INFLUENCE OF CONSTITUENCY DEVELOPMENT FUND ON TEACHING AND LEARNING ENVIRONMENT IN PUBLIC SECONDARY SCHOOLS IN LURAMBI CONSTITUENCY.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

BY

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DECLARATION

This project report is my own original work and has not been submitted for any award in any university.

Signature..... **Date:** 17/08/2010

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DEDICATION

I dedicate this research proposal to my Late Mother. It could have been my uttermost joy to have you share this pride with me. Thank you for making me the person I am today. I also dedicate this research proposal to my husband Andrew, my two dear sons Bolton and Kingsley, having given me the strength to go an extra mile.

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ABSTRACT

Constituency Development Fund (CDF) is a decentralized fund that was established by the government of Kenya to be able to have a better understanding of the community needs and address them. From its establishment in 2003, CDF management faces various challenges which include organizational structure, project identification, monitoring and evaluation among others.

The purpose of this study was to investigate the influence of constituency Development fund on teaching and learning environment in public secondary schools in Lurambi Constituency, Kakamega Central District, Kenya.

The study's objectives were to investigate the extend to which schools teaching and learning environment and its stakeholders are considered when designing and implementing CDF projects in public secondary schools in, establish the influence of CDF projects on teaching and learning environment, establish the perception of public secondary schools towards CDF projects as a means of improving teaching and learning environment and explore ways in which CDF can be strengthened to further help improve teaching and learning environment in public secondary schools.

To establish this, descriptive survey research design was used because this method enabled direct generation of information; it created an opportunity for in-depth responses through sharing on past, present and future possibilities. The study sampled 32 public head teachers as respondents, and for members of CDF management committee. Questionnaires and interview Schedule plus an observation check list were the tools used to collect data.

Study findings revealed that CDF influence on teaching and learning environment may be good yet there are issues of inadequacy and sustainability. Further it found out issues of poor management with lack of consultations of the relevant stakeholders.

The study made several recommendations including: CDF project identification should involve the stakeholders, projects should be funded to the maximum in a financial year, CDF committee members should be trained and given guidelines on CDF management; monitoring and evaluation of CDF projects should be effectively done; in selection of projects, stakeholders should be consulted and the Act on the role of MPs as appointing authority of CDF committee members should be revised to rule out political interferences.

The study made several conclusions including the following: gender disparity was rampant and needed to be addressed, the CDF officers needed to have a better education qualification to work better with head teachers. The longer one stayed in a working station the better the understanding of the teaching and learning environment. Most schools being one streamed and of mixed nature. Key stakeholders needed to be consulted for a better teaching and learning environment. CDF kitty needed to be increased and tackled professionally to have more influence on the teaching and learning environment.

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Abbreviations and Acronyms

CDF	-	Constituency Development Fund
EFA	-	Education for all
BOG	-	Board of Governors
D.E.O	-	District Education Officer
D.O	-	District Officer
T.Q.M	-	Total Quality management
D.C	-	District Commissioner
KESSEP	-	Kenya Education Support Programme
I.M.F	-	International Monetary Fund
NARC	-	National Alliance of Rainbow Coalition
GoK	-	Government of Kenya
MP	-	Member of Parliament
TI	-	Transparency International
CEES	-	College of Education and Extra-Mural Studies.
LATF	-	Local Authority and Trust Fund
DFRD	-	District Focus for Rural Development.
RMLF	-	Roads Maintaince Levy Fund
FPE	-	Free Primary Education
RELF	-	Rural Electrification Levy Fund
ERS	-	Economic Recovery Strategy.
AAIK	-	Action Aid International Kenya
SEBF	-	Secondary Education Bursary Fund
NHIF	-	National Hospital Insurance Fund
PRSP	-	Poverty Reduction Strategy Plan

ERSWEC	-	Economic Recovery Strategy for Wealth and Employment Creation.
MDGs	-	Millennium Development Goals

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Fiscal decentralization involves the delegation of spending responsibilities, and some revenue raising powers to sub national governments. Over time, the concepts of fiscal federalism and fiscal decentralization have been used interchangeably in global and local debates Davey (2003).

Today, about 90 percent of developing countries of Europe and the former Soviet Union are to utilize decentralization system in all sphere of management of public resources.

In Argentina for instance, the World Bank began deconstruction of existing system of centralization followed by an extensive reconstruction with decentralization as the centerpiece of its reform effort. The undertaking was named, "Decentralization and improvement of secondary education project" is said to have given a total of US$ 190 million to the struggling country.

Yet according to the Argentina's president of the republic (1868 – 1874) Puigross felt that the World Bank decentralization effort eliminated important main stays provided by the former centralized system. Many of Argentinean state-sponsored programs that had previously provided schools with books and supplies were terminated. Even worse teacher's salaries are said to have dramatically reduced.

In Indonesia, decentralization began in January 2001 with the enactment of two laws empowering municipalities. According to Chemonics Lorey, Hollenback, who

since October 2001 helped create and staff the Chemonics centre, said the goal of decentralization was to move government closer to the people. It is aimed at bridging the gap between the rich and the poor. It is reported that project staff and a local nonprofit set up working groups to address issues in health, solid waste disposal and service delivery. Project staff are said to have conducted focus groups and carried out household surveys to help officials understand constituent's needs and respond to their demands.

According to Hollenback (1997), the Indonesia Chemonics centre initiators, decentralization had opened up opportunity for people to become creative, people are said to have been revitalized, and now they expect something from their government. Because of decentralization, local officials belong to formal associations where they share methods, innovations and best practices. Yet he said there were challenges of building local capacity to provide good services and fostering public to pay for them.

Chemonics President Ashraf Rizk reveals that the project is making a visionary contribution to the largest decentralization effort ever. Chemonics is a sub-contractor to the Urban Institute funded by the USA agency for international development. Chemonics international projects: promoting decentralization in Indonesia

Indonesia the gap lies with policy work which should be done well as build local capacity to provide good services and foster public wiliness to pay for them.

John Atta Mills (2010)gave the assurance that his government would establish a Member of Parliament constituency development fund. He further said that the fund would be separate from the District Assemblies Common Fund. He said this under his address theme "partner in vision"

In Tanzania there are Civic Awareness talks (CAT) on the constituency development fund going on in various places such as the British council in Dar-es-salam and in Kibaha where local community seemed not informed. This therefore proofs the existence of CDF in Tanzania as it tries to identify the challenges that come with it.

In colonial times, Kenya's natural resources were mainly organized and developed for the benefit of only Non-Africans. The larger nation's human resources remained uneducated, untrained, inexperienced and totally unbenefited by the country's economic growth. After independence, the Kenyan government reorganized and mobilized its resources for a careful attack on illiteracy, poverty and diseases in order to achieve social justice, and human dignity. (Republic of Kenya, 1964)

The government of Kenya has been deliberately pursuing decentralized development policies since independence. In the Sessional Paper No. 10 of 1965 on "African Socialism and its Application to Planning in Kenya", the government stated that planning was, to be extended to the provinces, districts and municipalities so as to ensure that there was progress in each administrative unit. However, as Kenyans continued to experience increased poverty and deteriorating service delivery, disquiet emerged among communities and political leaders which, to a large extent, led to the government looking for alternative ways of availing resources in a devolved manner.

The government introduced Districts Focus for Rural Development in 1983. (Republic of Kenya, 2005).

This was a bottom-up approach to planning where the districts had autonomy in setting their priorities. (Republic of Kenya, 1995). The District Focus for Rural Development (DFRD) which was also some form of decentralization was linked to

administrative boundaries, a development policy that the government continuously reviewed to alleviate poverty.

Consequently, there are currently several devolved funds in operation in Kenya. These include: the LATF, launched in 1999, pursuant to the passing of the LATF Act in 1998; the Roads Maintenance Levy Fund (RMLF), which started in 1993, the Constituency HIV/AIDS Transfer Fund which started in 2003; the District Bursary Fund, which started in 1993 – 1994, and the Constituency Development Fund (CDF), established by an Act of Parliament in 2003. Others include the Secondary Education Bursary Fund (SEBF), the Free Primary Education (FPE) and the Rural Electrification Levy Fund (RELF).

The significance of devolved funds in Kenya is reflected by the government's commitment to economic recovery and poverty reduction. The Economic Recovery Strategy (ERS) for Employment and Wealth Creation developed in 2003; provides the government's policy framework against which devolved funds are leveraged.

The thrust of making funds available at the local level is the conviction that the local communities are best placed to prioritize on projects and equally that local resources are easily tapped where people participate in development processes.

The CDF was established in 2003 through the CDF Act in The Kenya Gazette Supplement No. 107 (Act No. 11 2004). The fund aims control imbalances in regional development brought about by partisan politics. It targets all constituency level development projects, particularly those aiming to combat poverty at the grassroots. The fund comprises an annual budgetary allocation equivalent to 2.5% of the government's ordinary revenue. A motion seeking to increase this allocation to 7.5% of government's revenue was recently passed in parliament. 75% of the fund is

allocated equally amongst all 210 constituencies. The remaining 25% is allocated as per constituency poverty level. A maximum 10% of each constituency's annual allocation may be used for education bursary scheme. CDF is managed through four committees, two of which are at the national level, and two at the grassroots level.

