table 4.37: Cross tabulation showing education standards in secondary schools and impact of CDF on provision of games equipment in secondary schools**

Decision status		Measuring scale	impact of CDF on provision of games equipment in secondary schools			Total
			strongly agree	agree	disagree	
<b>education standards in secondary schools</b>	Yes	Count % within impact of CDF on provision of games equipment in secondary schools	92 78.0%	41 58.6%	9 75.0%	142 71.0%
	No	Count % within impact of CDF on provision of games equipment in secondary schools	26 22.0%	29 41.4%	3 25.0%	58 29.0%
<b>Total</b>		<b>Count % within impact of CDF on provision of games equipment in secondary schools</b>	<b>118 100.0%</b>	<b>70 100.0%</b>	<b>12 100.0%</b>	<b>200 100.0%</b>

Results from table 4.37 revealed that within the category *strongly agree* 92 (78.0%) acknowledged the influence CDF had on education standards, whereas in the same category 26 (22.0%) held a contrary opinion. 41 (58.6%) within *agree* category held the opinion to influence whereas 29 (41.4%) within the same category declined, 9 (75.0%) acknowledged the influence CDF had while in the same category *disagree* 3 (25.0%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 8.126(a) at 2df obtained a p-value of .017, less than the alpha level of .05 and therefore posting a significant relationship.

#### 4.6.4. CDF on provision of sanitation facilities

*Table 4.38: Frequency distribution on impact of CDF on provision of sanitation facilities in secondary schools*

Response level	Frequency	Percent
Strongly agree	118	59.0
Agree	68	34.0
Disagree	14	7.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.38 revealed that majority of respondents 118 (59.0%) strongly agreed to education standards being influenced by CDFs role in provision of sanitation facilities in secondary schools, followed by 68 (34.0%) who agreed on its influence and 14 (7.0%) that disagreed. The study then followed a cross tabulation to establish categorical responses within relationship in variables and the results were as shown in table 4.39;

*Table 4.39: Cross tabulation showing education standards in secondary schools and impact of CDF on provision of toilets in secondary schools*

Decision status	Measuring scale	impact of CDF on provision of toilets in secondary schools			Total	
		strongly agree	agree	disagree		
<b>Education standards in secondary school</b>	<b>Yes</b>	Count % within impact of CDF on provision of toilets in secondary schools	93 78.8%	37 54.4%	12 85.7%	142 71.0%
	<b>No</b>	Count % within impact of CDF on provision of toilets in secondary schools	25 21.2%	31 45.6%	2 14.3%	58 29.0%
<b>Total</b>	<b>Count % within impact of CDF on provision of toilets in secondary schools</b>	<b>118 100.0%</b>	<b>68 100.0%</b>	<b>14 100.0%</b>	<b>200 100.0%</b>	

Results from table 4.39 revealed that within the category *strongly agree* 93 (78.8%) acknowledged the influence CDF had on education standards, whereas in the same category 25 (21.2%) had a contrary opinion. 37 (54.4%) within *agree* category held the opinion to influence whereas 31 (45.6%) within the same category declined, 12 (85.7%) acknowledged the influence CDF had while in the same category *disagree* 2 (14.3%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 14.059(a) at 2df obtained a p-value of .001, less than the alpha level of .05 and therefore posting a significant relationship.

#### 4.7. Role of CDF in improving enrolment in secondary schools

##### 4.7.1. Effect of bursaries on enrolment

*Table 4.40: Frequency distribution on little effect of bursaries on enrolment*

<b>Response level</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	123	61.5
Agree	67	33.5
Disagree	10	5.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.40 revealed that majority of respondents 123 (61.5%) strongly agreed to education standards being influenced by CDFs role on bursaries affecting enrolment in secondary schools, followed by 67 (33.5%) who agreed on its influence and 10 (5.0%) that disagreed. The study conducted a cross tabulation to establish categorical responses within relationship in variables and the results were as shown in table 4.41;

**Table 4.41: Cross tabulation showing education standards in secondary schools and little effect of bursaries on enrolment**

Decision status		Measuring scale	Little effect of bursaries on enrolment			Total
			strongly agree	agree	disagree	
<b>education standards in secondary schools</b>	<b>Yes</b>	Count % within little effect of bursaries on enrolment	95 77.2%	40 59.7%	7 70.0%	<b>142</b> <b>71.0%</b>
	<b>No</b>	Count % within little effect of bursaries on enrolment	28 22.8%	27 40.3%	3 30.0%	<b>58</b> <b>29.0%</b>
<b>Total</b>		<b>Count % within little effect of bursaries on enrolment</b>	<b>123</b> <b>100.0%</b>	<b>67</b> <b>100.0%</b>	<b>10</b> <b>100.0%</b>	<b>200</b> <b>100.0%</b>

