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.