

**INFLUENCE OF CONSTITUENCY DEVELOPMENT FUND ON
ACCESS, EQUITY AND QUALITY OF SECONDARY EDUCATION
IN PUBLIC SCHOOLS IN KISUMU COUNTY, KENYA**

BY

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**A THESIS SUBMITTED IN FULFILLMENT OF THE
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**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND
FOUNDATIONS**

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DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented for the award of any degree or diploma in any other University.

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DEDICATION

To God for being with me all the days of my entire life and for giving me strength and grace to complete this work, to my beloved children Molly Bodo, Brian Bodo, Cynthia Ohayo, Ausley Bodo and Ian Bodo, and to my late husband Mr. Elly Otieno Bodo.

ABSTRACT

Countries all over the world use devolved funding to finance education in terms of construction of schools, paying school fees for the needy through bursary and developing school infrastructure. Studies in United States of America, United Kingdom, South-Africa and Malawi have revealed that devolved funding has been used to enhance access, equity and quality of education. However, access, equity and quality of secondary education have caused concern within some parts of Sub-Saharan Africa due to rising costs in education. In 2003, the government of Kenya adopted devolved system of funding of education through the Constituency Development Fund (CDF) in order to promote access, equity and enhance quality of education in secondary schools. Public secondary schools in Kisumu County receive money from the CDF but statistics show that access, equity and quality is low. Gross Enrolment Rate (GER) was at 35% lower than the national one which stood at 48.8%. The county's GPI was 49.9% lower than the national GPI which was 60.5% while student mean performance in KCSE was 5.63 in the year 2012, lower than the National one which was 6.1 in the same year. Moreover, most schools still lacked good physical facilities. Hitherto, the influence of CDF on access, equity and quality of secondary education was not known and this therefore warranted an investigation. The purpose of this study was to establish the influence of CDF on access, equity and quality of secondary education in public schools in Kisumu County. The objectives of the study were to; establish the influence of CDF on access to secondary education; determine the influence of CDF on equity in secondary education and to establish the influence of CDF on quality of secondary education in public schools in Kisumu County. The study was guided by the theory of Socialist Economics of Education from which a conceptual framework was derived stating that when money is redistributed from the rich to the poor it creates equality. Ex post facto, descriptive survey and co-relational research designs guided the study. The target population comprised 220 public secondary school principals, 13386 form four students, 7 CDF Managers and 7 Sub-County Quality Assurance and Standards Officers (SCQASOs). Simple random sampling was used to select 140 secondary school principals and 384 students from the sampled schools using Krejcie and Morgan method for calculating sample size. Saturated sampling was used to sample 7 SCQASOs and 7 CDF Accounts Managers. Primary data was collected using questionnaires on student enrolment, gender parity, economic status of their parents, number of CDF schools, classrooms and other facilities, amount of CDF funds received and the number of bursary recipients between 2009 and 2013. Secondary data was obtained using document analysis on KCSE results from 2009 to 2013. Qualitative data was obtained by interviewing the SCQASOs, CDF Accounts Managers and Form Four students. Reliability was determined by test re-test method while content validity was determined by two experts from the school of education. Quantitative data was analyzed using descriptive and inferential statistics and Lorenze curve while Qualitative data was transcribed and analyzed in emergent themes. It was established that CDF improved access by 6.2% as signified by adjusted R^2 coefficient .062. CDF had a negative influence on equity as Pearsons r coefficient was -.024 and reduced equity by .8% as signified by adjusted R^2 coefficient -.008. The *Gini* coefficient found was .0367, higher than the accepted 0.35 and it confirmed that CDF bursary awarded to students in public secondary schools in Kisumu County was highly inequitable. CDF enhanced quality by 31.1% as signified by adjusted R^2 coefficient .311. The study concluded that CDF had a slight influence on access and quality of secondary education while on equity, the influence was negative. The study recommended that the government should allocate more funds to schools for infrastructure to improve on access and also award more bursaries to needy students to improve on quality. Fund Managers should take into account gender parity when awarding bursary to needy students in order to enhance equity. The study is significant because it may provide useful information to planners, educationists and other stakeholders on the sustainability of CDF and uplift secondary education standards in Kisumu County.

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LIST OF ABBREVIATIONS / ACRONYMS

BOM	-	Board of Management
CBF	-	Constituency Bursary Fund
SCQASO	-	Sub County Quality Assurance and Standards Officer
CDF	-	Constituency Development Fund
DDA	-	Disability Discrimination Act
DDO	-	District Development Officer
DFRD	-	District Focus for Rural Development
EA	-	Education Authorities
EFA	-	Education for All
FAWE	-	Forum for Africa Women Education
FDSE	-	Free Day Secondary Education
FPE	-	Free Primary Education
FSE	-	Free Secondary Education
GER	-	Gross Enrolment Rate
GPI	-	Gender Parity Index
HIV/AIDS	-	Acquired Immune Deficiency Syndrome
ICT	-	Information Computer Technology
ILO	-	International Labour Organization
IPAR	-	Institute of Policy Analysis and Research.
IISD	-	International Institute for Sustainable Development
KCSE	-	Kenya Certificate of Secondary Education
KESSEP	-	Kenya Education Sector Support Programme
KIBS	-	Kenya Integrated Budget Survey

LATF	-	Local Authority Transfer Funds
LEA	-	Local Education Authorities
MPCDF	-	Member of Parliament Constituency Development Fund
OECD	-	Organization for Economic Co-operative and Development
RCDF	-	Rural Constituency Development Fund
RMLF	-	Rural Electrification Fund
SUNY/CID	-	State University of New York Center for International Development
UK	-	United Kingdom
UNICEF	-	United Nations International Children Education Fund
UNESCO	-	United Nations Education Scientific and Cultural Organization
WSTF	-	Water Services Trust Fund

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is considered a public and private good and is universally recognized as a form of investment in human capital for economic benefits of a country. According to OECD (2011), both education and health are the most basic pre-requisites for sustainable development for any emerging economies in the world. However in many developing countries, economic development has been adversely affected especially in these two core institutions of the society (Auya & Oino, 2013). The International Institute for Sustainable Development (IISD, 2013) emphasizes that for any sustainable development to be realized, the needs of the present must be met without compromising the ability of future generations to meet their own needs. The best way to do this is by eradicating poverty (Chigbu, 2012) and working with poor community members through enhancing education and health policy frameworks by the respective governments to achieve sustainable socio-economic development (IISD, 2013).

In order to improve education, all governments committed themselves to have Education for All as per the deliberations at Jomtien, Thailand in 1990 (UNESCO, 1990) and Dakar, Senegal in the year 2000. This is because education is believed to be a central factor in social, political, and economic development (Psachoropolous & Whoodhall, 1985). Education enhances socio-economic development thereby pulling people in developing nations out of poverty (Todaro & Smith, 2012) and, therefore, the importance of secondary education in molding learners into responsible citizens cannot be ignored as learners usually use it to shape their lives (Kurian,2008).Secondary education has also been recognized for

providing the youth with opportunities to acquire human capital that enables them to seek employment or pursue higher education thereby making them relevant in society (Ngware *et al*, 2006). Moreover secondary education is highly recognized in providing society with educated individuals who are needed in many areas of work. Ngware *et al* (2006) further emphasises the role played by secondary education in eradicating poverty in society, a view shared by Ohba (2009) when he stated that secondary education is indeed an important level in the life of a learner. The education sectors in different countries must therefore have relevant policy frameworks in place to help achieve this and this can only be possible through promotion of access, equity, and quality in education (IISD, 2013).

Every government has a responsibility to invest heavily in education so as to enhance its access, equity, and quality. This will ensure effective operations of school systems in as far as proper use of resources is concerned (Okumbe, 1999). The Kenya Economic Survey 2014 (Republic of Kenya, 2014), states that education contributes 6.1% to the economy of the country coming fifth after manufacturing firms and transport and communication. It is for this reason that the Policy Frameworks for Education on Aligning Education and Training to the Constitution of Kenya (2010), (Republic of Kenya, 2010) and Kenya Vision 2030 and Beyond Draft Bill (2012), lay great emphasis on improving access, equity, quality, and relevance of education. Studies done earlier (Psacharopolous & Woodhall, 1985; MOE, 2007) revealed that the major hindrances to access, equity, and quality in public secondary schools include the high cost of education, high levels of poverty, and extra levies for private tuition. Others are lack of parental care and guidance as well as unfriendly environments especially for children from poor households and those with special needs and, MOE, 2007; Atanda & Jayeoba, 2011). It is further argued that the hidden costs borne by parents while

providing secondary education to their children has been a major factor contributing to non-attendance at secondary school level. Odundo (2005) concurs with this view and observes that the cost of education has been on the rise in Kenya over the years making it difficult for poor households to access it especially at the secondary level. Kiage (2003) also concurs with this view when he argues that many school going children miss out on education opportunities especially in boarding schools due to lack of school fees. This makes day schools to be preferred by most parents as opposed to boarding schools because they are cheaper (Jagero, 1999). In fact, the high cost of secondary education is mainly due to the high boarding expenses, upfront demand for development projects such as purchase of school buses, construction and maintenance of physical facilities like swimming pools as well as stringent admission conditions that entail demand for excess items and costly uniforms (MOE, 2007).

According to The Global Report on Education for All (2012), Kenya has made great strides towards gross enrolment ratio and gender parity in secondary education although it has not fully attained them as expected. The country still has challenges with high pupil-teacher ratio and quality and therefore is far from achieving the expected EFA goals. Education reforms in Kenya are however pegged on the International Legal Framework which enables Kenya to move towards attaining EFA goals. This has seen attempts by the government to create major policy interventions in a bid to improve access, equity and quality of secondary education.

Since independence, Kenya has made several efforts to ensure relevance and quality in education. These include commissions and committees such as the Ominde Commission (1964) which advocated for both quantitative and qualitative roles of education in Africa and

Asian communities. The next one was the Gachathi Committee (1976) which was aimed at increasing internal efficiency in schools and improving quality and relevance in the management of learning institutions. This report further allowed girls who have had babies to rejoin school, strengthened school feeding programmes, provided textbooks, and strengthened the inspectorate with the view to improving quality education. Others were the Mackay report (1983), the Kamunge report (1988), and the Koech report (1999). The Kamunge report was specifically intended to raise access to secondary education by increasing gross enrolment rate from 29.4% in 1990 to 70.0% by the year 2010. The government also established the quality assurance and standards departments at the national, provincial, and district levels in a bid to improve on education quality (Republic of Kenya, 2002). These policies can be chronologically examined in order to understand their implications on access, equity, and quality of education offered (Mwinyipembe & Orodho, 2014; Njeru & Orodho, 2003; Orodho, 2014). The new Kenyan constitution promulgated in the year 2010 (Republic of Kenya, 2010) seeks to achieve and address concerns in the education sector. The new constitution promised Kenyans the benefit of these policies and went further to see the implementation of devolved system of government. Devolution came in force to further give backing to the new policy framework in a bid to promote access, equity, and quality of education (Republic of Kenya, 2010; 2012).