According to the CDF Act, expenses for running constituency project offices should not exceed 3% of the annual constituency allocations. Each constituency is required to keep aside 5% as an emergency reserve. The CDF is not to be used to support political activities/bodies or personal award projects. A sitting Member of Parliament (MP) is not a signatory to the CDF bank account but convenes the CDF committee in his/her constituency. The penalty for misappropriation of the funds is a prison term of up to 5 years, a Kenya Shillings Two Hundred thousand only (Kshs. 200,000) fine or both. CDF project proposal are submitted to MPs who in turn forwards them to the clerk of the National Assembly. The approved project list is reviewed by the National CDF committee, which presents final recommendation to the Finance Minister.

The CDF development system came into existence in 2003 when it was implemented by the Act of parliament. Ever since this time, more and more people have been ripping its benefits. The current budgetary allocation of these funds is about 110 million US dollars a year and with 210 constituencies in Kenya, each of them gets 524,000 US dollars annually. The impact of these funds has been magical and keeps on increasing in the next budget.

The major achievement of CDF funds is the amount of individually owned enterprise that it has created. The funds can be loaned out to individuals as short term loans upon approval by a caretaker committee.

The amount of educated citizens is increasing. Schools are being built through funding by the CDF resources. Each of the schools that have been built with the aid of CDF funds are now properly equipped in terms of teachers and facilities. This has increased quality of education and aided free secondary education in all the constituencies.

1.2 Statement of the Problem

Though there have been construction of facilities in secondary schools by CDF, yet it seemed the influence had not been fully realized. A classroom or laboratory may have been built in a school but that may not be still the pertinent issue in enabling teaching and learning to successfully take place. Some projects had been known to be put in schools for the mere sake of it. The researcher would want to establish how CDF projects have influenced the teaching and learning in public secondary schools.

According to Shiundu, (2008) there had been complains of the CDF not reaching the expected target groups such as the needy learners and orphans. Beneficiaries were said to be relatives to the CDF officials, an issue that had to be investigated.

The study was aimed at examining and analyzing CDF in relation to influencing teaching and learning environment which included infrastructure such as availing of classrooms, desks, laboratories among others (GoK, 2009) If the infrastructure needed had been provided, then had the comfortability of the learner and teacher been achieved? If not what else needed to be done? Thus the study was aimed at investigating the gaps that seemed unattended to by CDF to enable an ideal teaching and learning environment.

The study also aimed at investigating the issue of sustainability and rationalization. Dr. Kilemi Mwiria, an assistant minister on contributing to the motion on CDF

challenged members about the need to get more teachers and learners, thus the issue of rationalization. He further raised a challenge on how such CDF projects started in schools could be sustained once CDF resources were no longer available or inadequate. He cautioned against the behavior of CDF starting projects because the resources were available and other communities had started similar ventures. (The Hansard, National assembly Kenya 2006)

Therefore the study would investigate the aspects of sustainability and rationalization in relation to CDF projects in secondary schools in Lurambi constituency.

About stakeholders the study was aimed at investigating if at all there were any consultations across the board of stakeholders who included; parents, learners, administrators, educationists and CDF officials. All the stakeholders were important and thus needed to be consulted to avoid irrelevances and encourage transparency. The research would want to bring out the situation, especially any loopholes in relation to consultations and communications. (TI-Adili, 2009)

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of Constituency Development Fund on the teaching and learning environment in public secondary schools in Lurambi constituency.

1.4 Objectives of the Study

The study is guided by the following objectives:

1. To establish whether teaching and learning is considered when designing CDF project

2. To examine the role of CDF facilities in the teaching and learning environment.
3. To establish how CDFs provision of bursary has helped enhance teaching and learning environment in public secondary schools.
4. To explore ways in which CDF can be improved to better the teaching and learning environment in public secondary schools.

1.5 Research Questions

The study sought to answer the following research questions:

1. What factors are considered when designing and implementing CDF projects in public secondary schools in Lurambi constituency?
2. What is the role of CDF facilities in relation to teaching and learning environment in public secondary schools?
3. How has the provision of bursary helped to enhance the teaching and learning environment?
4. In which ways can CDF be improved to better teaching and learning environment in public secondary schools?

1.6 Significance of the Study

This study aimed at investigating to find any gaps in the influence of CDF in teaching and learning environment for future reference and corrections. This study was hoped to create awareness to the stakeholders who include the policy..makers on the picture on the ground of the influence of CDF in school environment in Lurambi Constituency.

It was hoped that it would enable the government as a major stakeholder to realize the impact of CDF at school levels, if the funds were adequate in relation to school environment needs, especially in relation to teaching and learning environment and see where to improve.

It was hoped that this study would enable assess CDF committees on their roles within the management. For donors it was hoped that they would assess how effectively the CDF had performed in schools, giving guidelines where necessary for improvement. For researchers, this research hoped to provide an insight; enhance knowledge by enabling better CDF management. It was hoped that it would bring out challenges facing CDF management and thus availing more areas for research in future. The researcher hoped to sensitize the stakeholders by giving suggestions on what they could do to improve the quality of learning and teaching in the schools environment, and thus lead to better school performance.

In conclusion, the research was hoped to improve a benchmark for investigating into the challenges facing the implementation of CDF in relation to teaching and learning environment in schools in Lurambi Constituency. The findings were hoped to provide a premise for further research in the area.

1.7 Basic Assumptions of the Study

It was assumed that respondents would be available to give the needed data; they would be accessible in the working stations and would willingly give accurate information that would lead to unbiased conclusions.....

It was also assumed that the weather conditions would be fair and that the area of field coverage would be secure to enable the researcher access all the target population.

As a social research, it was assumed that the conditions in the teaching and learning environment under study would remain constant during and after data collection so that the results of the analyses of that data reflect the conditions in the environment under study to ensure the results of the research were useful.

1.8 Limitation of the Study:

The limitations of the study included the following:

1. In a bid for the respondent to want to protect their office positions they may have overstated their circumstances by giving responses that reflected ideal situations rather than actual realities on the ground. It is hoped that the respondents gave accurate report that enabled accurate report of this research with the understanding that the information given was purely for research purposes.
2. The researcher used the questionnaire to get information from head teachers and interview schedule for CDF officers. It is hoped that the given information was done voluntarily and was true.
3. The researcher organized for time and finances to enable a full coverage of target population of respondents, with the help of research assistants who enabled her get the right quantity of information.

1.9 Delimitation of the Study.

The study was concerned with an investigation on the influence of constituency development fund (CDF) programme on teaching and learning environment in public secondary schools in Lurambi Constituency.

According to Central Bureau of Statistics, Geographic Dimensions, Volume II (2005) Lurambi constituency is coded number 159. From the 1999 census, it had an estimated population of 216,004 people with an estimated number of 135,304 poor individuals. (Central Bureau of statistic volume II. 2005). The poverty incidence percent of individuals below poverty line was said to be 63%.

Lurambi Constituency covers both urban and rural settlements. The study chose on Lurambi constituency as it strategically positioned on a highway. It is located on the highway and it is easily accessible to some level. It had well fed road network and within the constituency members have registered a lot of complains.

Lurambi constituency was made up of 32 public secondary schools. Three pure boys' schools which include Kakamega boys, Ingotse boys and Chebuyusi boy's high school. Pure girls' schools include: Shikoti, Ibinzo, Bishop Sulumeti, Matende, Namirama girls and Kilimo girls. Out of the 32 public secondary schools, 23 public secondary schools are mixed with both characteristics of day and boarding. All the respondents were literate which made it possible to get information.

1.10 Definition of significant terms used in the study.

(i) Influence

Any change noticed be it good or bad that CDF has brought

(ii) Teaching

A method of disseminating knowledge to a learner

(iii) Learning

Acquisition of knowledge

(iv) Schools environment

The geographical and situational location which is within schools in Lurambi constituency.

1.11 Organization of the Study

The study assessed the influence of CDF on teaching and learning environment in public secondary school, particularly focused on Luarambi constituency.

Chapter one presented the background of the study, the statement of the problem, the purpose of the study, objectives of the study, the research questions, significance of the study, the limitations and delimitations of the study and the definition of terms used in the study.

Chapter two presented literature review which included an introduction ,CDF as a decentralized approach,impact of CDF in secondary school projects, challenges, government policies on CDF, Bronfenbrenner's ecological theoretical framework, perceived conceptual framework, operationalization of variables and gaps identified.

Chapter three presented research methodology which included the following, introduction, research design, target population, sample size and sample selection, research instruments, piloting of instruments, validity of the instruments, reliability of instruments, data collection procedures, data analysis and ethical considerations.

Chapter four presented data analysis, presentation and interpretation which included the following: Introduction, response return rate, demographic characteristics of respondents, to what extend teaching and learning environment considered when designing and implementing CDF projects in public secondary schools, influence of CDF on teaching and learning environment and ways in which CDF can be improved

Chapter five presented summary, conclusion and recommendations which included, introduction, summary of the findings, conclusion of study, recommendations for policy action, recommendation for further research and contribution of the body of knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the literature related to the study. It covered the following: CDF as a decentralization approach and its benefits, impact of CDF in public secondary schools, secondary education bursary fund, (SEBF) challenges of CDF programme in schools, government policies and legislation towards the management of CDF, Bronfenbrenner's ecological theory, conceptual framework ,operationalization of variables and gaps identified.