Results from table 4.41 revealed that within the category *strongly agree* 95 (77.2%) acknowledged the influence CDF had on education standards, whereas in the same category 28 (22.8%) had a contrary opinion. 40 (59.7%) within *agree* category held the opinion to influence whereas 27 (40.3%) within the same category declined, 7 (70.0%) acknowledged the influence CDF had while in the same category *disagree* 3 (30.0%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 6.482(a) at 2df obtained a p-value of .039, less than the alpha level of .05 and therefore posting a significant relationship.

#### 4.7.2: CDF and increased enrolment

*Table 4.42: Frequency distribution on CDF has increased enrollment*

Response level	Frequency	Percent
Strongly agree	123	61.5
Agree	67	33.5
Disagree	10	5.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.42 showed that majority 123 (61.5%) among respondents were of the strongly agreed that CDF had increased enrollment in secondary schools, this was followed by 67 (33.5%) who agreed, and only 10 (5.0%) disagreeing. To establish relationship between variables, the study conducted a cross tabulation and the results were as shown in table 4.43;

*Table 4.43: Cross tabulation showing education standards in secondary schools and CDF has increased enrollment*

Decision status		Measuring Scale	CDF has increased enrollment			Total
			Strongly agree	Agree	Disagree	
<b>Education standards</b>	<b>Yes</b>	Count % within CDF has increased enrollment	98 79.7%	37 55.2%	7 70.0%	<b>142</b> <b>71.0%</b>
	<b>No</b>	Count % within CDF has increased enrollment	25 20.3%	30 44.8%	3 30.0%	<b>58</b> <b>29.0%</b>
<b>Total</b>		<b>Count % within CDF has increased enrollment</b>	<b>123</b> <b>100.0%</b>	<b>67</b> <b>100.0%</b>	<b>10</b> <b>100.0%</b>	<b>200</b> <b>100.0%</b>

Results from table 4.43 indicate that 98 (79.7%) within the category *strongly agree* held the opinion that with increased enrolment, CDF influenced education standards in Shinyalu, while in the same category 25 (20.3%) held a contrary opinion, this was



followed by those within the *agree* category, with 37 (55.2%) acknowledging the influence of CDF in increased enrolment and education standard whereas in the same category, 30 (44.8%) declined, 7 (70.0%) within the *disagree* category acknowledging the influence of CDF on educational standards improvement in Shinyalu whereas in the same category 3 (30.0%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 12.599(a) at 2df obtained a p-value of .002, less than the alpha level of .05 and therefore posting a significant relationship.

#### 4.7.3. Irregular bursaries and irregular enrolment

*Table 4.44: Frequency distribution on irregular bursaries, irregular enrolment*

<b>Response level</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	124	62.0
Agree	66	33.0
Disagree	10	5.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.44 revealed that majority of respondents 124 (62.0%) strongly agreed to education standards being influenced by CDFs role on irregular bursaries posting irregular enrolment and thus affecting enrolment in secondary schools, followed by 66 (33.0%) who agreed on its influence and 10 (5.0%) that disagreed. The study then conducted a cross tabulation to establish categorical responses within relationship in variables and the results were as shown in table 4.45;

**Table 4.45: Cross tabulation showing education standards in secondary schools and irregular bursaries, irregular enrolment**

Decision status		Measuring scale	irregular bursaries, irregular enrolment			Total
			strongly agree	agree	disagree	
<b>Education standards in secondary schools</b>	<b>Yes</b>	Count % within irregular bursaries, irregular enrolment	98 79.0%	37 56.1%	7 70.0%	<b>142</b> <b>71.0%</b>
	<b>No</b>	Count % within irregular bursaries, irregular enrolment	26 21.0%	29 43.9%	3 30.0%	<b>58</b> <b>29.0%</b>
<b>Total</b>		<b>Count % within irregular bursaries, irregular enrolment</b>	<b>124</b> <b>100.0%</b>	<b>66</b> <b>100.0%</b>	<b>10</b> <b>100.0%</b>	<b>200</b> <b>100.0%</b>

Results from table 4.45 revealed that within the category *strongly agree* 98 (79.0%) acknowledged the influence CDF had on education standards, whereas in the same category 26 (21.0%) had a contrary opinion. 37 (56.1%) within *agree* category held the opinion to influence whereas 29 (43.9%) within the same category declined, 7 (70.0%) acknowledged the influence CDF had while in the same category *disagree* 3 (30.0%) declined. Following a chi-static conducted to establish significance between relationships of the indicator to the dependent variable, a Pearson chi-value, 11.044(a) at 2df obtained a p-value of .004, less than the alpha level of .05 and therefore posting a significant relationship.