Devolution is the transfer or delegation of power to a lower level especially by central government to local or regional administration for purposes of enhanced development. The term devolution has been used interchangeably with decentralization and today decentralization has become the engine through which local development is being achieved (Ngiri & Nyaribo, 2016). Local governments are therefore being charged with

the responsibility to plan, implement, and finance local development activities in their local jurisdictions for the past two decades. However as has been noted by OECD (2007), the financing tools that these local governments adopt for local development vary among different countries in their form and nature. Most of the developed countries use tax credits and incentives, as well as subsidies and regulations to induce local development (Ndiri & Nyaribo, 2016). While developed countries issue public bonds towards the support of activities that in other countries are the preserve of private fund managers (OECD, 2007), local governments in developing countries depend on central governments and donors to finance local development efforts. According to Litschig (2010), Kuntajar (2006), and Botchie (2000), the government of Brazil has made a frog leap in this area where its grants alone account for up to 50% of local government revenues for local financial developments. However, in a developing country such as Uganda, the local government finances only up to 10% of their budgets from local sources, while in Tanzania, central government allocations account for 72% of the entire local authority budget (Kuntajar, 2006).

In Kenya, the significance of devolved funds is reflected on the government's commitment to economic recovery and poverty eradication which have been in place since independence. The government of Kenya has formulated several decentralization policies since 1963 among them the District Development Grant Programme (1966), the Special Rural Development Programme (1969/1970), District Development Planning (1971), the District Focus for Rural Development (1983-84), and the Rural Male and Productive Centre (1988-89). However, these projects met challenges as they lacked government funding and so failed to effectively take off. Their failure to achieve the expected objectives therefore saw the introduction of

others such as LATF launched in 1999, the Road Maintenance Levy Fund (RMLF), HIV/AIDS Transfer Fund (2003), and the District Bursary Fund (1993/94). Others were the Secondary Education Bursary Fund, the Rural Electrification Levy Fund (RELF) not to mention the Water Services Trust Fund (WSTF), the HIV AIDS Community Initiative, the Free Primary Education, the Free Day Secondary Education, and the Constituency Development Fund (CDF) which was introduced in the year 2003 (Republic of Kenya, 2003). The Constituency Development Fund is one of the innovations of the government of Kenya. Established in 2003 through an act of parliament, the fund was entrenched in the constitution through the CDF Act of 2003 in the Kenya Gazette supplement number 107 Act No. 11 (Republic of Kenya, 2003). The government's major initiative through this fund was to create impact on people's lives at the grassroots by empowering the locals to make decisions and start projects that would directly affect their lives (Kerote, 2007; Gikonyo, 2008; Auya & Oino, 2010). Available information on CDF show that, many countries have adopted the use of Constituency Development Funds as a way of creating development. Some of these countries include Bhutan, Ghana, Honduras, India, Jamaica, Liberia, Malawi, Malaysia, Namibia, Solomon Islands, Tanzania, Zambia, Zimbabwe, Philippines, and Rwanda just to mention a few (SUNY/CID,2009).

In most countries where they have been introduced, constituency development funds grow very rapidly in size and form. Reports from the Philippines indicate that allocations of CDF monies to members of the congress have increased almost six fold since it was introduced in 1990 (SUNY/CID, 2009). In Zambia for instance, the size of the Constituency Development Fund project has grown from 60 million Kwacha when it was introduced in the year 2006 to 666 million Kwacha in the year 2010 while in Kenya, the Constituency Development Fund

having been introduced at 2.5% of the national government’s revenue has grown along with the overall size of the government budget in the subsequent years (SUNY/CID 2009, Republic of Kenya, 2003).

Table1.1 shows the number of countries that have embraced the use of CDF and the amount of funds received for purposes of development in the year 2009.

Table 1.1: Countries which have Embraced the use of Constituency Development Fund and Amount of Money Allocated in Billions (USD) in 2009

Country	GDP (Billion USD)	Average Amount Allocated per MP(USD)
Philippines	166.91	4,270,000
Bhutan	3.87	43,000
Solomon Islands	1.57	140,000
Kenya	34.51	794,464
Malaysia	194.93	577,951
Jamaica	15.07	456,361
India	1217.49	420,790
Sudan	58.44	317,543
Pakistan	168.28	240,000
Malawi	4.27	21,352
Tanzania	20.49	13,761
Uganda	14.53	5,187

Source: Hickey (2009) and Center for International Development (2009)

Information from Table 1.1 shows that so many countries have embraced the use of this form of funding. A lot of monies are allocated by respective governments to members of parliament for development purposes through CDF. It is evident that the highest allocation was by the Philippines (\$ 4,270,001) whose GDP is \$ 166.91. Kenya had the second highest allocation (\$ 794,464) with a GDP of \$ 34.51billion followed by Malaysia (\$ 577,951) with a GDP of \$ 194.93 billion, and Jamaica (\$ 456, 361) with a GDP of \$ 15.07 billion. India whose GDP was the second highest (\$ 1217.49 billion) only allocated \$420,790. The lowest allocation of CDF was by Uganda (\$ 5,187) with a GDP of \$14.53 billion.

It has been argued that CDFs can address a number of development and governance challenges that many countries face such as projects delivery in the face of corrupt local government structures (Kerote, 2007). CDFs bypass central governments' bureaucracies and channel its funding directly to local communities hence enabling the participation of the local population in the choice of needed infrastructure among many more (Hickey, 2009).CDFs also empower the legislature by allowing them to allocate and spend money independently of the executive not to mention the quick and direct response to the demands of their constituents.

According to SUNNY/CID (2009), arguments in favor of CDFs are so many and appealing in spite of their numerous criticisms. Though they have made headlines largely because of corruption and political manipulation associated with them, their role in shaping societies' destiny is very vital. Unlike other development funds that filter from the central government through larger and more layers of administrative organizations and bureaucracies, funds under this programme go directly to the local levels and this gives people at the grassroots

the opportunity to make decisions that maximize their welfare consistent with the theoretical predictions of decentralization (Ngiri & Nyaribo, 2016).

Constituency Development Fund's major aim was to increase decentralization of funding in order to enhance community participation in the management, monitoring, and implementation of community projects so as to reduce poverty (Kerote, 2007; Nyaguthii & Oyugi, 2013). CDFs were also meant to correct regional development anomalies characterized by skewed distribution of resources therefore raising serious equity issues especially in the allocation of resources (Ngiri & Nyaribo, 2016). In education, CDF was intended to improve on access, promote equity, and enhance quality of secondary education through creating capacity for improved enrolment and to ensure transition and completion rates through provision of bursary to needy students and help in improving school infrastructural facilities. According to Republic of Kenya (2003), CDF has become the most popular form of devolved funding in many countries such as Kenya. It is therefore an example of a Community Driven Development initiative (CDD) in the sense that it involves providing some funding from the central government and other donor agencies in order to empower local communities (Kimenyi, 2007).

Being a form of devolved funding aimed at achieving poverty reduction at the grassroots; CDF is financed through annual government revenue. It therefore comprises of an annual budget allocation of at least 2.5% of the government's total revenue. Of this allocation, 3% is given to CDF board for administration while 97% is allocated to constituencies in the following manner; 5% to emergency reserve, 75% shared equally among the existing constituencies while the remaining percentage is allocated based on the constituency's

poverty index modeled by the Ministry of State for Planning, National Development and Vision 2030 (Republic of Kenya, 2003). Initially about 2.5% of the government's total revenue was channeled to CDF (Kerote, 2007) so as to reach the constituencies and was managed by a parliamentary committee at the grassroots level. This allocation was increased to 7.5% (Ochieng & Tubey, 2013) and therefore it means that a lot of financial resources are being channeled to constituency projects (IEA, 2006). The mandate of disbursing and ensuring that different constituencies use their share of the money efficiently and acceptably lies with the CDF board pursuant to CDF Amendment Act of 2008 which authorized stakeholders to implement and begin using CDF money (Republic of Kenya, 2008).

Constituency Development Fund is a composite fund which finances schools by putting up physical facilities hence creating more space for enrolment and providing bursary to needy students (Ouma, 2007). More than 60,000 CDF projects have been established throughout the country with a significant percentage (over 40%) being in the area of education. These projects include the construction of school infrastructural facilities which have already been completed and are in use hence creating capacity for learners to access education. It has been established that the socio economic status of a people affects their ability to access education (Atanda & Jayeoba, 2011) and this is the reason why CDF provides bursary to students from humble economic background so as to enable them access education (Republic of Kenya, 2003).

The government therefore took up its mandate seriously and has been allocating huge sums of money to all constituencies in Kenya through CDF since its inception in 2003. This information is shown in Table 1.2.

Table 1.2: Total Allocation of Constituency Development Fund by the Government of Kenya from 2003 to 2011

Year	Total CDF (Billion)
2003/2004	1.3 billion
2004/2005	5.10 billion
2005/2006	7.2 billion
2006/2007	9.7 billion
2007/2008	10.1 billion
2008/2009	12.0 billion
2009/2010	12.0 billion
2010/2011	14.2 billion
Total	71.6 billion

Source: CDF website 2008.

The amount of money allocated by CDF to constituencies in Kenya ranges from Kshs. 1.3 billion in 2003/2004 financial year and grew steadily to Kshs. 9.7 billion in 2006/2007 financial year. In 2009/2010 financial year, the allocation rose from Kshs. 12.0 billion to Kshs. 14.2 billion in 2010/2011 financial year. The total allocation by CDF to constituencies by the government of Kenya was Ksh. 71.6 billion from the year 2003 to 2011.

After allocating CDF funds to different constituencies across the country, the government ensures that the money is used in developing several projects in the constituencies. The projects funded by CDF are those that have been identified by the community on priority basis and their initiative and completion must therefore be satisfying government needs and

those of the community. These projects have already taken ground especially in key areas of development across the country as shown in Table 1.3.