2.2 CDF as a Decentralization Approach and its Benefits

The CDF was established in 2003 through the CDF Act in The Kenya Gazette Supplement No. 107 (Act No. 11, 2004). The fund aims to control imbalances in regional development brought about by partisan politics. It targets all constituency level development projects, particularly those aiming to combat poverty at the grassroots. The fund comprises an annual budgetary allocation equivalent to 2.5% of the government's ordinary revenue. A motion seeking to increase this allocation to 7.5% of government's revenue was recently passed in parliament. 75% of the fund is allocated equally amongst all 210 constituencies. The remaining 25% is allocated as per constituency poverty level. A maximum 10% of each constituency's annual allocation may be used for education bursary scheme. CDF is managed through four committees, two of which are at the national level, and two at the grassroots level.

CDF aimed at meeting the Millennium Development Goals (MDGs). Such as ensuring education for all and thus an educated nation. (GoK, 2008). Through the

bursaries to the needy learner, which ensures that the learner is retained in school at whatever level that the learner is, which is either primary and or secondary school level. CDF has involved gender mainstreaming which ensures that at least one third of representation of each gender in the structure of CDF programmes and also the support of programmes that ease the burden of women, particularly the girl child education.

According to empirical research brought out respondents feeling that CDF has participated in infrastructure building in schools as seen in the attached pictures which show classrooms build and laboratories.

CDF has participated in the leaner retention in school at the primary levels with over 90% reporting a positive impact yet secondary school recorded a negative impact as low as 15%.

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Many respondents seemed very aware of CDF role in ensuring the learner is retained at school and so are happy about it, yet have a lot of fear in relation to secondary school education which they don't seem to realize. The demands to a leaner in secondary school education are still many and so majority do not realize that CDF is really assisting.

According to Kenya's vision 2030, the country's development blue print (2006), equity and poverty elimination aimed at reducing the number of people living below the poverty line. It asserts at Kenya aiming at having a society which guarantees equal opportunity in accessing public services. This was to be achieved by placing all the citizens at a level of an income which is sufficient to cater for basic requirements of health, education and productive life. CDF can contribute to the achievement of this goal if it is well managed.

Maholtra (2004) wrote in a field visit report that in Brazil, the state was using Community Driven Development (CDD) for service provision to the rural poor, including

access to land and education to the urban poor. This model in Brazil is similar to the Kenyan CDF as their activities and objective were the same.

Kerote (2007) and Karue (2005) argued that prime objective of man-centered developments to meet the needs of the people and satisfy their aspirations especially the less fortunate and with a disproportionate burden of poverty.

Kerote (2007) emphasized that development should improve the peoples environment by starting from what people are, what they do, what they want and what they believe in. He further insists that participation plays a crucial role from the stage of identification of the need to evaluation.

Mwabu (2002) also insists that project beneficiaries determine the success or failure of any project. By involving the beneficiaries the real needs of the people are identified and addressed not to result in cases such as schools without students among others.

2.3 Impact of CDF in Public School Projects

The idea behind CDF was to encourage target beneficiaries to develop a sense of ownership and commitment for the initiated projects, to ensure their sustainability indeed one of the principle behind it is participation, involvement of all the stakeholders in decision-making regarding their welfare. For this reason, the local people who are the parents, board of governors, the principals, heads of departments and even CDF officials should be treated as principle stakeholders to be actively engaged in decision making regarding any development plans. (Chambers 1997)

However, there has generally been an inadequate consultation between the stakeholders and development agencies including the government on the way forward regarding local development. This has often left the local community with the impression

that they are passive, with no say in local development. Such mentality is a recipe for dependency among the local people, which goes against the tenets of sustainable development and self-reliance.

Diversion of resources meant for education results in civic departicipation implying that the quality of education is comprised, as teachers get demotivated, bright poor children cannot access education while at the same time the school infrastructure may not provide a conducive learning environment therefore hindering teaching and learning in school.

CDF is aimed at empowering the beneficiaries in terms of resource and need identification, planning on the use of resources and the actual implementation of the development initiatives. This is aimed at ensuring development and mobilization of resources for development and sustainability of projects. (Chitere and Ireri, 2004)

2.3.1 Secondary Schools Education Bursary Fund (SEBF)

The SEBF was established in 1993 – 1994 through a Presidential Pronouncement. The SEBF aimed to cushion the country's poor and vulnerable groups against the high and increasing cost of secondary education therefore reducing inequalities. It also aimed to increase enrolment in secondary school and completion. The fund targeted orphans and the girl – children as well as those from poor households and urban slum dwellers, who were needy yet capable of achieving good results. Students normally send their applications through their respective heads of schools. The SEBF was not based on a fixed share of the national budget. Allocations varied depending on the Ministry of Education's students annual provisions, the number of students enrolled in secondary

schools within each constituency, national secondary school enrollments and poverty indices.

Since 2003/2004 SEBF had been coordinated by the Constituency Bursary Committees which screened potential beneficiaries, coordinated, and disbursed the funds and prepared reports to the Ministry of Education.

2.4 Challenges of CDF Programme in Schools

The CDF programme aimed at using participatory approach that is the development paradigm shift from top-down to where development agents and beneficiaries were at the same level in decision-making concerning development. It aimed at shifting decision-making responsibility to the intended beneficiaries to plan and take an active part in the implementation of their development initiative. In theory, it was a shift from doing for the people to a situation where they do it for themselves. (Chitere, 1994)

This programme had not given local communities the opportunity to gain experience necessary for sustainability of development initiatives. Thus, whenever development agents including the government withdraw it meant collapse of projects and thus rendering the investment a waste. (Chatambar, 2001, Chambers 2001)

According to Makokha (1985) and Chitere (2004) the programme may not yield the expected results due to certain weaknesses in the process. Such challenges included political and administrative influences and interference, the top-down development mentality and poor people's participation. The latter could be an avenue for corruption and embezzlement of resources meant for school development. A reason for such development is related to ignorance and or passivity of the stakeholders where they fail to know what is required of them regarding resources. (Chitere & Ireri 2004)

Mapesa & Kibua (2006) found that the stakeholders in most of the constituencies, Lurambi included, took CDF funds as local politicians' own development gesture extended to their schools. With such ignorant kind of mentality, the funds could be easily embezzled without the people knowing, unable to question or even not knowing the channels through which to complain.

Mwenza (2007) revealed that there had been inadequate consultations between the stakeholders and the development agencies including the government on the way forward regarding development projects. This had often left the stakeholders with the impression that they were passive agents, a recipe for dependency among the stakeholders which went against the tenets of sustainable development and self-reliance.

The CDF was said to be arguably one of the best innovations of the government. Yet that fact that the constituency level committees were dominated by politicians and their proxies with civil servants beat the purpose for which it was put in place. This observation was made on the basis that most likely decisions were made with in mind political capital rather than social welfare. Thus where political expediency outweighed common good, then the stage was set for political corruption and denial of civil services to the public. (Kimenyi, 2006)

According to CDF official web site the CDF fund is usually misused and rendered ineffective because of poor management and poor participation especially on the part of the intended beneficiaries.

Kimenye (2006) raised concern regarding allocation, constituency uniqueness, and political economy issues that affected the CDF kitty. Mapesa and Kibua (2006) faulted the utilization of funds on the grounds of poor management, low stakeholder involvement and other deficiencies.

Yet Ongayo and Lumallas (2005) point out legal loopholes on the CDF Act. These challenges implyed below optimum utilization of CDF funds in which case transparency and accountability could be lost, giving room to malpractices that comprised civic services and negativity affecting development.

CDF lacked its own structure for disclosure and accountability with the near complete absence civic participation in the use of the fund. (Mwenza, 2007)

The CDF Act was silent on professional skills and competences for Constituency Development Committee (CDC) members which implied a significant lack of structure for sound management including planning, designing implementation, monitoring and evaluation of development projects. Such members that lacked relevant skills and competences could be manipulated to participate in malpractices and be used as "rubber stamps" for predetermined decisions. (Mwenza, 2007)

Masawa (2007) narrated how corruption was bleeding the CDF, citing cases of allegation of corruption especially by MPs who had been accused of manipulating the Act, to achieve their own selfish ends. Masawa noted that MPs had been appointing relatives, close friends and political allies to head the CDF committee, and this had contributed to lack of transparency in the CDF kitty. The Act itself was weak and silent on the criteria of selecting members of the CDF committees. It only states that a member of the committee should be a person of integrity and honesty, attributes that are hard to measure.

Mwangi (2005) explained that committee appointment and its management created room for political patronage and other irregularities. Mwabu (2002) revealed that failure to involve project beneficiaries could result in many projects failing. That was why there

were cases of schools build, yet no students and teachers. Failure to involve beneficiaries had led to failure of many projects.

All these aspects tended to jeopardize the management of CDF in public secondary schools in Lurambi constituency. Odhiambo (2007) noted that lack of Constituency Development Strategic plan coupled with lack of proper rules for monitoring and evaluation, had reduced CDF projects, even in schools to mere political baits rather than projects that should solve teaching and learning environmental problem, the equity problem.

This research intended to investigate the influence of CDF, on teaching and learning environment in Public secondary schools in Lurambi constituency.

2.5 Government Policies and Legislation towards the Management of CDF in Relation to Public Secondary Schools

In the last two decades the government of Kenya had passed various policies geared towards improving development in both the rural and urban areas. (GOK 2000).

The government had also come up with three major strategies geared toward alleviating of poverty at the grassroots and this was done through a participatory approach. The first approach was, the National Poverty Eradication Plan (NPEP) (1999 – 2015), followed by Poverty Reduction Strategy Plan (PRSP) 2001 – 2004 and lastly, it was the Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC) 2003 – 2007.