#### 4.7.4. CDF classes and increased enrolment

*Table 4.46: Frequency distribution on more CDF classrooms, increased enrolment*

<b>Response level</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	123	61.5
Agree	63	31.5
Disagree	14	7.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.46 revealed that majority of respondents 123 (61.5%) strongly agreed to education standards being influenced by CDFs role on provision of classes increasing enrolment in secondary schools, followed by 63 (31.5%) who agreed on its influence and 14 (7.0%) that disagreed. The study conducted a cross tabulation to establish categorical responses within relationship in variables and the results were as shown in table 4.47;

*Table 4.47: Cross tabulation showing education standards in secondary schools and more CDF classrooms, increased enrolment*

<b>Decision status</b>		<b>Measuring scales</b>	<b>more CDF classrooms, increased enrolment</b>			<b>Total</b>
			<b>strongly agree</b>	<b>agree</b>	<b>disagree</b>	
<b>education standards in secondary schools</b>	<b>Yes</b>	Count % within more CDF classrooms, increased enrolment	96 78.0%	36 57.1%	10 71.4%	<b>142 71.0%</b>
	<b>No</b>	Count % within more CDF classrooms, increased enrolment	27 22.0%	27 42.9%	4 28.6%	<b>58 29.0%</b>
<b>Total</b>		<b>Count % within more CDF classrooms, increased enrolment</b>	<b>123 100.0%</b>	<b>63 100.0%</b>	<b>14 100.0%</b>	<b>200 100.0%</b>

Results from table 4.47 revealed that within the category *strongly agree* 96 (78.0%) acknowledged the influence CDF had on education standards, whereas in the same category 27 (22.0%) had a contrary opinion. 36 (57.1%) within *agree* category held the opinion to influence whereas 27 (42.9%) within the same category declined, 10 (71.4%) acknowledged the influence CDF had while in the same category *disagree* 4 (28.6%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 8.845(a) at 2df obtained a p-value of .012, less than the alpha level of .05 and therefore posting a significant association.

#### 4.7.5. Student Dropouts and CDF

**Table 4.48: Frequency distribution on without CDF many students would have dropped out of school**

Level of response	Frequency	Percent
Strongly agree	112	56.0
Agree	71	35.5
Disagree	17	8.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results from table 4.48 revealed that majority among respondents contended that without CDF, many students would have dropped out of school, 112 (56.0%) followed by 71 (35.5%) and a minority, 17 (8.5%) disagreeing. A further study in the relationship between variables prompted a cross tabulation and the results were as presented in table 4.49;

**Table 4.49: Cross tabulation showing education standards in secondary schools and without CDF many students would have dropped out of school**

		Measuring scale	without CDF many students would have dropped out of school			Total
			strongly agree	agree	disagree	
<b>Decision status</b>	<b>Yes</b>	Count % within without CDF many students would have dropped out of school	76 67.9%	53 74.6%	13 76.5%	<b>142</b> <b>71.0%</b>
	<b>No</b>	Count % within without CDF many students would have dropped out of school	36 32.1%	18 25.4%	4 23.5%	<b>58</b> <b>29.0%</b>
<b>Total</b>		<b>Count % within without CDF many students would have dropped out of school</b>	<b>112</b> <b>100.0%</b>	<b>71</b> <b>100.0%</b>	<b>17</b> <b>100.0%</b>	<b>200</b> <b>100.0%</b>

Results from the cross tabulation revealed that 76 (67.9%) within responses in the *strongly agree* category acknowledge the influence educational standards in Shinyalu constituency whereas in the same category 36 (32.1%) declined, this was followed by responses within the *agree* category who acknowledged the influence CDF had on education standards at 53 (74.6%) while within the same category 18 (25.4%) declined its influence whereas 13 (76.5%) within the *disagree category* acknowledged the influence as 4 (23.5%) declined. When a chi-static was conducted to establish significance between relationships of the indicator to the dependent variable, a chi-value, 1.243(a) at 2df obtained a p-value of .537, far much greater than the alpha level of .05 and therefore posting a non -significant relationship.