Table 1.3: The Projects Funded by CDF in Constituencies across Kenya

Projects	Percentage
Education development	33.9%
Education bursary	12.3%
Water	11.5%
Health	6.4%
Roads and budgets	6.2%
Security	4.0%
Agriculture	1.3%
Other (M & E, Emergency, Recurrent, Sports	24.4%

Source: Kenya Economic Survey 2014

From Table 1.3, it is apparent that education takes a total of (46.2%) which is obviously the lion’s share of the total allocations with education development taking 33.9% and bursary 12.3% from CDF. It is followed by water (11.5%) and health (6.4%). Roads, security, and agriculture take 6.2%, 4.0% and 1.3% respectively. The other forms of developments are monitoring and evaluation, emergency, recurrent expenditure, and sports which share the remaining 24.4%. Since education receives the biggest allocation from the Constituency Development Fund, it is therefore necessary to assess its influence on the promotion of access, equity, and quality of secondary education in the country (Republic of Kenya, 2003). Several studies have been carried out on the Constituency Development Fund and how it influences secondary education by its composite nature. Otieno (2007) conducted a study on

the Impact of the Constituency Development Fund on Access and Equity in Financing Secondary Education in Nyando District and found that several physical facilities were constructed in secondary schools in the constituency which improved on access to schooling. The study however did not address the aspect of quality and therefore failed to establish the influence CDF had on the quality of education. Ng'alu and Bomett (2014) claim that the cost of teaching and learning facilities have proved unaffordable for students from poor families thus leading to low participation rates and high dropout rates for the poor despite the rationale for the introduction of such safety nets as bursaries from CDF and Free Secondary Education. It is often argued that despite CDF allocating bursary to needy students to enable them access schooling, it becomes less effective since the bursary is normally under the direct control of the members of parliament and their cronies. This therefore transforms it into a political instrument (Oyugi, 2010) thus compromising its effectiveness. He further claims that MPs give it to their friends and supporters who are not necessarily needy. Moreover the money is usually split into tiny amounts so as to reach as many people as possible (Mutinda, 2015; Ng'alu, 2014) and this therefore raises serious concerns as it jeopardizes the chances of those who have accessed schooling to remain in school.

Other studies conducted on the Constituency Development Fund include those by IEA (2006), Otieno (2009) and Wanyama (2010). A study carried out on CDF (IEA, 2006) only looked at the aspect of efficiency of CDF in terms of its satisfaction of the beneficiaries but ignored the aspect of access, equity or quality of secondary education. Another study done by Otieno (2007) looked at the impact of CDF on access and equity in financing secondary education in Nyando District but did not look at the aspect of quality and the study was done in a small area using a small population. The study by Wanyama (2010) was conducted on

the assessment of CDF funded infrastructure in public secondary schools in Bungoma Constituency and found that physical facilities were constructed in secondary schools in the constituency thereby improving access to schooling. The study however ignored the aspect of equity and quality in secondary education.

On the issuance of CDF bursaries to needy students, effective allocation of the bursary may require that communities or beneficiaries be involved in its planning and execution. However a survey study conducted by IPAR (2008) revealed that there was a lot of inconsistencies and fluctuations in the manner in which the CDF bursary was being allocated from the national level to constituencies in order to support needy students who ended up dropping out of school altogether. The study (IPAR, 2008) further revealed that except for Lang'ata constituency where beneficiaries were consistently financed, in other constituencies beneficiaries were not guaranteed continuous funding. This was because the application procedures were too cumbersome and the allocation schedules not in line with the school calendars forcing funded students to miss most learning lessons as they went about looking for alternative sources of funding (Ouma, 2007).

Access to secondary schooling has not been achieved in many countries because of financial constraints (Psacharopoulos & Woodhall, 1985). Studies already conducted on access have established factors that hinder its achievement in education. According to The World Bank (2007), children from poor households in Thailand do not attend school because such families often cannot release their children from productive work to attend school regularly, much less pay for school fees, uniform, books, and transportation. The World Bank (2007) further noted that parents who are illiterate often have low educational aspirations for their children. They keep very few, if any, reading materials in the house have little perception of

the value of schooling and hence offer little encouragement for children to attend and succeed in school.

A survey designed to elicit the socio economic background of secondary school attendance in Tehran in Iran revealed that lower classes have much lower chances of gaining access to secondary education. A study conducted by World Bank (2008) in a contemporary economic policy magazine in January 2001 entitled “Determinants of School Enrolment in Bulgaria” noted that parental income was a major determinant for school enrolment and children from poor families withdrew from school prematurely due to financial constraints. Maeke (2009) shared the same sentiments when he looked at the problem of access and school dropout in Mali, while in Nigeria, the opportunity to access formal system is not equitably distributed across the social classes (Ezewu, 1990). The study by Ezewu (1990) further noted that being a child of a well-educated and wealthy urban resident provided great opportunities and advantages over those from poor families in accessing secondary education.

Another study which was carried out by Ayiga (1997) looked at “Causes of Low Enrollment and High Dropout Rates in Primary Education in Uganda” and established that lack of school fees was among the major factors that hindered access to schooling, a view shared by Kiage (2003). The study concluded that the ability to pay school fees was depended on the economic status of the parent or guardian. However it did not mention anything to do with the government’s responsibility of paying fees for the needy students through provision of loans or bursaries. Moreover that study looked at access in primary school while the current one looked at access to secondary education considering the fact that the latter is more expensive

than the former. This was the gap the current study sought to fill using Kisumu County as the site for the study.

Murage (2008) conducted a study on ‘‘Ways in which Constituency Development Fund has Promoted Access and Retention of Secondary School Students in Laikipia West District’’. The objectives of the study were to; find out how many students access secondary education in the district, how retention had been enhanced, and procedure followed to propose, rank and finance projects and the problems CDF faced in the district. Using a descriptive survey research design to guide his study, he established that there was a slight improvement in access and retention of students through bursary provision. The study however concluded that access to secondary education in the district was still low with the Gross Enrolment Rate (GER) standing at 60%, lower than the expected national GER which should be at 70% by the year 2030. The study recommended that CDF should be used to establish more day schools as they were more accessible to students who come from poor socio-economic backgrounds than boarding schools. His sentiments concurred with those of Jagero (1999) as well as Odundo and Njeru (2005) who had earlier stated that day schools were preferred because they were cheaper than boarding schools. The study by Murage (2008) only looked at access and retention of students through bursary provision but did not look at the number of secondary schools purely put up using CDF which created more capacity for learners to access secondary schooling. Based on Murage’s recommendation therefore and using a different methodology, the current study sought to establish the influence the Constituency Development Fund has on access by looking at student enrolment given that the GER for Kisumu County was at 35% much lower than that of Laikipia West Sub-county (60%) and lower than the expected national GER (70%). The current study also looked at the number of

public secondary schools that have been started using CDF and the number of classes put up in established schools in order to create capacity and space for improved enrolment in public secondary schools. Since hardly any of the studies done earlier had looked at the influence of CDF on access to secondary education using the same objectives, the current study purposed to fill this knowledge gap using Kisumu County as the site for the study.

Nyakeri (2011) carried out a study on the ‘‘Effects of Subsidized Secondary School Education on Access and Participation in Manga District, Nyamira County.’’ The objectives of the study were; to determine the enrolment of students in public day secondary schools before and after implementation of subsidized secondary school education, to identify challenges facing the implementation of Subsidized Secondary Education (SSE) and their solutions and to analyze the effects of SSE. Using the theory of Equal Opportunity and Social Darwinism, the study asserted that the orientation on equality brought about by access and participation in education was determined by the ability of learners to pay the user charges levied by the school or else they dropped out of school. The user charges therefore discriminated children from poor families who could not access secondary education. By removing such barriers ideal conditions could be created to implement the vision of equal opportunities where everybody has access to secondary education. The study revealed that despite the introduction of SSE many school going children remained out of school as there was decline in enrollment in Manga District after the year 2009. The study recommended that the government should consider allocating more funds on its annual budget to create more facilities and improve on access to secondary education. The study by Nyakeri (2011) looked at access but tied it to SSE ignoring the role played by CDF on access to secondary

education in public schools. This was another gap the current study sought to fill using Kisumu County as the site for the study.

Equity in education is defined as fairness or justice in terms of the provision of educational requirement and opportunities taking into account a people's unique situation such as ethnicity, physical and mental abilities, religious preferences, culture, gender, family structure, and lifestyle. According to Psachoropolous and Woodhall (1985), equity in education has two dimensions: it looks at the way costs and benefits of an education investment are distributed among regions and whether gender factor, socio-economic status, and ethnic groups have been considered in that distribution. Notably, achievement of equity in education can be very effective by addressing how resources to education are allocated among people with different socio economic ability and if gender parity is considered within those allocations. According to UNESCO (2009a), gender parity is one of the major factors that affect equity in education. Gender parity is measured by the Gender Parity Index which is calculated by dividing the female gross enrolment rates in secondary education by the male gross enrolment rate. In sub-Saharan Africa, the gender parity index for primary and secondary education is less than 0.85 which indicates that for every 100 boys enrolled, less number of girls, about 85 are enrolled. According to UNESCO (2011), 64% of illiterate people are female the world over. Other available statistics (World Bank, 2008) indicate that girls are more disadvantaged especially in Africa and Asia. Out of 53 countries with a Gender Parity Index (GPI) of below 0.97, thirty-one (58.49%) are found within Sub-Saharan Africa, seventeen (32.08%) in Asia while a paltry five (9.43%) are found in the rest of the world. In fact, research findings carried out on Gender Equality in Education (GEE) score cards by Kamau *et al.* (2014) revealed the following results as shown in Table 1.4.

Table 1.4: Gender Equality in Education Score Card

Country	Gender Equality in Education
Namibia	6.630
Kenya	6.543
Tanzania	6.215
Swaziland	6.037
Zambia	6.060
Uganda	5.637
Malawi	5.406
Ethiopia	5.336
Zimbabwe	4.866

Interpretation

Score	Description
Below 5	Need for improvement
6-7	Good
8-9	Very Good
9 and above	Excellent

Source: Gender Equality in Education Score Card.

(<http://www.fawena.org/resources/GenderScoreCard.pdf>)

Looking at equity in terms of socio-economic status, disparities still exist in most countries in sub-Saharan Africa. This has been noticed in Nigeria where it was established that (Ezewu, 1990) opportunity to access formal system is not equitably distributed across the social classes and categories are based on who among the older generations are able to receive

formal education. According to his study, Ezewu (1990) noted that being a child of a well-educated and wealthy urban resident provided great opportunities and advantages over those from poor families in accessing schooling. The study concluded that there were instances of equity violations which are normally brought about by differences in socio-economic strata in any society such as those found in sub-Saharan Africa which hinder students from low income families from pursuing secondary education.

Equity in education can be promoted by the provision of bursary to children who come from low socio-economic backgrounds (Republic of Kenya, 2005a). Bursary allocation criteria are based on a formula that takes into account the constituency poverty index and school enrolment (MOE, 2007) and therefore ought to give priority to those from low income families. This could easily be made possible by introducing a devolved funding system, such as the CDF, through which money is transferred from the national government to the locals at the grassroots for ease of management (Kerote, 2007).