Now the government was implementing CDF headed by Members of Parliament and managed by various constituency committees comprising of selected committee members and at the same time civil servants who were seconded to give it strength for purposes of accountability and transparency. The CDF played a major role in the administration of the fund as it was responsible for the coordination and supervision of all constituency development fund projects within a given constituency.

All project committees were recognized as public entities as provided in the Exchequer and Audit Act, Cap 412, section 5A (2)(h) and for this purpose, project committees establish tender committees in accordance with the Exchequer and Audit (Public procurement) regulation 2001. Funding under decentralization policy is the means of alleviating poverty and a replacement of the compulsory methods like the school building fund, *harambee* project which were basically funded by parents, regardless of their economic status. (Mwenzwa, 2006) The CDF was considered the most

realistic developmental model during the modern times as a measure to combat extreme poverty and hunger and also address the Millennium Development Goals (MDGs).

Analysis carried out showed the CDF projects as community based facilitating construction of classrooms, laboratories provision of electricity, water pumps among others. (Mwenzwa, 2006) The CDF Act was premised on clear principles that aimed at making life better for the people at all levels. Yet many ordinary Kenyans may not understand what CDF was especially in relation to teaching and learning environment in public secondary schools.

2.5.1 CDF and Bronfenbrenner's Ecological Theoretical Framework

Ecological theory was spearheaded by Urie Bronfenbrenner's (1998) It stipulated that a child's development was within the context of the system of relationship that formed his or her environment, and in this case the teaching and learning environment within public secondary schools. Bronfenbrenner's theory defined complex 'layers' of environment with each having an effect on the child's development. Also called "biological system theory" it emphasized a child's own biology as a primary environment fueling her development. The interaction between factors, several environmental systems, her or his immediate community environment and the societal landscape fueled and steered changes or conflict in one layer would ripple throughout other layers. To study a child's development then, one must look at the child and her immediate environment but also at the interaction of the larger environment as well.

He further defined the various layers of a child's environmental systems in various ways. His structures of the environment included Micro system. According to Berk (2000) this encompassed the relationship and interaction a child had with his/her immediate surrounding, the setting in which the individual lived. These contexts which included the person's family, peers found within the schools teaching and learning environment, the school itself where teaching and learning environment was assumed to take place and the neighborhood. Here was where there was direct interactions with social agents including parents, peers who were the schoolmates and also teachers. That the individual was not a passive recipient of experiences happening in his/her environment but someone who was a stakeholder and therefore must be involved to help construct the settings, which in this case was the teaching and learning environment in public secondary schools. This state could be achieved if in wanting to put up CDF

projects, the learner could also be consulted and be involved in decision making thus making them approve the projects and embrace them positively.

Bronfenbrenner's ecological theory also talked of the mesosystem layer which provided the connection between the structures of the child's Microsystems, like the connection between the child's teacher and the child, his or her administration and the child, family experiences to school experiences. In this case was deemed important that a child who suffered from lack and wants should be fulfilled in the teaching and learning environment in schools by CDF or otherwise could have difficulty developing positive relations with teachers and thus jeopardize teaching and learning.

Then another relevant layer to this study was chronosystem which involved the patterning of environmental events and transitions over the life course as well as the socio-historical circumstances. The system encompassed the dimensions of time as it related to a child's environment. As a child got older, they could react differently to environmental changes and could be able to determine more how that change would influence them. Both a child's biology and its environment played a role in change and growth. Therefore, CDF was to help create a better environment in school, or otherwise it would hinder teaching and learning which would in the long run hinder growth and development.

According to Addison (1992) the child who was a learner, lacked the constant mutual interaction with important adults which was necessary for development. In relation to CDF projects, decisions of which projects were made without consulting them and therefore the child could not have tools to explore other issues of its environment. Learners looking for affirmations from important adults in their environment, who

included administrators and teachers, could look for attention in inappropriate places therefore hinder teaching and learning therefore waste CDF projects and funds.

Addison (1992) insisted that it was necessary for schools and teachers to provide stable, long-term relationships for teaching and learning comfortable environment.

Bronfenbrenner insisted that school environments and teachers also fulfill an important role in providing a sense of care a part from the primary adults. That schools and teachers should work to support and create an environment that welcomed and nurtured people of value. Bronfenbrenner emphasized on fostering attitudes that valued work done or decisions made on behalf of children amicably at levels as parents, teachers and administrators. This therefore qualified the fact that CDF decision making should involve the learner in order to positively influence teaching and learning environment.

2.6 Perceived Conceptual Framework

This study was guided by the below conceptual framework.

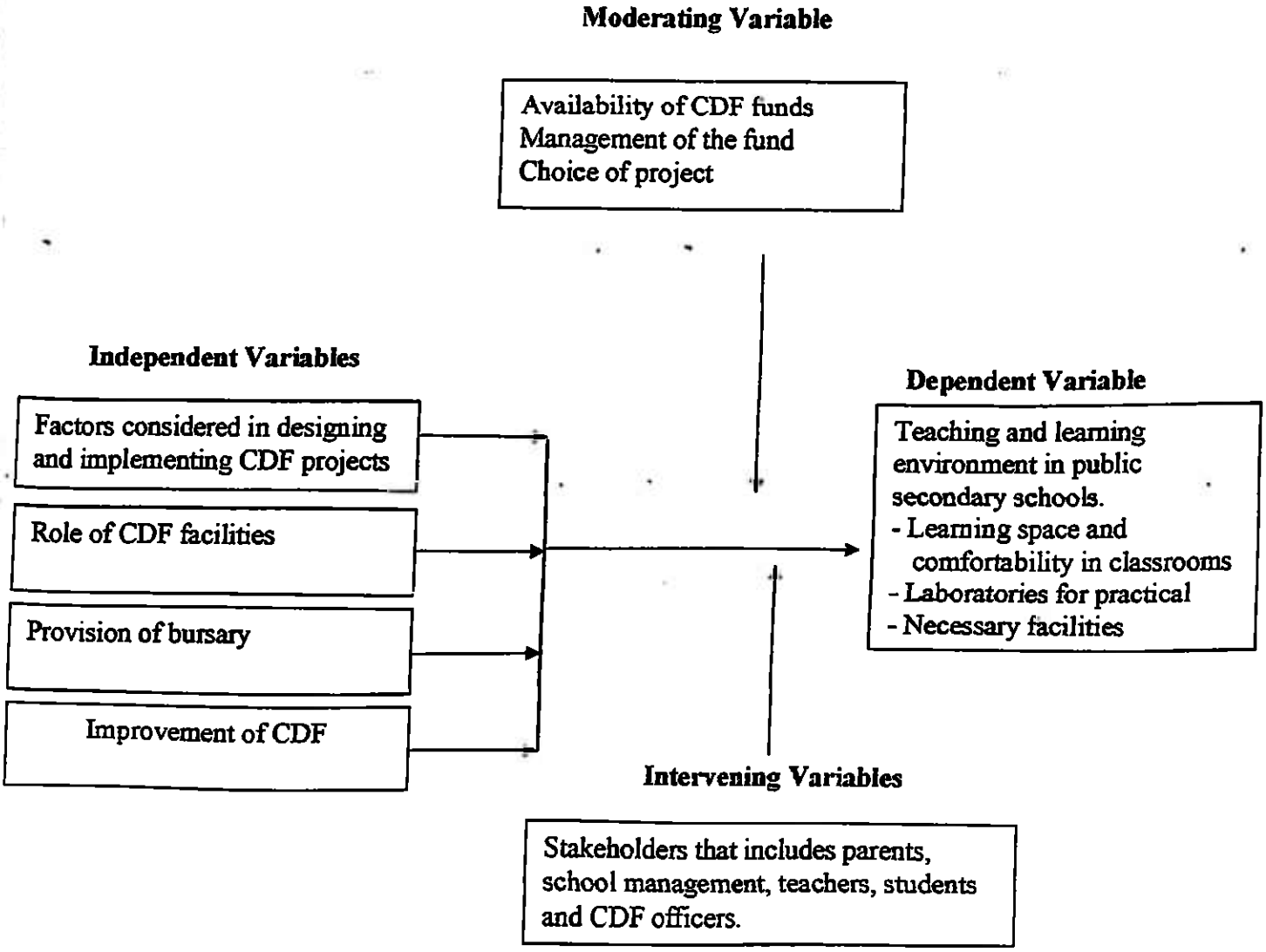

Fig 2.1 Conceptual framework.