**CHAPTER FIVE**  
**SUMMARY OF THE RESEARCH FINDINGS, CONCLUSION AND**  
**RECOMMENDATIONS**

**5.0. Introductions**

The chapter describes the summary of research findings, conclusion, recommendation and further recommendation for future researchers

**5.1. Summary of the findings**

The Research was out to find out the extent to which CDF had been used to provide bursaries to deserving students, to establish how CDF had been used to facilitate the provision of physical facilities in public secondary schools in Shinyalu Constituency, to establish the effect of CDF on learners' enrolment in public secondary schools in Shinyalu, retention and completion rates in public secondary schools in Shinyalu Constituency, to determine the influence of CDF funding in education on learners' academic performance in public secondary schools in Shinyalu Constituency.

The research found out some teachers were diploma holders, which in a way compromised quality education of the learners in schools. Out of the total sample the diploma holders were 35% against degree holders who were 50% and masters holders who were 15%. The research found out that the CDF did nothing to improve teacher education and qualification and it does nothing in facilitating the hiring of contract teachers.

The research found out that although the allocation of funds for the needy children was in existence the allocation was less compared to the rising numbers who require the assistance. In addition the allocation method was inaccurate to identify the correct needy

learners in constituency hence most of the beneficiaries were the crafty and influential people in the society. Allocation was haphazardly done giving undeserving learners chance over the needy ones. The CDF was less allocated for improving of physical facilities in school hence its effect is little felt by deserving learners who need better facilities for better results.

## **5.2. Conclusion**

The research established that CDF was a good initiative and should be encouraged. It was a form of taking services and help to the needy who deserve it however it was noted that the bursary fund was in the hands of politicians who used it to please their cronies. It was noted that those who receive the fund do not really deserve it and those who did not deserve got the greatest share. A new mechanism should be initiated to see to it that bona fide beneficiaries get access to the fund unlike in past. That is to say the politicians should not be in control since they use it to gain political mileage. A group of technocrats should be engaged to manage the fund but under the politicians.

## **5.3. Recommendations**

### **Recommendations to the policy makers**

Legislators should enact other stricter provision in the CDF act that will exempt politics from management of CDF funds and further outline what the nation terms as need. i.e. a need assessment should be conducted thoroughly and term need where it should be termed. In this effort, beneficiaries of the fund shall be outlined and thus avoiding political interference that leads to misappropriation of the funds in most situations.

The government should further structure a management team around CDF that is full time unlike the current political constitution that has been seen to favour voters from a region or discriminatory for that fact.

Other policies such as the economic stimulus programs should be synched with CDF to avoid conflicting direction of funds that allows for loopholes in accounting which follow mismanagement of CDF and other public funds.

### **Recommendations to the policy/program**

There is need to increase the fund allocation to schools since the fruits of the previous years are being realized in the increase of in numbers or enrolment of learners.

There is need for CDF to be allocated for capacity building of teaching staff; to facilitate the advancement of teacher education for quality education

More funds should be allocated to finance education of needy bright learners who deserve it. There is need to have a special assessment committee to identify the really suitable needy learners than allocating the fund to anybody who has applied.

The CDF should allocate fund for provision of physical facilities in schools.

The fund should be consistent to individual learners to avoid interruption of learning.

Indiscrimination in allocation of funds to such students should be key to provision of this social program

### **5.4. Recommendations for further research**

Further research should be done to find out how the CDF can be improved to benefit many learners and the education systems within the constituency and the entire nation



Scholars ought to do more research to design an acceptable structure to be used countrywide in managing CDF allocation in terms of identification of what the program terms as needy schools, and needy students; standardization of ratios for funding needs in schools, identification and design of projects to be funded, proper construction of committees to manage CDF funds and proper holistic feasibility studies before a project is rolled by CDF's management and if possible manage the funds under professional bodies that will be shielded away from politics.

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## **APPENDICES**

### **APPENDIX I - LETTER OF TRANSMITTAL**

**P.O BOX, 43-50104  
KHA YEGA  
PHONE. 0722269080  
Email: ngalamukavale@gmail.com**

**Date 25/02/2016**

#### **TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

I am a student of University of Nairobi taking a degree of masters of Arts in project planning and management and carrying out a research on influence of C.D.F. on improvement of educational standards in public secondary schools in Shinyalu constituency- Kakamega County. You have been identified as a potential respondent in this research. I assure you that the information you provide shall solemnly be used for the research purpose and will be treated with confidentiality.