Studies which have been conducted on the role of CDF on the provision of bursary to needy students reveal that there exist challenges that hinder the achievement of equity in the allocation of such funds to the beneficiaries. Onyango and Njue (2004) observe that CDF, through the allocation of bursaries, is not serving its purpose. They argue that since the bursary fund is under direct control of Members of Parliament, it has been transformed into a political instrument thus compromising its effectiveness. They claim that the politicians give bursaries to their friends and supporters who are not necessarily needy, and that the money is usually split into tiny amounts (Nyakeri, 2011) so as to reach as many people as possible. This therefore raises serious equity concerns and jeopardizes the chances of those who have accessed schooling to remain in school. It further puts in doubt the very reason why CDF

bursary needs to be awarded. Such bursaries should be allocated to needy students so as to give those equal chances of being in schools like their counterparts from wealthy families. Their findings somehow differ from those of Kimenyi (2005) who conducted a study on “Efficiency of Constituency Development Fund in Social Development” and established that CDF was indeed desirable. Kimenyi (2005) was however, quick to point out that CDF projects were sometimes based on political affiliations, were not designed professionally, and that in some cases, the projects ended up as white elephants.

In a similar study conducted by Mapesa and Kibua (2006), whereby a sample of five constituencies was used to test levels of beneficiary awareness and participation, institutional capacity, coordination and legal framework of the fund, the findings established that the fund belonged to the local members of parliament, and therefore the beneficiaries were not aware of their rights to full participation and monitoring. The study especially noted that the funds were being spent without due diligence as far as planning, selection and implementation were concerned and in many occasions, violation of equity goals was grossly exercised. Another study conducted by Mwangi (2006) concurs with the findings above in his conclusion that giving out bursary through Constituency Development Fund is fraught with pitfalls. He claims that students who deserve the bursary never get it because of political interference. Moreover the process takes too long and by the time the money is released to constituencies by the central government, the students would have already been sent away from schools. He concludes that constituencies are not the best avenue for disbursing the funds to students and recommends that measures be taken to ensure the money is well utilized.

Omondi (2007) agreed with these views and claimed that the main challenge of devolved funding was to do with equitable allocation of the funds to the beneficiaries when he conducted a study on the “Constraints to Constituency Development Fund Bursary allocation to Secondary School Students in Siaya District”. The main objective of his study was to assess factors that inhibit effective and equitable disbursement of CDF bursary funds to secondary schools. The study revealed that 33.3% of the bursary was allocated to students who were not needy and that there was evidence of unfairness and lack of transparency in the allocations. Citing such glaring equity issues therefore, the study recommended a further research on the effectiveness of CDF in addressing its main objectives of poverty eradication and promoting equity among others. He further recommended that better mechanisms be put in place to find ways of identifying the bright and needy students who would benefit from the bursary fund. This study was however confined to only two districts which were Ugenya and Gem and did not look at the gender parity in the allocation of the bursary. Omondi’s (2007) findings concur with those of Odebero (2001) who had earlier looked at “Bursary as a method of Financing Secondary Education in Kenya: A case study of Busia District.” His main objectives were to determine if bursary award benefits the most deserving students, find out the criteria used by head teachers to identify the needy students and to determine if bursary allocation was equitably distributed. The findings revealed that not all deserving students benefited and there was lack of equity in the distribution of bursary to recipients. However the study by Odebero (2001) was done in only one district and the form of bursary studied was not Constituency Development Fund. The current study was conducted in seven districts (sub-counties) currently forming one county and has specifically looked at bursary awarded to needy students through the Constituency Development Fund. Moreover it did not

look at the gender parity aspect of equity in the awarding of those bursaries to needy students which the current study has dwelt on.

Ndiritu (2008) carried out a study assessing the Influence of CDF Bursary Scheme on Retention Rates in Public Secondary Schools in Dagorreti Constituency. His objectives were to; establish the extent to which the total amount of CDF bursary fund influences retention, establish the extent to which the timing of the release of the bursary fund influences retention, determine the criterion used to identify needy students, and to seek suggestions on ways of improving assistance for needy students. His study revealed that there was worrying concern regarding equity considerations and therefore recommended that the ministry should come up with clear guidelines on allocation, coordination, and monitoring of bursaries at all levels. Based on the delimitation of his study, he recommended that a similar study be done using a bigger population and area of study. Another study conducted by Adan and Orodho (2014), examined the “Socio-economic and Cultural Implications of Subsidized Secondary Education Policy (SSE) on Equity and Quality in Education in Mandera West District, Mandera County”. The findings revealed that equity considerations in secondary schools in Mandera County were grossly violated as there was widening inequality that was negatively affecting education of the girl child mainly due to socio-cultural factors, school-based factors, poverty, and low parental level of education. The study recommended that there should be increased campaigns to empower the economic status of communities and reverse their negative attitudes towards education so as to promote equity. Although the study by Adan and Orodho (2014) looked at the aspect of equity, they dwelt on the subsidized secondary education and not the Constituency Development Fund. Besides, their study did

not look at the issue of bursary which the current study has dwelt on and this is the point of departure between the two studies.

Mutinda (2015) carried out a study on the “Contribution of CDF Bursary on the Provision of Secondary Education of Ogiek Girls in Njoro Sub County, Kenya.” The main objective of the study was to establish the contribution of CDF bursary in the provision of secondary education for marginalized Ogiek girls in Njoro Sub-county. The specific objectives were to establish the influence of CDF Bursary on the retention of Ogiek Girls in Secondary school, assess how eligible the Ogiek Girls were for the CDF bursary, determine the awareness level of the girls on the availability of CDF bursary for their education, and to establish how accessible the CDF bursary was to the girls in secondary schools. Using a cross-sectional survey design and snowball sampling technique, he interviewed 111 Ogiek girls through a structured questionnaire. The data was analyzed by use of frequency distribution and chi-square tests and revealed that although 98% of the girls qualified to benefit from the scheme as they were partial orphans or from needy families, only 10% were awarded bursary in the previous three years. The study further revealed that the CDF bursary fund had no influence on retaining the girls in school as the amount of money awarded was only Ksh. 3,000/= per year which was far below the required fees of Ksh. 20,000/=. As such many girls kept on being sent away from school and this interfered with their retention at school thereby affecting their performance in examinations. The study further noted that although there was awareness on the existence of the fund, majority missed out due to non-application, lack of application forms and lack of response by the CDF administrators and these raised serious equity issues. It therefore recommended that more information on the existence of the fund

be disseminated and the girls trained on how to apply for the bursary so as to enable them benefit from it.

All the studies mentioned above agree that equity considerations were violated during the process of awarding CDF bursaries to needy students. The studies were however conducted in different areas and some of them were done a long time ago. While they all agree on the issue of equity considerations being violated while awarding bursary to needy students, they differ from the current study in several ways. The study by Ezewu (1990) was conducted in Nigeria and found that equity violations existed among students from different socio-economic strata which brought differences in the way they attended schooling. The study however failed to establish the role played by bursary in ensuring that students from low income earners get equal chances of attending school thereby promoting equity. On the other hand, the study by Odebero (2001) looked at bursary allocation to needy students but not in terms of the Constituency Development Fund. The study by Onyango and Njue (2004) only agrees that equity considerations were not followed in the awarding of CDF bursary as needy students never got the bursary as they should have. They concluded that Constituency Development Fund was not the best way of allocating such bursaries to students. However their studies ignored the aspect of gender parity in the awarding of CDF bursary. The studies (Kimenyi, 2005; Mapesa & Kibua, 2006) did not look at CDF in terms of bursary but its implementation on general projects although their views on equity violations concur with those of Mwangi (2006) who also failed to look at equity in terms of gender parity. While the study by Omondi (2007) looked at CDF bursary and revealed that 33% of students who received the bursary were not needy, it failed to look at the gender parity aspect of equity and only concentrated on the socio-economic income of the recipients. The study by Nderitu

(2008) looked at the influence of the Constituency Development Fund bursary fund and only dwelt on retention rates of students in public secondary schools leaving out the aspect of equity. Adan and Orodho (2014) looked at equity but tied it to subsidized Secondary Education leaving out the aspect of CDF bursary. On the other hand, the study by Mutinda (2015) looked at Constituency Development Fund bursary fund, but only dwelt on its influence on the retention of girls in secondary schools ignoring the aspect of equity. Besides, it did not bring out the issue of gender parity as it only concentrated on the girls leaving out the boys who are equally needy. The study was also conducted in a small area while the current one covered a wider area and targeted a larger population with different types of respondents. The current study also used a triangulation of data sources to get more information on the influence of the Constituency Development Fund not on the retention of girls, but on equity looking at the gender parity of the students who receive bursary in public secondary schools. This was the knowledge gap the researcher intended to fill using Kisumu County as the site for the study.

Quality of education has been viewed and analyzed in different ways. According to UNICEF (2000), quality education includes learners who are healthy, well nourished and ready to learn with the support of their families and communities. It also includes safe, healthy, and protective and gender sensitive environments, not to mention the provision of adequate resources and facilities to support the learners. Quality education also encompasses well-managed classrooms and schools in order to facilitate learning and reduce disparities among learners. Adams (1993), states that quality education encompasses knowledge, skills, and attitudes which are linked to national goals of education and positive participation in society. In a study on the “Impact of School Infrastructure on Student Outcomes and Behaviour in

Georgia”, Fisher (2006) established that academic achievement improves with improved building conditions, lighting levels, air quality, and temperature. According to World Bank (2005), the world has a big role to play if it wants to achieve Education for All (EFA) and Millennium Development Goals (MDGs) such as Universal Primary Education (UPE). Individual Nations therefore need to develop holistic education sector plans and allocate sufficient national budgetary resources to develop school related infrastructure. This is because school infrastructure influences quantitative growth and provision of quality education. According to UNICEF (2000), a certain minimum space in a classroom per learner, adequate science rooms, well stocked libraries, recreational, and boarding facilities, in addition to good sanitation, are pre-requisite in providing quality education. Studies conducted earlier reveal that inadequacy of school infrastructure is a problem in many countries in the world. Several schools in America suffer from incidences of peeling paint, crumbling plaster, leaking roofs poor lighting, inadequate ventilation, and poor heating and cooling systems which inhibit the provision of quality education (UNICEF, 2000).

In most countries devolved funding such as CDFs have become handy in the provision and enhancement of quality education. The funds have been used to provide a clean environment for learners in most public secondary schools by putting up new buildings and renovating the old ones, putting up electricity, constructing facilities such as water tanks and even providing clean piped water in schools which did not have water before.

In the United States, for instance, school councils and school directors have been given greater decision making autonomy to run education affairs. At the same time, the performance of those schools is carefully monitored, and they are held accountable for improved performance to both parents and system administrators thereby ensuring that

education quality is upheld (SUNNY/CID, 2009). This is done by ensuring that school infrastructural facilities are in place, though not necessarily funded by devolved fundings such as CDFs.