2.2 Operationalization of Variables.

Objectives	Variables	Indicators	Measurement	Scale	Data collection	Data analysis
To establish how provision of physical facilities lead to improvement of teaching and learning environment in schools	**Dependent variable** Improvement of teaching and learning environment.	• Comfortability • Exposure to practical lessons. • Retention	Enough teaching and learning space Practical lessons in the laboratory Low drop-out	Nominal	Survey questionnaire Observation Interview	Descriptive analysis
	Independent variable Provision of, facilities	• Classroom construction • Laboratories • Offices • Infrastructure	Number of classrooms Number of laboratories Number of offices Type of infrastructure	Nominal	Survey Observation Interview guide	Descriptive analysis
Objective To examine the	**Variables Dependent**	Comfortability Exposure	Practical lessons on time table and	Nominal	Survey Observation	Descriptive analysis

role of facilities in exposing the teaching and learning to a practical level.	Improvement of teaching and learning environment	Practical teaching and learning	practically in the laboratory		Interview guide	
	Independent Variable Provision of needed facilities for practical level leaning and teaching.	Laboratories constructed and other infrastructure	Availability of laboratories and the number	Nominal	Survey Observation Interview guide	Descriptive analysis

Objectives To establish how CDF bursary has helped in relation to retention	**Variables** **Dependent variable** Retention of learners Transition rate	High or low Retention rate	High turn-up rate of learners. High turn-up rate of learners	Nominal	Survey Observation	Descriptive analysis
	Independent variable Provision of bursary to the relevant learners	Number of classes filled by learners	Number of learners in schools relation to previous Number of learners registered at fourth form	Nominal	Survey questionnaire Observation interview	Descriptive analysis
Objectives To explore ways in which CDF use	**Variables** **Dependent Variables**	More facilities build for comfort High retention rate	More facilities to school. More	Nominal	Survey questionnaire Observation	Descriptive analysis

in such schools can be strengthened further to help improve teaching and learning environment.	Provision of CDF funds and on time		infrastructure Numbers of learners registered at form.		interview	
	Variables Independent Variables Increase of CDF Better management strategies	More classrooms laboratories High retention rate	Number of learners in schools as compared to past records.	.Nominal	Survey questionnaire Observation interview	Descriptive analysis

2.7 Gaps Identified at Literature Review

According to UNESCO report (2003) there had been an increase on student numbers, yet an acute shortage of teachers, lack of clear guidelines on admission, lack of consultation with the stakeholders who included teachers and parents, delays in the disbursement of funds, expended roles of head teachers with lack of technological know how on the running of the funds and inadequate facilities and infrastructure. Therefore the level of sponsorship seems quite inadequate.

Although a bold step by merely launching CDF, the gaps were hopefully surmountable. CDF in schools was to help bring about quality education.

According to Total Quality Management (TQM) Guru Edward Deming, quality was the satisfying of customers not to merely meet their expectations but to exceed them starting and ending with the customer and in this case the customer was the learner and teacher. This idea of quality was shared with other gurus including Joseph Juran, Feigenbum and Kaoru Ishikawa who noted that quality focuses on customer orientation. TQM (2000).

Improvement of teaching and learning environment in secondary schools involved additional instructional materials especially text-books, supplementary reading materials, reference books exercise books and other stationery; need for additional teaching staff to cope with congested classrooms and the need to build capacity of education managers to continuously manage and supervise the projects and programmes for timely intervention in case of anything.

The environment should be conducive for the student to learn and the teacher to teach. So the need for an appropriate level of input including personnel, material and facilities that accompany the learning process. The teachers' daily wages too must be improved as an impetus to enable them put more efforts in their delivery.

According to Kenya's Vision 2030, Republic of Kenya (2007), Kenya would provide globally competitive quality education, training and research to her citizens for development and enhanced individual well-being. The overall goal for 2012 was to reduce illiteracy by increasing access to education, improve transition rate from primary to secondary schools, and raising the quality and relevance of education.

Quality education required healthy, well nourished and motivated learners, well trained and adequate teachers, adequate facilities and learning materials.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

According to Leedy (1993) he defined methodology as an operational framework within which the facts were placed so that meaning could be clearly seen. It was therefore dictated by the nature of the data needed to answer the research questions. Therefore in that respect the methodology of this study sequently covered research design, target population, description of research instruments, piloting validity of the instruments, reliability, data collection procedures, data analysis and ethical considerations involved.

3.2 Research Design

Research design involved planning, organizing, collecting and analysis of data to provide the information being sought. Each research design produced specific kind of data. This study used descriptive survey research design, which described a thing or situation and sought to give complete and accurate description of the situation at hand. Harper & Boyd (2002) caution that descriptive studies should be concerned with fact gathering expeditions.

Descriptive survey research design seemed a more appropriate preference. The method enabled direct generation of information; it created an opportunity for in-depth responses through sharing on past, present and future possibilities that consequently provided a good understanding of the phenomenon under study. This research design facilitated discussion on sensitive issues such as quality of CDF projects among other challenges and the responsibility to deal with such challenges yet with different categories of people – literate and illiterate included through scheduled interviews with stakeholders such as CDF officials. Peil (1995) added that descriptive survey research design was preferable as it gave room for

probing for more information, exploration of new ideas and simultaneously generated a lot of discussions and information on emerging concerns on the line of thoughts.

Yin (1993) noted that descriptive survey research design was based on the fact that human beings lived by interpreting phenomenon.

Therefore, the researcher believed that the method would enable very open interaction with broad cross-section of socio-economic concerns with regard to most salient challenges of interest to the study. Thus would enable open discussions on sensitive social issues affecting teaching and learning environment in public secondary school by the stakeholders including the teachers, administrators, parents and CDF officials. Hence descriptive survey research design becoming the most appropriate route to this study given its suitability to the purpose of the study.

3.3 Target Population

Population in this study included all the 32 public secondary schools, events or objects having common observable characteristics. The researcher defines the population to which the obtained results were to be generalized. (Mugenda and Mugenda, 2003).

In Lurambi constituency there were a total number of 32 public secondary schools. Among the 32, there were three purely boys secondary schools which include: Kakamega high school, Ingotse high school and Chebuyusi secondary school. Two full boarding girls' schools were identified as Shikoti girls and Namirama girls. There were four more girls' schools which had the characteristics of being both boarding and day. Yet out of the 32 public secondary schools in the constituency, 23 were mixed schools with either boarding or day facilities or with both facilities.

Therefore for this study the target population included all the 32 public secondary schools head teachers and four CDF officials in Lurambi constituency. The study covered four divisions including: Municipality, Butsotso, Lurambi, and Navakholo.

3.4 Sample Size and Sample Selection.

From a target population of 32 public secondary schools, the researcher used all schools as it deemed a manageable size, which would be able to give desired results having a desired representation as seen in table 2 below:

Table 3.1: Sample size and sample selection

Category of school	Number of schools	Target number
Boys boarding	3	3
Girls boarding	2	2
Girls boarding and day	4	4
Mixed boarding and day	23	23
Total	**32**	**32**

3.5 Research Instruments

The researcher used the questionnaires for head teachers which were used to address specific objectives and the research questions. According to Mugenda (1999) questionnaires are usually commonly used to obtain important information about the sampled population and they also gave respondents adequate time to provide well thought responses in the questionnaire items. The questionnaire also enabled larger samples to be covered within a shorter period of time. The questionnaire comprised of both closed and open ended items.

Interviews were also used and therefore interview schedules were developed. These were used to collect specific data from CDF official; who did not have time to fill the

questionnaire. The interview schedule used semi-structured questions. Structured questions were asked and even open-ended ones.

The researcher applied direct contact to explain the purpose and significance of the study, clarify points, answer questions and motivate respondents to answer questions carefully and truthfully. (Deobold 1979).

In the questionnaire for head teachers, section 'A' solicited background information or demography that included sex, professional qualification, length of stay at the present station, type of school, size of school and type of CDF project. Section 'B' solicited for general information related to CDF and enrolment, the effect, challenges, possible solutions and a personal opinion in relation to teaching and learning environment.

Observation check list was used to obtain data on the number of physical facilities laid by CDF in public secondary schools teaching and learning environment. This observation method was to enable the researcher to validate the information gathered and needed, i.e. number of facilities laid down and the state of the facilities, the suitability of the facility, if in use, the problem the facility was alleviating, and observations in relation to teaching and learning environment.

3.5.1 Piloting of Instruments

Before the actual data collection, the instruments were tested with a sample of five head teachers from Shinyalu, outside Lurambi constituency. The pilot study helped the researcher to measure validity and reliability of research instruments.

Piloting of the instruments helped to identify the problem that respondents would encounter in filling the questionnaire and in responding to the interview items.

From the responses it was necessary to rephrase some questions, deleting some areas and interview schedule made more objective oriented in relation to teaching and learning environment.

3.5.2 Validity of the Instruments

According to Best and Kahn (1989), validity of instrument means asking relevant questions framed, with least ambiguities, in relation to research objectives.

Harper (2002) noted that if questionnaires were to produce useful result, then the questions must be both valid and reliable; here validity referred to whether the instrument was actually, truly able to test what it was supposed to test.

The researcher critically considered each item to see if it contained a real representation of the desired content and see if it could actually measure what it was supposed to measure after considering the constructions to be measured.

The developed instruments were presented to the supervisor of the project who was a research expert to evaluate the applicability and appropriateness of the content, clarity and adequacy of the constructed instrument from a research perspective.

A field test was conducted with a pilot, 6 randomly selected public secondary schools outside Lurambi constituency to ensure content clarity of each research instrument. The head teachers were requested to carefully fill the instrument, and critique the format and instructions. Upon completion of the study, the data was reviewed and the items that were not clear modified accordingly. The pilot study was conducted in school not selected for the final study to avoid contaminating the actual research area. Content validity was determined to establish representation of the items with respect to CDF project and the influence it has on teaching and learning environment.

3.5.3 Reliability of the Instrument

Reliability is the degree of consistence between two measures of the same thing. Mehreins and Lehman (1984). To ascertain reliability of the research instruments a pilot study was conducted in a few sampled public secondary schools outside Lurambi constituency.

The pilot study was motivated by the desire to identify problems the respondents could encounter in filling the questionnaires and in responding to the interview items. The instruments were piloted to eliminate any ambiguity in them and establish the level of language used.

According to Mulusa (1990) the results of the pilot test were used to review the instruments by adjusting the ambiguous items and general phraseology (wordings).