Your response is very important and is highly appreciated.

Thanks in advance for your cooperation.

Yours faithfully,

**RONALD MUKAVALE**

## APPENDIX II: QUESTIONNAIRE

### Questionnaires for head teachers, education officers, teachers and students

#### Instructions:

- (i) Please put a tick (✓) where your deemed response is appropriate  
Measurement scales: SD – Strongly Agree, A – Agree, D – Disagree

#### SECTION A: BACKGROUND INFORMATION

##### Section A: Demographic Information

1. What is your age bracket?

- a. 18-25 years
- b. 26-35 years
- c. 36-45 years
- d. 45-55 years
- e. Above 55 years

2. What is your position in this school?

- Head teacher
- Education officers
- Teachers
- Students

3. How long have you served in the ministry?

- a. 2 – 5 years
- b. 5 – 10 years
- c. 10 – 15 years
- d. Over 15 years



**Section B: Seeks to capture information on the perception of secondary schools towards the role of CDF on educational standards in Shinyalu Constituency**

<b>Assessing the perception</b>	<b>SA</b>	<b>A</b>	<b>D</b>
Level of satisfaction with the amount CDF offers as bursary to students			
Number of applications before receiving money			
Time taken before disbursement			
Retention rate			
Irregular bursary disbursement			
Inequality in bursary disbursement			

**Section C: Seeks to capture information on the challenges encountered by secondary schools in accessing CDF funds in Shinyalu Constituency**

	<b>SA</b>	<b>A</b>	<b>D</b>
Increasing number of students			
Mismanagement of CDF funds			
Inadequate amount awarded			
Unclear criteria for awarding bursaries			
No clear guidelines for identifying needy students			
Inequality in bursary disbursement			

**Section D: seeks to capture information on the role of CDF on provision of facilities in secondary schools**

	<b>SA</b>	<b>A</b>	<b>D</b>
Impact of CDF on provision of staff quarters			
Impact of CDF on provision of classrooms in secondary schools			
Impact of CDF on provision of laboratories in secondary schools			
Impact of CDF on provision of games equipment in secondary schools			
Impact of CDF on provision of toilets in secondary schools			

**Section E: Seeks to capture information on the role of CDF in improving enrolment in secondary schools in Shinyalu constituency**

	<b>SA</b>	<b>A</b>	<b>D</b>
Little effect of bursaries on enrolment			
CDF has increased enrollment			
Irregular bursaries, irregular enrolment			
More CDF classrooms, increased enrolment			
Without CDF many students would have dropped out of school			

**APPENDIX VI**

**Table 1: CDF Allocations to Shinyalu Constituency 2003/04 - 2009/10**

<b>Constituency Name</b>	<b>2003/2004</b>	<b>2004/2005</b>	<b>2005/2006</b>	<b>2006/2007</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>	<b>Total</b>
<b>Shinyalu</b>	6,000,000	28,479,715	36,833,324	51,025,794	51,340,957	51,340,957	62,673,075	<b>287,693,822</b>

**Table 2: Summary of Findings from NTA Audit of CDF Projects (FY) 2009-10 in Shinyalu Constituency**

<b>Category</b>	<b>Project Assessment Classification</b>	<b>No. of Projects</b>	<b>Budget Awarded Kshs.</b>	<b>Spent Kshs.</b>	<b>Budget Unaccounted For Kshs.</b>	<b>Balance in Bank Account Kshs.</b>
A	Well built, completed projects - good quality construction, good value for money for tax-payers'	15	19,150,000	19,050,000		100,000
B	Badly built, complete and Ongoing projects – poor quality construction, money wasted, poor value for money	3	6,815,000	6,815,000		
C	Well built, incomplete projects - project not yet complete, being built in phases, so far well built	19	23,400,000	22,770,000	100,000	530,000
E	Ghost projects – officially Allocated funds, but project does not physically exist	1	500,000	-	500,000	-
F	Reallocated Funds - funds were Reallocated to other projects	1	800,000	-	-	800,000
G	Delayed implementation - The project was officially allocated Funds but the implementation Has not started.	4	2,100,000	-	-	2,100,000
<b>TOTAL</b>		<b>43</b>	<b>52,765,000</b>	<b>48,635,000</b>	<b>600,000</b>	<b>3,530,000</b>