In the United Kingdom, the government has taken the initiative to enhance and improve quality in education by creating Local Education Authorities (LEA) in England and Wales and Education Authorities (EA) in Scotland. In Northern Ireland, education is a central government function and local authorities have a consultative role through the education and library boards. Matters pertaining to the school curriculum and assessment, for instance have been devolved including budget management and the appointment of councils to school governing bodies so as to improve quality of education.

According to Schneider (2002), quality education can be offered by providing clean, quiet, safe and comfortable environment which constitute an important component of a successful teaching and learning process. The World Bank (2005) asserts that learning assessments are crucial for measuring education quality and relevance, diagnosing system weaknesses, and motivating policy reform. This is supported by UNICEF (2000) which states that quality of secondary school is measured in terms of standards of inputs and output with the inputs including resources such as time, human effort and material things among others. On the other hand, output is measured in terms of students 'academic achievement as signified by performance in national examinations.

Several studies have been done on factors that affect the quality of education in different parts in the world. A study conducted by Andrian (2010) on "Measuring Educational Quality in Secondary Education in Schools in the Netherlands" had the following objectives: to assess the important factors used in achieving quality education in schools in the Netherlands

by using a business intelligence approach and; to identify stakeholders and components relevant to education quality. Using semi structured interviews and questionnaires for collecting data and a survey research design; he developed and produced a framework which consisted of seven critical success factors measured through key performance indicators. The results of the study established that the most important stakeholders that should be included in measuring education quality were teachers, students, school managements, and parents. The findings further revealed that factors that affect quality of education in schools in the Netherlands include curriculum, teacher quality, students, and the circumstances or environment where the education process is being conducted. Although the study dwelt on quality of secondary education, it was done in the Netherlands and ignored the aspect of financing education through devolved funding such as CDF and its influence on education quality especially when it is used to put up infrastructural facilities in schools. The current study therefore identified this as a gap which it set to fill using Kisumu County as the site for the study.

In Indonesia, studies carried out by Suryahadi and Sambodho (2013) revealed that the quality of education in that country was being challenged by two major factors, poor quality of teachers and their constant absenteeism from school. They noted that only 37% of teachers had the right teaching qualifications as defined by the 2005 Teacher Law but it was a worrying trend that close to 15% of teachers were usually absent from their classes daily in Indonesian schools. Another study conducted by Faize (2011) investigated the “Effect of the Availability and use of Science Laboratories Equipment on Academic Achievement of Students in Punjab”. The study population comprised of all secondary schools, higher secondary schools, teachers, and students in Punjab. Using a random sample of 288 schools,

20 students and 10 teachers from each school, the study employed the use of questionnaires and interviews in collecting data. The study concluded that science laboratories play a big role in the teaching and learning process of science subjects. The study by Faize concurs with those by World Bank (2005), which stated that students' performance can be affected by lack of proper infrastructure and presence of shabby school buildings. It further concurs with other studies conducted elsewhere such as those by Gogo (2002), Olel (2000) and Olendo (2008) who stressed that lack of science laboratories affect the performance of science subjects thereby affecting quality of education in those schools. Other studies already conducted still agree that facilities such as libraries are vital in enhancing quality education (Owoeye, 2012; Olendo, 2008) while inadequate ventilations (Wambua, 2011), lack of clean water and lack of proper lighting and faulty heating systems (Oriedo, 2010) may have a negative effect on quality of education. However, none of the studies mentioned above looked at the role of devolved funding such as CDF in enhancing quality of education. The study by Faize (2011) investigated the effect of the availability and use of science laboratory equipment on students' academic achievement but did not attempt to establish the influence of Constituency Development Fund on quality of secondary education in public schools.

A study conducted in South African schools titled "The Basic Education Report" (2010), indicated that performance in those schools improved by 72% in the year 2010 compared to the year 2009 due to initiatives put in place by the government through some form of devolved funding to ensure that quality is achieved in education.

A study conducted in Ghana by Akeyeampong (2003) noted that the working and living environment for teachers and students was below expectation and did not meet the standards

for quality education. The schools in counties in Ghana lacked basic amenities such as piped water, electricity, staffrooms, and toilets. Only 30% of teachers were being housed in schools in Ghana and therefore housing remained a major issue that substantially affected the quality of education in terms of students' performance in examinations.

A study carried out by Owoeye (2010) looked at the provision of facilities as it relates to students' academic performance in agricultural science in Ekiti State of Nigeria in early and mid 1990s and established that the physical facilities of schools greatly influenced students' academic performance. The study used the results of the West African School Certificate Examination (WASCE) which was conducted between 1990 and 1997 in fifty secondary schools in rural and urban areas of Ekiti State. The study used questionnaires to collect data which was analyzed using means and t-test. The results showed that there were no significant differences in the performance of students between rural and urban secondary schools in as far as libraries, textbooks, and laboratories were concerned. The current study is similar to that of Owoeye as it looked at the aspect of quality education. However the difference between the two studies is that while Owoeye's study looked at the impact of the provision of facilities as it related to students' academic performance in Agricultural Sciences, the current one looked at the influence of the Constituency Development Fund on quality of secondary education in public secondary schools. School facilities were just a component that brings about quality in education yet quality is usually determined by other factors too.

Another study was carried out on "Access to and Quality of Secondary Education in Malawi" (Malawi Millennium Development Goals, 2012) and found out that the two were being hampered by a number of factors, such as inadequate and inaccessible infrastructure like classrooms, teachers' houses, toilets and water. There were also issues related to inadequate

and unqualified teachers, insufficient learning materials, and curricula which did not address the needs of the learners in terms of skills and development. It further noted that while innovation at the national level such as the introduction of free primary education, school feeding programmes, non-repetition, and abolishing school uniforms led to greater access in terms of higher enrolment, it led to adverse effects on quality of education due to high teacher/pupil ratio.

In Kenya, the Ministry of Education, Science and Technology (MOEST) in 2003 identified critical issues relating to infrastructure as a determinant of quality education. These issues stated that inadequate infrastructure, lack of proper teaching and learning facilities and shortage of permanent classrooms, poor construction standards, inadequate maintenance, poor water system, and lack of proper sanitation all pose as impediments to quality education. Other studies conducted in Kenya concur with this view. Gogo (2002) and Olel (2000) stressed that lack of science laboratories affects the performance of science subjects thereby having an impact on the quality of education in those schools. Other scholars indeed agree that facilities such as libraries are vital in enhancing quality education (Owoeye, 2012; Olendo, 2009) while inadequate ventilations (Wambua, 2011), lack of clean water and lack of proper lighting and faulty heating systems (Oriedo, 2010) may have a negative effect on quality of education.

None of the studies mentioned however looked at the influence of CDF on quality of education. Although the study conducted by Malawi Development Goals (2012) looked at factors that affect quality in education; it did not mention anything to do with the influence of CDF on quality education. Even the studies by Gogo (2002), Olel, (2000), Olendo (2009), and Oriedo (2010) fell short of discussing the influence CDF had on quality education. The

current study however looked at the influence of CDF, which is a devolved system of funding on quality of secondary education in public schools in Kisumu County.

A study done in Kericho District by Ngeno, Simatwa, and Soi (2012) investigated on cost effectiveness analysis of educating girls in day and boarding secondary schools in Kenya. The study revealed that in Kericho District, the performance indices in KCSE for girls in day schools was 3.38 while that for boarders was 3.59 in mixed day and boarding secondary schools in 2010. This outcome was attributed to high school levies, indiscipline, family factors, entry behavior of the child, lack of interest on the girls to complete their work, the attitude some parents have towards the girl child, and lack of the required books. Although the general performance was below average as depicted by the findings, the study concluded that it was more cost effective to educate a girl child in a day school than a boarding school in Kericho District. Another study was conducted by Macharia (2013) on Quality of Education in Gatanga District, Muranga County which established that in the period covering the years 2008 and 2011, students' performance of day schools in KCSE greatly improved. He concluded that the Free Secondary Education policy had contributed both positively to internal efficiency of day schools through improved performance in national exams. The study carried out on quality of education by Andrian (2010) was done in the Netherlands and used a business intelligence approach to measure quality. The study by Ngeno *et al.* (2012) was done on critical determinates of poor performance in KCSE among girls in arid and semi-arid areas, while that by Macharia (2013) was done in Muranga County on performance after FSE policy was introduced. In the aforementioned studies, questionnaires, interview schedules and document analysis were used to collect data. All the three studies however did not look at the influence of CDF on quality of secondary education and this was another gap

the current study intended to fill using Kisumu County as the site for the study. Kisumu County was identified as the site for the study having done a preliminary survey in the year 2012 and establishing that, statistics on gross enrolment rates, gender parity index and mean performance in KCSE were rather low. Even statistics on literacy level and poverty rates were lower than those established from most of its neighboring counties. This information was shown in Table 1.5.

Table 1.5: Gross Enrolment Rates, GPI Poverty Rates and Literacy Levels and KCSE Mean Score in Kisumu and its neighboring Counties compared to the National figures in 2012

Counties	GER	GPI	PR	LR	KCSE
Kisumu	35.0%	0.95	45.0%	72.2%	5.63
Siaya	53.4%	0.86	47.6%	78.4%	7.22
Kericho	45.1%	0.83	42.8%	79.0%	5.89
Vihiga	67.0%	0.85	41.0%	84.2%	6.30
Nandi	62.3%	0.90	47.4%	76.%	5.82
Homabay	61.2%	0.92	50.2%	77.3	6.17
National	48.8%	0.88	45.2%	79.1%	6.10

Source: County Governments Survey Data (2013)

Key: GER= Gross Enrolment Rates

GPI=Gender Parity Index

PR=Poverty Rates

LR=Literacy Rates

KCSE=Kenya Certificate of Secondary Education

Table 1.5, shows that in the year 2012, the gross enrolment rate for Kisumu County was 35.0% while that for Siaya was 53.4%, Kericho was 45.1%, Vihiga was 67.0% and Nandi was 62.3%. This is further confirmed by the literacy rates which were higher in other counties neighboring Kisumu County. Vihiga County had a literacy rate of 84.2% followed by Kericho County (79.0%), Siaya County (78.4%) and Nandi County (76.4%). Kisumu County had the lowest literacy rate which was 72.2%. At a rate of 45.0%, Kisumu County's poverty rate was only higher than that of Kericho County which was 42.8% and Vihiga which was 41.0%. The rest of the neighboring counties for instance Siaya (47.6%) and Nandi (47.4%) had higher poverty rates yet they were doing better than Kisumu County in terms of enrolment. It would have been normal if their enrolments depicted low standards given the high rates of poverty experienced in their counties. This is because one of the major hindrances to students' access to secondary education usually has to do with the poverty levels of their parents. CDF is allocated equally to the existing constituencies and a small percentage is allocated to the constituencies according to their poverty rates. Kisumu County has been one of the major beneficiaries of CDF and therefore there is no justification for its low enrolment compared to the neighboring counties. It would be argued that it received more money from CDF than Siaya and Nandi Counties whose gross enrolment rate was much higher. This therefore justified the need for an investigation to be carried out in Kisumu County to establish if CDF had any influence on access, equity, and quality of secondary education in public schools in the county.