Reliability is the extent to which research instruments yield measurements that are consistent each time it is administered to same individuals. The researcher employed a test retest method in order to test reliability of the research instruments. Research instrument were pre-tested on a sample of at least six respondents who did not have to be representatives. Mulusa (1990).

Reliability measured the accuracy and precision of the questions included in the questionnaires. Before a questionnaire was ready for the field it needed to be pre-tested under field conditions.

Stampey and Wesley (1989) supported the pre-testing idea by pointing out that it enabled the researcher to receive important feed-back on how questions could be reviewed to be more effective and relevant. Pre-tests were done by personal interviews and the people interviewed had some similarities to those who were actually covered in the actual study. In this case pre-testing and testing was done on head teachers from Shinyalu constituency, a neighbouring constituency to Lurambi.

3.6 Data Collection Procedure

The researcher obtained an introductory letter from the University of Nairobi to enable her get a permit from the Ministry of the office of the president. The researcher also got clearance from the District Commissioner, Lurambi D.E.O. to get clearance and letters of notification to carry out research.

In the field the researcher visited the sampled schools and talked to the head teachers about the research. The head teacher introduced the researcher to the staff members and asked them for their cooperation. The head teachers facilitated the movement of the researcher around the school for observation purposes with the guidance of the check-list.

3.8 Data Analysis

Data is a collection of facts and figures relating to a particular area under study. Mingala (2002). Data must be analyzed after collection in order to answer research questions. Data analysis is a whole process which starts immediately after data collection and ends at the point of interpretation and the processing of the results. (Leedey 1993). The raw data collected from this study were mainly quantitative, comprising of responses and suggestions from the respondents.

Inspection of the data pieces was first done. This involved the identification of the spaces left blank. The researcher then classified and coded the data according to the patterns of responses given by the respondents. The respondent's demographical variables and other factors were tabulated and analyzed using percentages.

Descriptive statistics was used to analyze the data collected. The impact of independent variable. (CDF projects on the dependent variables teaching and learning environment and the challenges) were all scrutinized. This was done through looking at respondent's answers in the questionnaire before making final judgment in view of the stated objectives.

The data was then analyzed and presented by use of descriptive statistics such as frequencies, percentages and tables.

According to Gay (1981), the most commonly used method of reporting descriptive survey research design was by finding the frequencies from field findings, calculating percentages and tabulating them appropriately.

3.9 Ethical considerations

The researcher obtained an introductory letter from the University of Nairobi CEES. This was to enable her get a research permit from the Ministry of Education representative - D.E.O. The researcher also got clearance from the District Commissioner and letters of notification to carry out research.

The researcher was be expected to visit the schools on different days to establish a rapport with the head teachers who are the main informants and with due respect book appointments with these school head teachers as per their busy schedule.

The researcher assured the respondents that the information given was to be treated with confidence and that under no circumstances would their names ever be disclosed. Mugenda (2008)

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION.

4.1 Introduction

This chapter described the factors influencing Constituency Development Fund on teaching and learning environment in public secondary schools. The study involved 32 public secondary schools, particularly targeting heads of the schools as the respondents and four CDF officials. The data had been collected through questionnaires, interviews schedules and observation check list, which enabled content analysis. The qualitative data collected was organized in sub-themes that answered the research objectives.

4.2 Response Return Rate

The study issued 32 questionnaires to the 32 head teachers. The study received back all the 32, questionnaires thus 100% return rate. Even for the interview schedules for the four CDF officials, the return rate was also 100%. This is because the researcher personally followed up the respondents and courteously encouraged them to give the information as guided, and then the researcher picked back the instruments.

4.3 Demographic Characteristics of the Respondents

The study sought to establish demographic characteristics of the respondents by the following sub-themes: gender distribution, academic qualification, duration of the stay in their present stations, type of schools available, size of schools by number of streams and CDF projects found in schools.

4.3.1 Gender Distribution of the Respondents

The study sought to investigate the gender distribution of the respondents who were managing CDF projects in public secondary schools and CDF officers in Lurambi Constituency. The findings were as in table 3 below:

Table 4.1: Gender Distribution

Sex	Headteachers		CDF Officers	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Male	22	69	4	100
Female	10	31	-	
Total	**32**	**100**	**4**	**100**

The table number 4.1 above established that 69% of the head teachers were of male gender while 31% of female gender. However, all the CDF officials interviewed were 100% male gender. This findings therefore showed that most schools, 69%, in Lurambi Constituency are headed by male gender and that CDF offices are headed by only male gender, 100%.

Fair distribution of gender was important in the management of any project and particularly in relation to CDF, a community school driven initiative in a teaching and learning environment that encouraged gender mainstreaming in the male female learners and thus the need to base its management on fair gender distribution. Therefore the findings of this study showed gender disparity, with the composition of CDF management in Lurambi constituency having more men than women. The few members of female head teachers may have been dictated by the few members of girls schools within the constituency. A serious gender disparity was noted in the CDF officers where all of them were male.

4.3.2 Academic Qualifications of Respondents

Academic qualification was very important component in terms of management of CDF. The findings we recorded in the table 4.2 below:

Table 4.2: Level of Education

Qualification	Headteachers		CDF officers	
	Frequency	Percentage	Frequency	Percentage
Masters	5	15.5	-	-
Degree	22	69.0	-	-
Diploma	5	15.5	1	25
Certificate	-	-	3	75
Total	32	100	4	100

The table 4.2 above established that15.5% of head teachers had attained the level of masters in their academics while majority of head teachers, 69% had degree qualification, with the least qualification being a diploma with 15.5%. The below table 4 also established that 75% of CDF officers had a minimum academic qualification of being mere certificate holders, with only 25% having had a diploma, the best academic qualification for this cadre of people.

Both masters and degree programme exposed one to basic principles of management and therefore gave head teachers managerial qualifications which were quite relevant in their positions as head teachers of secondary schools thus good for CDF project management. The education qualifications attained gave the head teachers managerial skills which were good for CDF project management including project selection, design and implementation within the teaching and learning environment. However the same, table 4, established that majority of CDF officers 75% had minimum academic qualification with certificate. 25% only were diploma holders. The mere certificate qualification may be too junior a level, too minimal

such that one is unable to understand CDF management as this level does not expose one to any managerial principles, rendering them unable and unqualified to understand management.

From the table above its clear that where as head teachers had good qualifications, of management positions that they held the CDF officers who are the handlers of CDF directly were less qualified and therefore less knowledgeable. It is not therefore in order that certificate holders were the ones guiding degree graduates on CDF projects selecting designing and implementing. It is a big irony that degree level head teachers had to consult mere certificate holders. As one goes through degree achieving one gets exposed to knowledge in areas such as project selection, designing and implementation, knowledge that was vital in CDF project management.

4.3.3 Duration head teachers and CDF officers have stayed in their stations.

It is assumed that the longer one stayed in an environment the better he or she understand it and therefore expected to make appropriate decisions in relation to CDF projects within that teaching and learning environment. One is expected to have clearly understood the needs of that environment, setting priorities correctly accordingly to that teaching and learning environment. With the long stay one is also expected to ensure a started CDF project comes to completion and ensures a started CDF project comes to completion and ensures appropriate sustainability and use of the project. The longer one stayed in a station, the more one was held accountable for the improvement of the teaching and learning environment. One should be held accountable and answerable as to why a CDF project has not gotten to completion level and why it looks underused and or it seemed of poor quality. Therefore with . That table 4.3 below captures the concept.

Table 4.3: Length of stay in a station.

Duration	Headteachers		CDF officers	
	Frequency	Percentage	Frequency	Percentage
For over 5 years	20	63	-	-
3 - 4	7	22	4	100
2 Years	3	9	-	-
1year & less	2	6	-	-
Total	**32**	**100**	**4**	**100**

Table 4.3 above established that majority of head teachers, 63% had stayed for over 5 years in their present working stations, 22% had stayed for between 3 – 4 years while others, 15% had stayed for 2 or less years.

Staying in a station for long is good as the head teacher had had the opportunity to understand and establish the needs of the schools they run, having understood the teaching and learning environment, they have experiences with the schools they head and therefore could guide CDF officers adequately. With majority of the head teachers, 63% having stayed in their stations for long, they therefore had no excuse. This also applied to CDF 63%, majority of head teachers having stayed for over 5 years in their present working stations, they were totally held accountable for all that was going on within their teaching and learning environment.

4.3.4 Types of schools available

The study sought to investigate the different types of schools available as the type of school should be able to determine their needs variations. Table 4.4, below guides us on that.

Tables 4.4: Years of stay in a station

Number of schools	Frequency	Percentage
Girls Boarding	2	6
Girls Boarding and Day	3	9
Boys Boarding	2	6
Boys Boarding and Day	-	-
Mixed Boarding and Day	9	28
Mixed Day	16	50
Total	**32**	**100**

The above statistics showed that mixed schools were higher in number with 78% which showed that needs of such schools were higher too, requiring a lot of facilities to cater for the girls and boys in such teaching and learning environment. Putting up a school is expensive yet putting up a mixed school may be more expensive.

With mixed schools being higher in number, 78%, the needs of such schools are equally high. There are facilities that must be available according to gender such as wash rooms and each designed for the gender its purposed for enable a comfortable teaching and learning environment. Any deficit in such facilities may lead to girls, preferring to stay at home given their different social cultural backgrounds thus the drop out cases when their privacy is not catered for. Girls are usually quite sensitive with their privacy as well as boys and any insensitive availing of facilities can jeopardize their stay in school with some preferring to stay home if no favorable schools seem available, even some opting for marriage. Teaching and learning environment must be friendly to a learner who is a key stakeholder in such circumstances. (Mugenda 2008). The more friendly an environment is better the results, its believed.