1.2 Statement of the Problem

The government introduced the Constituency Development Fund in the year 2003 with one of the objectives being the improvement of access, equity, and quality of education among

students from poor family backgrounds in primary, secondary and university levels. Of all the three levels, secondary education was deemed the most critical and expensive and it is for this reason that the government of Kenya was more concerned with boosting its financing. Despite this initiative, the country still experiences low access rate and inequity in the provision of secondary education due to the high cost of education which affects infrastructural development and payment of school fees. In fact there has been a public outcry that educating a child in public secondary school is more expensive than taking the child to a parallel degree programme in a public university. The quality of education offered is also not to the expected standards as depicted by students' performance in KCSE. Besides, many public secondary schools still lack the infrastructural facilities which are a prerequisite for enhancing education quality.

CDF finances students from low economic income families who find it difficult to access secondary education. In every constituency nationwide, funds from this kitty are mainly used in the construction of classrooms and award of bursaries to needy students at school level. This is because all areas in the country have pockets of low-income earners who face challenges in contributing towards school projects that are meant to enhance access. CDF also allocates money to constituencies to help in the construction and upgrading of infrastructural facilities in public secondary schools. It is therefore imperative that all constituencies construct classrooms out of this fund for purposes of enhancing quality. Although these funds are allocated yearly as bursary to deserving students in their respective constituencies, there have been reports that some students do not access this fund as they should. It is also expected that since the gender parity in enrolment is nearing perfect nationally, the award of

bursaries to students should also reflect this. However, but this may not have been the case in secondary schools in Kisumu County.

Kisumu County was the focus of this study due to the fact that its access to secondary education is still low. The Gross Enrolment Rate in the County stands at 35%, which is even lower than the national rate which stands at 48.8%. In fact, it remains far below the national target which is expected to be 70% by the year 2030. Gender parity in secondary education for the County is 48.8% for girls and 51.3%, which is not yet so comparable. Kisumu County has a poverty rate of 45% and this raises questions concerning students from humble socio-economic backgrounds and their ability to access secondary education, thereby calling for the provision of CDF bursary to those students. The quality of education in the county also needs to be addressed, despite the government's efforts to finance secondary schools through CDF in order to rehabilitate and improve school infrastructure and students' performance in KCSE; this has not been the case as available data indicate that quality in terms of performance is still low standing at a mean score of 5.63. The influence of CDF on access, equity, and quality of education in public secondary schools in Kisumu County is therefore not known and with these concerns, it is not clear whether CDF has achieved its targeted objectives. It was therefore necessary to conduct a study in order to shed more light on these issues and the current study therefore set out to do that.

1.3 Purpose of the Study

The Purpose of this study was to establish the influence of the Constituency Development Fund on access, equity and quality of secondary education in public schools in Kisumu County, Kenya.

1.4 Specific Objectives of the Study

The specific objectives of the study were:

- i) To establish the influence of Constituency Development Fund on access to secondary education in public schools in Kisumu County.
- ii) To determine the influence of Constituency Development Fund on equity in secondary education in public schools in Kisumu County.
- iii) To establish the influence of constituency Development Fund on quality of secondary education in public schools in Kisumu County.

1.5 Hypotheses of the Study

The study was guided by the following null hypotheses:

- H₀₁** There is no significant relationship between Constituency Development Fund and access to secondary education in public schools in Kisumu County.
- H₀₂** There is no significant relationship between Constituency Development Fund and equity in secondary education in public schools in Kisumu County.
- H₀₃** There is no significant relationship between Constituency Development Fund and quality of secondary education in public schools in Kisumu County.

1.6 Significance of the Study

- i) The study is useful to policy formulators and implementers as it provided information on the best way to allocate CDF bursary to needy students in public secondary schools which may assist them in decision making.

- ii) The study highlighted educational infrastructural developments that have been funded by CDF to create more space for access and enhance quality of secondary education in public schools in the county.
- iii) It suggested ways of empowering the CDF beneficiaries to identify efficient methods of monitoring CDF projects with a view to achieving greater participation and sustainability of school projects so as to improve access, equity, and enhance quality of education in public secondary schools in the county.

1.7 Conceptual Framework

A conceptual framework is a model of presentation whereby the researcher conceptualizes or represents the relationship between variables in the study graphically or diagrammatically (Orodho, 2004). The study was guided by a conceptual framework which was derived from the theory of Socialist Economics in Education. The concept by Selowsky (1979) states that, income from the rich when redistributed from the rich to the poor creates equality. According to the socialist economics of education theory, bursary allocation can help enhance equity and access to secondary schools when it is awarded to needy students. Otherwise if education was offered without awarding bursaries, only those who can afford to pay school fees and other related costs would be enrolled and retained in schools.

In this study CDF was categorized as state income and was conceptualized as money that comes from the government. When this money is devolved to the constituency level, it is assumed that it reaches many people at the grassroots, the majority of whom are poor. CDF was therefore seen as a good tool used to empower communities by sending funds to the grassroots to create a strong economic base among the locals. The bursary awarded by CDF

enabled children from poor families to access education and have equal opportunities just like their counterparts from the rich families. This was therefore equated as income redistributed from the rich to the poor and was meant to enhance access, equity, and quality of education to help the disadvantaged benefit from education as much as the advantaged. The money received by schools from CDF also helps them build infrastructural facilities in their schools and therefore places them in equal footing with schools which are already developed. This therefore attracts enrollment of students in those schools and enhances access. The conceptual framework in this study therefore postulates that when CDF is used to pay fees for needy students, they access schooling, if it is used to construct classrooms; it creates more space and increases enrolment of students in those schools. According to this conceptual framework, CDF money which was redistributed from the rich was used to put up infrastructural facilities such as laboratories, libraries, and sanitation blocks and purchased school buses. All this was considered to have an influence on the quality of education by improving students' performance in KCSE.

In the current study, CDF was the independent variable while access, equity, and quality were the dependent variables. Although there were some intervening variables such as government policy, like Free Tuition Secondary Education (FTSE) policy introduced in the year 2008 which could have led to access, the Constituency Development Fund came earlier and therefore acted as a precursor to FTSE. It created capacity by building additional classrooms and dormitories/hostels in order to allow students gain access to those schools. All the other factors were assumed to have been held constant and that they were homogeneous to all public secondary schools in Kisumu County.

This information is illustrated in Figure 1.

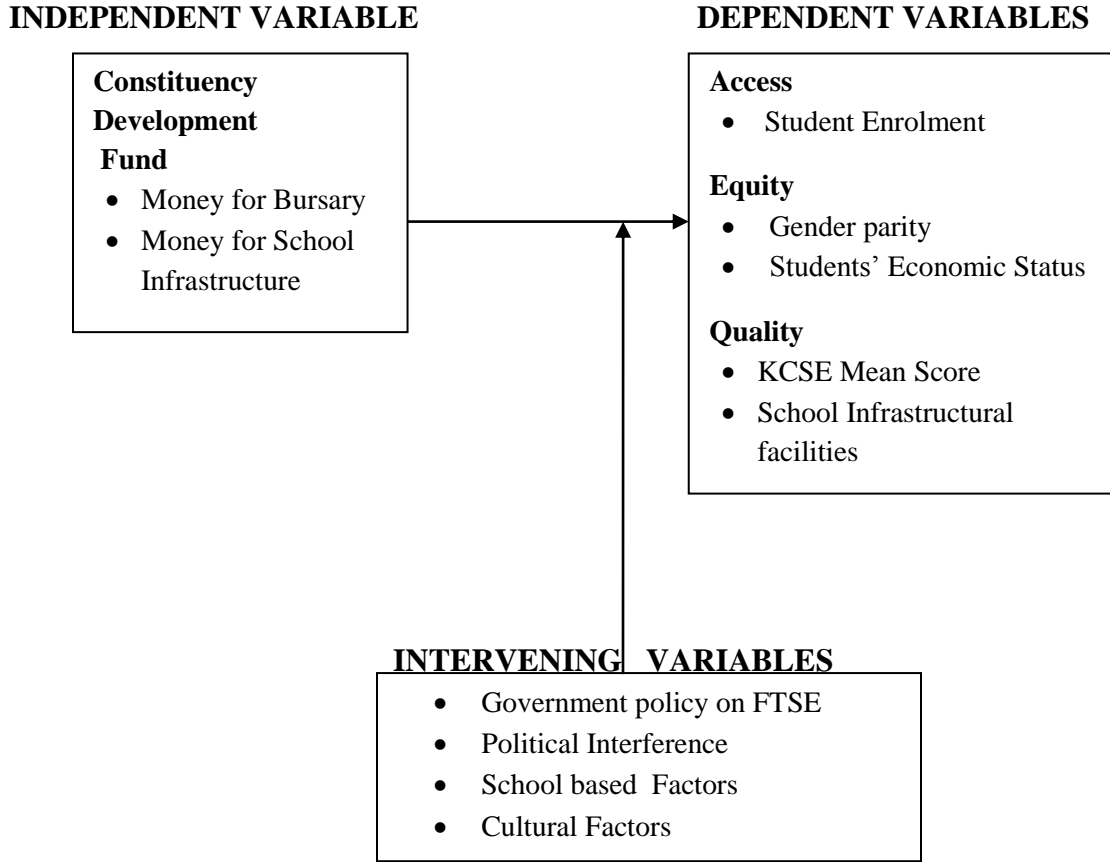


Figure 1: Conceptual Framework showing the Influence of CDF on Access, Equity and Quality of Secondary Education

1.8 Assumptions of the Study

The study was bounded by the following assumptions;

- i) All public secondary schools in Kisumu County had received money from CDF for bursary and infrastructural development between 2009-2013.
- ii) Records regarding the utilization of CDF were available at the constituency offices and schools.
- iii) All the funds allocated to secondary schools were put to good use by the management of those schools.

- iv) All CDF bursaries were considered to be contributing to improvement of equity in public secondary schools in Kisumu County regardless of the constituency remitting the bursary.
- v) All beneficiaries of CDF bursaries in public secondary schools in Kisumu County were needy students.