Functional public utilities must be made available and in this case include the most vital ones such as water and sanitation. Any projects put up therefore should be taken to scale in order to benefit multiple populations. (Easterly, 2006).

Therefore gender experts should be consulted to enable built a conducive environment for teaching and learning. There should be collaborative approach for such human endeavor by all the relevant stakeholders to avoid any blunder. Collaborative approach helps build relevant infrastructure that supports teaching and learning when done with comprehensive memorandum of understanding between the relevant stakeholders.

Therefore schools in Lurambi constituency are generally needy needing a lot of support of CDF, needing to build more pure girls and pure boys schools and needing to improve the mixed schools already available for a better teaching and learning environment.

4.3.5 Size of Schools

The study sought to establish the different sizes of schools available within Lurambi constituency as shown by the below table 4.5 below

Table 4.5: Size of the schools by streams.

Stream	Frequency	Percentage
5 - 6	1	3
3 – 4	6	19
2	11	34
1	14	44
Total	**32**	**100**

The above statistic show that majority of the schools, 44% are one streamed while bigger schools are very few, 3%. This shows that the schools are small, being one streamed

and thus the need to grow, yet having more needs and thus the need to get the support of CDF to enable improve teaching and learning environment.

With majority of schools 44%, being one streamed and only 3% being 5-6 streams, then there was a really need to expand the available schools to enable, accommodate more learners. Instead of coming up with new young schools which were already too many, there was a need for those available to be expanded and made more comfortable by addressing their needs with the support of CDF to enable availability of more ideal schools in order to and learning environment teaching and learning environment for better results.

Expanding of a school is expensive venture that requires a great deal of resources to help build vital utilities such as laboratories, water and sanitation as part of the infrastructure that supports teaching and learning environment. (Mugenda 2008)

4. 6 CDF Projects in Schools

The study sought to establish the kind of CDF projects in schools, with all head teachers 100% having agreed that indeed there were CDF projects in their various stations.

Table 4.6: Type of CDF projects.

Stream	Frequency	Percentage
Classrooms	26	81
Laboratory	19	59
Computer rooms	1	3
Bursary	10	31
Electricity	5	16
Water	2	6
Latrines	3	9

From the above statistics, most dominating projects are classrooms, with 81% as the most dominating project by CDF within schools followed by laboratories with 59% dominance.

Yet on further investigation by interviews, most projects did not get fully funded as many were in an incomplete state as observed with, the guidance of the observation checklist. On further observation, most facilities were incomplete, most classrooms were tinny with poor ventilation and thus the need for more CDF funding to adequately expand the facilities. According to Mugenda (2008) he emphasized on functional public utilities such as electricity, water, sanitation and transport networks of part of the infrastructure that supported teaching and learning environment.

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EAST AFRICANA

Observation checklist also revealed inadequate number of latrines for use, thus creating an uncomfortable teaching and learning environment especially in mixed schools. Bursary was disbursed yet minimum amount that could not fully sustain needy students are in school.

There was a need for CDF amount allocation to be increased to really have an impact on teaching and learning environment and to vary in projects selection in order to cater for other functional public utilities. (Mugenda, 2008).

revealed low level of stakeholders' participation in CDF designing and implementing where there is no allowance for head teachers' and parents' suggestions to be considered.

Findings further revealed from the interview schedules and questionnaires that CDF officials and politicians were the ones running CDF projects. Decisions by CDF officials and MPs were the main decisions considered in relation to CDF projects.

Head teachers though with their good education qualifications, where 69% had degrees, had virtually no power to control CDF decisions making and project selection, designing and implementation.

Therefore there was a problem in factors considered when designing and implementing CDF projects, when the people directly interacting with the teaching and learning environment are assumed.

4.5 Influence of CDF on teaching and learning environment

The study sought to establish the influence of CDF projects to teaching and learning environment in public secondary schools in Lurambi constituency.

Respondents were asked to rate certain factors as shown in the table 4.8

Table 4.8: Factors influenced by CDF

Factor	Percentage
Increased enrollment	60
Improved teaching and learning environment	50
Improved comfortability of teachers and learners	50
Improved performance	50

Most head teachers said CDF had increased enrolment as shown in 60%. However, 40% head teachers rated it lowly.

On improvement of teaching and learning conditions head teachers rated it moderately thus 50%. On improvement of comfortability of teachers and learners, 50% rated it moderately as well as the factor on improved performance, 50% moderate rating.

Therefore all factors were rated favourably in relation to CDF projects implying that CDF had improved teaching and learning to some extend.

4.6 Ways in which CDF can be Improved

Majority of head teachers 84% suggested that knowledge of procurement should be emphasized and passed on even to CDF officers to enable them understand the expected legal procedures of procurement to enable exercise professionalism. 100% of head teachers wanted their suggestions to be considered when designing and implementing CDF projects. They also suggested that for bursary to have an impact, then it should be increased and delivered on time. They also emphasized on equity and fairness in relation to bursary disbursement. The head teachers further suggested that politicians should stop interfering with the running of CDF in teaching and learning environment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introductions

This chapter presents summary, conclusions and recommendations of the study.

5.2 Summary of the Findings

From the findings of the study, the following emerged: The study found out that there were many male head teachers 69% as compared to female which was 31% which made the male learners feel more superior as compared to the female who felt inferior because of their minimal representation.

The study also established that majority of the head teachers, 69% were of degree level of academic qualifications while majority of CDF officers were holders of certificates. This created a disparity in the two groups which yet were supposed to work together.

The study established that 63% of head teachers had stayed in their present stations for over 5 years, this means they had full mandate in their stations having understood the need of that teaching and learning environment and so supposed to perform better.

The study also established that most schools were mixed schools with 78% rating; such kind of schools had more needs to enable a comfortable teaching and learning environment.

The study also established that majority of schools in Lurambi, 44% were one streamed. There was a need for expansion of such schools and not hurriedly start other new schools.

It also established that all schools, 100% had CDF projects in their schools and that classrooms were the main CDF project, 82% manifesting in almost all the schools. Diversity was needed in CDF projects in order to cater for all functional public utilities.

The study established that the factor of the needs of students was the most considered when designing and implementing CDF projects in teaching and learning environment. The other factors needed to be considered when designing and implementing of CDF projects by use of a collaborative approach.

It established that CDF in schools had caused an increase in enrolment as revealed by 60% of head teachers. Apart from increase in enrolment, performance was key in teaching and learning environment.

It further established that CDF kitty was too little and needed to be increased. CDF projects needed to go through all phases until it's fully in use after completion and be able to stand the test of time by ensuring comfortability of the teacher and learner in their teaching and learning environment. For an improved teaching and learning environment, more funding was needed for putting up more functional public utilities.

5.3 Conclusions of the Study.

The study concluded that there was gender disparity in the management cadre of head teachers and CDF officers with the male dominating. This affected the females in their teaching and learning environment in their morale.

The study concluded that head teachers handling public secondary schools in Lurambi constituency had good academic qualifications while the CDF officers had low academic qualifications which may create a problem in their interactions where the CDF officers were supposed to be the bosses of head teacher there by instructing and guiding them.

It concluded that head teachers and CDF officers stayed in their working stations long and so had an opportunity to understand their environment and make an impact without any excuses whatsoever.

The study concluded that most of the schools in Lurambi were mixed day schools. CDF needed to give more funding to such schools as their needs were higher and diversified according to gender.

It also concluded that most of the schools in Lurambi were single streamed. These schools needed to be funded for further expansion to cater for a higher population of learners in a comfortable teaching and learning environment.

It concluded that CDF had reached all public secondary schools in Lurambi constituency with classrooms being the commonest CDF project in almost all the schools. Other functional public utilities needed to be addressed apart from classrooms.

In designing and implementation the study concluded that key stakeholders in teaching and learning environment were not considered, nor consulted. There was a need for collaborative approach to be used in order to indulge all stakeholders.

The study concluded that CDF had influenced enrolment by increasing it. The study finally concluded that for CDF to have a better influence, it needed to be increased and tackled professionally. Yet all these should be aimed at improving performance in the teaching and learning environment for better results.

5.4 Recommendations for Policy Action.

There should be fair and equal gender distribution in relation to head teachers and CDF officers to allow fair sharing of opportunities of management to help build both the boy and girl learners in the teaching and learning environment.

CDF officers needed to be trained and empowered with knowledge to enable them be able to advice head teachers properly and professionally to avoid cases of break down of communication as such.

Head teachers and CDF officers needed to ensure completion and sustainability of CDF projects started during their tenure. With the opportunity to stay in a working station longer, one was supposed to be held accountable for projects started in their presence, to ensure utilization and sustainability of the projects.

More pure girls' schools and boys' schools needed to be built to ensure more comfortable teaching and learning environment for both the boys and girls learners. Single streamed schools should be expanded, to be able to accommodate more students.

CDF projects in schools should be diversified, not just to dwell on classrooms, to help capture needs of the learner. Other functional public utilities needed to put considered to enable a better teaching and learning environmental.

Key stakeholders in teaching and learning environment should be consulted when designing and implementing CDF projects, thus the need for collaborative approach.

CDF needed to influence other factors in teaching and learning environment, apart from increasing enrolment. Good results needed to manifest if CDF has any influence apart from the other factors.

CDF kitty needed to be increased and tackled professionally for it to have more impact on teaching and learning environment.

5.5 Recommendation for further Research.

The study suggested future investigation on the following.

1. Further research should be done on the influence of CDF on public secondary schools' teaching and learning environment.
2. A study should be carried out to determine more impact of CDF on teaching and learning environment

3. Further intensive research can be done on the same topic but on a larger population than the one covered in this study.
4. Research should be done to find factors that can strengthen CDF management, modifying the CDF Act further for more elaborate direction.

5.6 Contribution to the Body of Knowledge

The study makes an important contribution to the body of knowledge as shows in Table 5.1.

Table 5.1: Contribution to the body of knowledge

No.	Objective	Contribution
1.	Investigate the extent to which Schools teaching and learning environment and its stakeholders are considered when designing and implementing CDF projects in public Secondary Schools.	- Project identification design and implementation need to involve all the key stakeholders. - Sensitization of the stakeholder needs to be done to help promote project ownership; when they participate.
2.	Establish the influence of CDF projects teaching and learning environment.	- CDF projects need to have a positive influence on teaching and learning environment such as making it more friendly and comfortable.
3.	Establish the perception of public Sec Schools towards CDF projects as a means of improving teaching and learning environment.	- The need for public Secondary Schools to have a positive attitude towards CDF projects as a means of improving teaching and learning environment.
4.	Explore ways in which CDF can be strengthened to further help improve teaching and learning environment in public Secondary Schools.	- CDF should be structured to suit real standards expected of monitoring and evaluation. - Real monitoring and evaluation should be done by experts and thoroughly up to a completion and use stage of a project. - Relevant government departments should be put in place to ensure accountability by CDF committees.

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APPENDICES

Appendix i

LETTER OF INTRODUCTION

BOX 1008-50100,

KAKAMEGA.

TEL 0722867099

Email jkitui@yahoo.com

21/6/2010

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

I am a masters student of the University Of Nairobi In Project Planning and Management, researching on the topic," Influence of Constituency Development Fund on Teaching and Learning Environment in Public Secondary Schools in Lurambi Constituency, Kenya''.

You have been identified as a potential respondent in this research. I promise that the information you give is purely for research purposes and it will be treated confidential.

Your support is very important and will be highly appreciated.

Thank you for your cooperation.

Yours faithfully,

Rose Kitui Musee

Appendix ii

INFLUENCE OF CDF ON TEACHING AND LEARNING ENVIRONMENT IN PUBLIC SECONDARY SCHOOLS IN LURAMBI CONSTITUENCY

SCHOOL OBSERVATION CHECKLIST:

Facility	Quantity	In use or not	Comfortable/ spacious	Finishing	Observation comment in relation to teaching and learning environment

Appendix iii

INTERVIEW SCHEDULE FOR CONSTITUENCY DEVELOPMENT FUND COMMITTEE MEMBERS

Instructions

Kindly answer the questions independently to the best of your knowledge.

SECTION A : DEMOGRAPHIC INFORMATION

1. Gender ☐ Male ☐ Female

2. What is your academic qualification?

   i) Masters ☐ ii) Degree ☐ iii) Diploma ☐ iv) Certificate ☐

3. For how long have you been working in this office?

i) For over 5 years ☐

ii) 3 – 4 years ☐

iii) 2 years ☐

iv) About a year and less ☐

SECTION B

Factors considered when selecting, designing and implementing CDF projects in Schools teaching and learning environment.

Factors	Larger extend	Moderate	Not applicable
Number of students			
Type of School			
Number of teachers			
Other existing facilities			
Decision by your office			
Decision by politician			

SECTION C

Influence of CDF projects on teaching and learning environment

1. To what extend do you think CDF project in this school has influenced the following factors?

Factors	Ratings		
	High	Moderate	Low
Increased number of environment			
Improved teaching conditions			
Improved learning conditions			
Increased retention rates			

SECTION D

1. Comment on the following (tick where applicable)

Factors	Ratings			
	Strongly agree	Agree	Not sure	Strongly disagree
You require knowledge of project selection, design and implementation?				
Head teachers should participate in project design and implementation?				
Politicians should be involved in project selection.				
CDF officials should be the main decision makers in relation to CDF projects.				
CDF officials should do monitoring and evaluation of CDF projects.				
Sustainability of CDF projects should be entirely the duty of head teachers alone.				
CDF officials should have knowledge in project designing and implementation.				

2. In what ways do you think CDF can be strengthened?

_____

_____

Appendix iv

QUESTIONNAIRE FOR HEAD TEACHERS

Instructions:
Kindly tick where you believe is appropriate below each question. The information is purposely for research and will be confidential. Answer the questions independently to the best of your knowledge.

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender?
   i) Male ☐ ii) Female ☐

2. What is your academic qualification?
   i) Masters ☐ ii) Degree ☐ iii) Diploma ☐ iv) Certificate ☐

3. For how long have you stayed in your station?
   i) 6 – 10 years ☐
   ii) 4 -5 years ☐
   iii) 2 – 3 years ☐
   iv) One year and less ☐

4. What is the kind of your School?
   i) Girls' Boarding ☐
   ii) Girls' Boarding and Day ☐
   iii) Mixed Boarding and Day ☐
   iv) Mixed day ☐
   v) Boys' Boarding and Day ☐
   vi) Boys' Boarding ☐

5. What is the size of your school in relation to streams?
   i) Single streamed ☐ ii) Double Streamed ☐
   iii) Three to four Streamed ☐ iv) Five Streams and above ☐

7a) Do you have any CDF projects in your School?
   i) Yes ☐ ii) No ☐

b) What type of CDF projects do you have?

ii) Bursary ☐

iii) Infrastructure ☐

iv) Learning material ☐

v) All of the above ☐

vi) None of the above ☐

SECTION B

The extend to which Schools' teaching and learning environment is considered.

1. To what extend are the following factors considered when designing and implementing CDF projects (Tick where appropriate)

	Factors	**Larger extend**	**Moderate**	**Not applicable**
i	Number of students			
ii	Number of teachers			
iii	Type of School			
iv	Needs of students			
v	Other existing facilities			
vi	Suggestion by head teachers			
vii	Suggestion by parents			
viii	Decision by CDF officials			
ix	Availability of related facilities.			
x	Decision by MP			

SECTION C

Influence of CDF projects on teaching and learning environment

1. In reference to the type of CDF project you have in what ways have they influenced teaching and learning environment in Schools.

Factors	Ratings		
Increased the enrolment	High	Moderate	Low
Improved teaching and learning condition			
Improved comfortability of teachers and learners			
Improved performance			
Increased retention			
Reduced absenteeism			
Captured learner interest .,			

SECTION D

1. Attitudes of teachers and learners (Tick where appropriate)

	Factors	Ratings			
		Strongly agree	Agree	Not sure.	Strongly disagree
i)	Head teachers require knowledge of proposal writing?				
ii)	Head teachers require knowledge of project designing and implementation?				
iii)	Learners should be involved in project designing and implementation?				
iv)	Head teachers should not be involved in project selection design and implementation.				
v)	Learners should not be involved in project selection.				
vi)	Politicians should be involved in project selection, design and implementation.				
vii)	CDF officials should solely decide on project selection design and implementation.				
viii)	Head teachers should not be involved in planning and budgeting for CDF.				
ix)	Head teachers should have knowledge of procurement processes				
x)	Head teachers should not be involved in CDF financial management.				

xi)	Head teachers should do monitoring and evaluation of CDF project				
xii)	Head teachers should ensure sustainability of CDF projects.				

2. In what ways do you think CDF can be improved?

_____

_____

_____

_____

_____

_____

NOTE:

You have come to end of this Questionnaire. Thank you for your cooperation.

REPUBLIC OF KENYA

Appendix V

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RR1/12/1/SS/758/3

Date: 20th August 2010

Ms. Rose Kitui Musee
University of Nairobi
P. O. Box 422 – 50100
KAKAMEGA

Dear Madam,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of constituency development fund on teaching and learning environment in public secondary schools in Lurambi Constituency"* I am pleased to inform you that you have been authorized to undertake research in **Kakamega Central District** for a period ending *31st December 2010.*

You are advised to report to **the District Commissioner and the District Education Officer, Kakamega Central District** before embarking on the research project.

On completion of the research, you are expected to submit **two** copies of the research report/thesis to our office.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
Kakamega Central District

The District Education Officer
Kakamega Central District

Apendix vi

CONDITIONS

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

GPK6055t3mt10/2010

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./ Dr./ Mr./ Mrs./ Miss..... ROSE KITUI MUSEE

of (Address) UNIVERSITY OF NAIROBI P.O. BOX 422, KAKAMEGA

has been permitted to conduct research in .....

Location, KAKAMEGA CENTRAL **District,** WESTERN **Province,**

on the topic..... INFLUENCE OF CONSTITUENCY DEVELOPMENT FUND ON TEACHING AND LEARNING ENVIRONMENT IN PUBLIC SECONDARY SCHOOLS IN LURAMBI CONSTITUENCY.

for a period ending..... 31ST DECEMBER, 20....10

PAGE 3

Research Permit No. NCST/RRI/12/1/SS/758

Date of issue..... 20/08/2010

Fee received ..... SHS 1,000

Applicant's Signature

Secretary National Council for Science and Technology