1.9 Scope of the Study

- i) The study was confined to public secondary schools in Kisumu County and covered the period between 2009 and 2013 in the seven sub counties of Kisumu County. This period was chosen because the year 2009 was when CDF implementation policy was put in force following the CDF Amendment Act of 2008. The Act was again amended in the year 2013 in order to align it to the new constitution but its implementation policy remained in force.
- ii) The study only focused on the influence of Constituency Development Fund on access, equity, and quality of education in public secondary schools in Kisumu County for the years 2009-2013.

1.10 Limitations of the Study

During analysis the researcher discovered that some questionnaires were not adequately filled and there was nothing that could be done because data had already been collected. This was however a small number and did not interfere with the threshold so the researcher proceeded to analyze those questionnaires that had the needed information.

1.11 Operational Definition of Terms

For the purpose of conducting this study the following terminologies were used to mean:

Access: The number of students' enrollment in public secondary schools in Kisumu County between the years 2009 and 2013. This was determined by the number of public secondary schools put up using CDF allocations, the number of classrooms which had been put up in the established schools using CDF money which had created more space for students' enrolment.

Bursary: A sum of money given by the government to needy students through CDF to help them pay fees and enable them access education in public secondary schools.

Constituency Development Fund: Money distributed from CDF inform of bursaries and funding for school development in terms of infrastructure materials for purposes of enhancing access, equity and quality in secondary school education.

Decentralization: The process of redistributing or dispersing functions, powers, people or things away from a central location or authority, in this case the transfer of money from a centralized position to the locals through the Constituency Development Fund.

Devolution: The transfer or delegation of power to a lower level especially by central government to local or regional administration, in this case the transfer of money from central government to the locals through constituency development fund to enhance development at the local levels.

Equity: Fairness in distribution of constituency development fund money as bursary to the boy and girl child in public secondary schools in Kisumu County, Kenya.

Free Secondary Education: The education system whereby students' fees are subsidized by the government in all public secondary schools in Kenya.

Free Secondary Education Policy: The Ministry of Education, Science and Technology Guideline that provides for Kshs. 12,315 as government subsidy for all secondary school students in public secondary schools in Kenya.

Gender Parity Index (GPI): The number of girls for every 100 boys in a secondary school and it is calculated by dividing the number of girls by the number of boys.

Gini coefficient: Ratio of equality as advanced by an Italian statistician called Gini in 1912

Lorenz curve: A line showing equality income distribution among different groups in the society according to the level of need.

Mean Performance: Students' achievement in Kenya Certificate of Secondary Education examination.

Quality: Availability and suitability of infrastructural facilities such as laboratories, libraries, sanitation blocks and school buses, in accordance with the Ministry of Education policy guideline, learning materials in secondary schools, establishment of learner friendly schools and accessibility of such facilities to learners and students' Mean Score in KCSE.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter features three subsections with an integrated review of literature related to the objectives of the study. The first sub-section deals with a review of literature related to students' access to secondary education while the second deals with literature related to equity in education. The third sub-section deals with related literature on the influence of CDF on quality of secondary education. Particular attention is paid to the gaps that the current study sought to fill.

2.1 Influence of Constituency Development Fund on Access to Secondary Education in Public Schools

Physical access to secondary schooling has not been fully achieved because secondary education is quite expensive in many countries in the world. Besides there are few secondary schools in quite a number of countries and as has been noted (Alderman & King, 2009), schooling especially that of females, is more sensitive to physical distance due to safety concerns which usually interferes with their attendance. According to Ayot and Briggs (1992), the major financiers of education in developed countries are the central government and local authorities. Although the private sector plays a role in the distribution of educational resources, the central government may subsidize the cost of buildings, provide textbooks, laboratory equipment and other learning materials in an attempt to create capacity and improve access to schooling. Access to secondary education can be influenced by factors that relate to affordability (Ohba, 2009), socio-cultural factors, and lack of capacity due to less number of schools in a given society. Evidence indicates that public schools continue to

charge levy fees for a number of items such as lunch, stationeries, uniforms etcetera. According to (Ohba, 2009), this is a serious issue and if secondary schools continue to execute such charges, the majority of those who successfully enter the complete free primary education will be unable to access or continue with their education.

In the United States today, research has found that the compulsory school age ranges from 16 to 18 years (Lewin, 2003) and therefore secondary education access, retention and completion rates in the developed countries such as the UK and the USA have been pegged on an education subsidy system that caters for the poor. According to Olinto and Uematsu (2010), close to 1.2 billion people cannot afford a meal a day and this raises serious concerns that a world in which poverty is endemic will always be prone to ecological and other catastrophes (WCED, 1987). Several countries have therefore adopted some devolved systems of government where money is sent to the local people to help them meet their development needs.

In Brazil, access to higher levels of education in the public sector is to a large extent restricted to the higher socio-economic groups. It is even indicated that public universities have limited places and entry is determined by higher competitive examinations thereby excluding those who have not had a high quality secondary education or attended any expensive preparatory school. This leaves them with very little option but to be absorbed by the private sector. More often than not, the ordinary Brazilian is not able to afford the fees, and in the absence of any government subsidy to fill the gap, the education sector meets a lot of challenges (McCowan, 2007).

Education subsidy rates for secondary education in sub-Saharan Africa are lower than any region of the world with access biased in favor of the wealthier populations (Lewin, 2003). Lack of bursary funds for the poor to enable them access secondary education is increasingly seen as a constraint to many countries in their quest to pursue effective economic growth and development strategies. This therefore forces most governments and funding communities to lay much emphasis on the expansion and access to secondary education for all (World Bank, 2005). Governments in sub-Saharan Africa and their financial partners are increasingly looking for ways to make secondary education more widely accessible, relevant and of high quality through subsidy and bursary funds. This has therefore seen participation rates and access to education in the region increase from 9% in 1999 to 30% in 2004. However, the region still faces many challenges in meeting the goal of access and retention of students attending secondary schools. Only a handful of countries in sub-Saharan Africa-Botswana, Cape Verde, Mauritius, and South Africa-have achieved secondary school access rates as high as 70% for junior secondary schools through subsidies aimed at assisting the poor. The bursary funds in these countries are allocated at the grass roots level and their political leaders do not interfere with its disbursement (Mwaniki, 2009). Some countries such as Burundi, Rwanda and Burkina Faso have not even achieved rates of 20% (World Bank, 2005).

Kenya is among the countries which are capitalistic in nature in as far as development is concerned but at the same time subscribing to a policy statement of commitment to socialism. However claims are being advanced that although government expenditures on education are high, it rarely benefits the neediest. In Kenya, most students with good performance in KCPE are unable to proceed to secondary schools because their parents

cannot afford the required school fees (Abagi, 2002). Moreover the free secondary education introduced in some of these countries have come with some challenges. In fact, most governments from developing countries have been castigated for lack of preparedness. In the case of free secondary education in Kenya, critiques have argued that the policy was launched without proper preparation and even though access was increased, somehow it has interfered with education quality (Oyaro, 2013).

Maeke (2009) looked at the problem of access and school dropout rates in Mali and found out that the low socio economic levels of parents were among the factors that hindered access and further led to dropout among the few students who had managed to enroll in schools. A study carried out by Ayiga (1997), looked at “Causes of Low Enrollment and High Dropout Rates in Primary Education in Uganda” and found out that lack of school fees was among the major factors that hindered access to schooling. That study however looked at access in primary school while the current one looked at the influence of CDF on access to secondary education, considering the fact that secondary education is more expensive than primary education.

In Nigeria, the opportunity to access the formal system of education is not equitably distributed across the social class. Categories are based on who among the older generations are able to receive formal education (Ezewu, 1990). In fact in his study, Ezewu (1990) further noted that being a child of a well-educated and wealthy urban residence provided great opportunities and advantages over those from poor families concerning access to schooling. The study noted the existence of equity violations which are normally brought about by differences in socio-economic strata in any society such as those found in sub-

Saharan Africa. The two studies therefore noted that poverty was a great hindrance to access to education and greatly interfered with school enrolments.

When it comes to financing education, Ayot and Briggs (1992), argue that pressure for more funds for education from world governments is noticeable and successful all over the world. This is usually justified for both economic and social reasons and the results excessively focus on demand and access to education. In developed worlds, the rationale for education decentralization tends to be associated with four distinct objectives: democratization, regional and/or ethnic pressure, improved efficiency, and enhanced quality of schooling (SUNY/CID, 2009). Decentralization in many countries with authoritarian governments have achieved development in the name of democratization and it has been designed to increase the voice of the local citizens so as to empower them to participate more in decision making at the local level. This has created an urge in many countries to take up this initiative. It is argued that democratization and decentralization have been the rationale for transferring education responsibility to local governments in countries such as Poland and Brazil, in order to improve services to the people and enhance access to schooling (SUNY/CID, 2009).

The Constituency Development Fund (CDF) is the generic name for a policy tool that dedicates public money to benefit specific political subdivisions. This is usually done through allocations and spending as influenced by their representatives in the national parliament and therefore, they are popular even in the United States of America. Some countries have transferred the finance and delivery of education to lower levels of government to help solve the central governments' own fiscal problems. According to SUNNY/CID (2009), Argentina is one such country which transferred its education from the national to the regional

governments in order to reduce central government deficits. Other countries have given local governments the authority to run their own schools in order to rapidly increase enrolments and promote access to education in remote areas. It is regrettable that some socio-cultural practices and absolute poverty in many areas in most African countries affect full participation of learners in the school system despite the fact that basic education is free (SUNNY/CID, 2009, UNESCO, 2015). Several communities still hold back their children either due to cultural practices such as the presumed priority of educating the boy child for economic reasons and engaging children in labor to earn wages so as to supplement the family income. As economies in the “developing world” grow and their political systems become increasingly stable, the concept of Constituency Development Fund has become increasingly popular (Republic of Kenya, 2003). CDFs have been used in various parts of the world, though under different names ranging from developing to developed countries. According to Center for International Development Research (2009), CDFs have been used in countries such as the United States of America in order to promote resource allocation for local development in those areas (SUNNY/CID, 2009). Governance according to UNESCO (2008) is an important aspect of development and therefore when it is devolved, great opportunity is brought down to the locals and this greatly influences development in education in terms of access equity and quality.

Devolved funding has been used to promote governance and development in different sectors in the United Kingdom (UK) where they are known as devolved schools capital and here, funding and developing education is one of the major objectives. Scotland, for instance, has an education system with a long history of independence from arrangements found in other parts of the country. Its parliament and executive administration organization has wide

powers for social policies including education and training and the process of devolving power to her locals, alongside England and Ireland, has seen the creation of devolved administrations for education and training since the year 1997 (SUNNY/CID, 2009). The government of United Kingdom became very proactive in developing policies such as devolved fund to improve the competitiveness and productivity of the UK economy. However as from 1995 -1999, expenditure on education generally declined from 5.1% to 4.5% as a proportion of GDP and this had a slight effect on student enrolment in public schools (Gold, 1996b). In Jamaica, the type of devolved funding used is known as Constituency Development Fund (CDF) which was established in the office of the Prime Minister in 2007. According to IDEA (2007), Jamaica's parliamentary system of government initially allocated 2.5% of the government's annual budget to devolved funding.

Maholtra (2004) noted that the state of Brazil also uses Community Driven Development initiative, which is a form of constituency development fund, to provide services to the rural poor including access to land title deeds and slum upgrading services to the urban poor although it is silent on education. In Bhutan, devolved funds are a priority of the government where the national assembly budget committee, the provincial government and the constituency government are all audited by the Royal Audit Authority which also audits the minister for finance. According to SUNNY/CID (2009), these funds have greatly helped in general development although not in education. According to Chibomba (2013), Constituency Development Fund is a type of decentralized government funding that is supposed to deliver goods and services directly to the people. In Zambia, it is a developing policy intended to meet the immediate social needs of the local communities which include

social pillars such as education. CDF in Zambia is used in developing educational facilities, hire teachers as well as rehabilitate and complete staff houses. This initiative has assisted many students to access schooling by providing vital infrastructural facilities and therefore improved enrolment in schools in Zambia. Devolved funding has also been used in Ghana where it is referred to as the District Assemblies Common Fund (DACF). It was established in 1992 and entrenched into the constitution by DACF Act in 1993. It attracts 50% of the entire annual national budget which is disbursed indirectly to district assemblies by the ministry of local government and rural development (SUNY/CID, 2009). CDF funds are used to fund educational and health projects and access to education in Ghana has seen an upward trend.

Regionally, devolved funding has been used in the East African countries to promote education. Tanzania's approach to local government reform was done through a policy dubbed to 'Decentralize through Devolution' thus alleviating poverty through improved service delivery brought about by increased political, administrative, and fiscal autonomy at the local level. According to Mshana (2009), Tanzania has been undergoing the process of decentralization since 1988 where the Local Government Reform Program was set up to enhance equity in the allocation of resources to the rural areas. This initiative however did not dwell much on access to education in Tanzania.

In Uganda, the notion of devolved funding was conceived earlier before the year 2003 (AFLIA, 2007). The idea of allocating funds to members of parliament for development purposes in their constituencies gained ground during the 7th Parliament when they held a meeting with the president. In that discussion, the president pledged to ease the pressure put

on them by constituents asking for financial support for development projects in their areas-a case similar to that of Tanzania. A parliamentary committee was therefore set up in October 2005 to develop budgetary guidelines and procedures for the establishment of CDF for the 2005/2006 financial year. This money was therefore used to fund development projects in the rural areas including education related ones.

In Kenya, the government instituted decentralized systems aimed at channeling resources to the local level for poverty reduction so as to enhance regional parity. Some of the relevant programmers include the Constituency Development Fund, Poverty Eradication Fund, LATF etcetera. These programs provide funding to various community based projects including the construction of school infrastructural facilities while the bursary fund aims at increasing access and promoting equity in secondary education by paying school fees for the needy students. To deal with the inability of poor and vulnerable households to pay secondary school fees, the government of Kenya created a bursary scheme in 1994 stating that no child who qualifies academically for secondary education should be denied access to secondary education (Republic of Kenya, 2002,c).

Access to secondary education in public schools in Kenya has not been fully achieved due to rising costs in education. Studies already conducted indicate that students' access to secondary education, especially that of girls, can be hindered by socio-economic status, socio-cultural values, as well as beliefs and practices found within their communities (Mutinda, 2015). This has been witnessed among the Ogiek community whose girls do not fully access or participate in secondary education due to less valuing of education for girls, the high value placed on marriage and motherhood and their accompanying gender specific

roles (Mutinda, 2015). These facts make the Ogiek parents unwilling to invest in the education of girls causing many of them not to access secondary education. The outcome witnessed is low enrolment of girls among members of this community with the few who enroll not being retained in school and their transition to higher levels of education seriously curtailed. In 2003, the government of Kenya adopted a devolved system of financing education through the Constituency Development Fund in order to promote access to secondary education by providing bursary to needy students. CDF also allocates money to secondary schools in order to put up infrastructural facilities which would create space for students' enrolment (Republic of Kenya, 2003). With the onset of CDF therefore, some progress has been made in as far as access to secondary education is concerned.

Since access to secondary education depends on the successful transition of learners from primary level of education, the government went a step ahead and introduced the Free Primary Education (FPE) Policy in order to universalize access to primary education and increase educational attainment in the country (Oketch & Ngware, 2012; Republic of Kenya, 2005a, 2005b). This policy was followed in 2008 by the Free Day Secondary Education (FDSE) which was equally aimed at increasing enrolment and equity in secondary education in the country (Odhiambo, 2010). The two policies had international backing and credibility as they were part of the universally agreed Millennium Development Goals (MDGs) and other agreed protocols (Orodho, 2013). The policies came with full packages of access and equity considerations to every Kenyan child in as far as provision of education is concerned. As some studies indicated (Odhiambo, 2010; Gikondi et al, 2010; UNESCO, 2012), this broad vision of education and the holistic approach to sector development was fully

embraced in Kenya as a critical vehicle for realizing Vision 2030, the roadmap for development.

According to Section 3 of the CDF Act, 25% of the total amount of money is divided equally among all the constituencies and the remaining 75% is split between the constituencies as follows; 45% in relation to the constituencies' population, 20% in relation to the poverty index and 10% to the geographical size of the constituency. CDF generally funds projects that benefit the community as whole and not individual based projects, and educational projects are one of its most beneficiaries. CDF therefore came in handy to boost the financing of secondary education so as to improve access.

Studies conducted on constituency development fund and access have not given much information on the role of CDF and its influence on access to secondary education in Kenya. A study done by Kiage (2003) on the "Impact of Cost Sharing Policy on School Enrolment in Nyamira District" revealed that most students who leave school prematurely are attributed to lack of school fees. The study noted that this accounted for up to 2.638% of dropouts in schools and therefore interfered with access to secondary education. A related study conducted by Wachiye (2012) on Access to Higher Education discovered that access to education was largely limited to children from medium and higher income groups in the society. This therefore raised questions on how best children from humble socio-economic backgrounds could be helped to access secondary education.

Murage (2008) carried out a study on "Ways in which CDF has Promoted Access and Retention of Secondary School Students in Laikipia West District". His objectives were to; find out how many students access secondary education in the district, how retention has

been enhanced and the procedure followed to propose, rank and finance projects in the district. The study also intended to establish the problems CDF faced in the district. Using a descriptive survey research design to guide his study, he concluded that access to secondary education in the district was still low with the gross enrolment rate standing at 60%, lower than the expected national one which should be at 70% by the year 2030. The results of his study showed improvement in access and retention of students through bursary provision and recommended that CDF should be used to establish more day schools as they were more accessible to poor students than boarding schools.

The study by Murage however did not look at the number of secondary schools purely put up using CDF which created more capacity for learners to access secondary schooling and also ignored the aspect of equity or quality in as far as CDF was concerned. Based on that recommendation therefore and using a different methodology, the current study intended to establish the actual influence CDF has had on access by looking at the number of public secondary schools that have been set up using CDF and the number of classes and dormitories/hostels put up in established schools in order to create capacity for students' enrolment in public secondary schools using Kisumu County as the site for the study.

A study by Omange (2010) looked at factors that influence the implementation of constituency development fund projects in Lari Constituency, Kenya. The study used descriptive survey design and simple random sampling technique while questionnaires were used to collect data. The findings were that the factors of governance, project identification, monitoring and evaluation, and expert input had significant influence on the implementation of CDF funded projects and that the four factors complemented one another in determining

the success or failure of a project. Although the study was conducted on Constituency Development Fund, it was not conducted in public secondary schools, besides it looked at the implementation of CDF projects generally without specifically establishing those that were aligned towards education and their influence on access, equity or quality of education in public secondary schools. This was another gap that the current study intended to fill with reference to Kisumu County.

Awino (2010) similarly conducted a study on factors that influence effectiveness of CDF projects implementation in Karachuonyo Constituency. Using survey design, document analysis and questionnaires to collect data, the study established that the correlation between the project budgeting and dependant variables project cost, project implementation time, project implementation status, and compliance with specifications were statistically significant at 0.05 level of significance. The recommendations were that budgeting should be done effectively and adequately, CDF funds should be promptly disbursed after allocation and clear selection criteria should be adhered to. Besides, all stakeholders should be involved in the implementation of the projects so as to ensure effectiveness. However, the projects studied were not directly linked to secondary education but generally looked at how CDF promoted development in society. The study therefore failed to establish the influence of CDF on access, equity or quality of education in public secondary schools. This was another gap the current study intended to fill.

Nyakeri (2011) carried out a study entitled “Effects of Subsidized Secondary School Education on Access and Participation in Manga District, Nyamira County”. Her objectives were; to determine the enrolment of students in public day secondary schools before and after

the implementation of subsidized secondary school education, to identify challenges facing the implementation of Subsidized Secondary Education (SSE) and their solutions, and to analyze the effects of SSE. Using the theory of Equal Opportunity and Social Darwinism, the study asserted that the orientation on equality brought about by access and participation in education was determined by the ability of learners to pay the user charges levied by the school or else they dropped out of school. The user charges therefore discriminated children from poor families who could not afford to access secondary education.

By removing such barriers, ideal conditions could be created to implement the vision of equal opportunities where everybody had access to secondary education. The study revealed that despite the introduction of Subsidized Secondary Education (SSE), many school going children remained out of school as there was decline in enrollment in Manga District after the year 2009. She recommended that the government should consider allocating more funds on its annual budget to put up more facilities and improve on access to secondary education. The study by Nyakeri (2011) looked at access to secondary education but through SSE. It however failed to bring in the aspect of CDF which was an alternative financing method of boosting secondary education in order to promote access. The current study therefore brought in the aspect of CDF and sought to establish its influence on access to secondary education.

Another study was conducted by Ndege (2013) on influence of Constituency Development Fund projects on the implementation of educational programmes in public secondary schools in Kisii, Kenya. The study was conducted using a survey design, stratified sampling technique, simple random sampling and purposive sampling as sampling techniques. Data was collected by use of questionnaires, interview schedule, peer review, and expert

judgement. It established that CDF instructional projects had a significant influence on the implementation of educational programmes in public secondary schools in Kisii. The recommendation was that extra-curriculum projects should be funded adequately to nurture youths' talents in public secondary schools. However, the study fell short of establishing the influence CDF had on access through the provision of bursary to needy students or, development of school infrastructural facilities.

Wagude (2016) carried out a study entitled "Transformational Leadership, Conflict Resolution and Implementation of Constituency Development Fund Construction Projects in Public Secondary Schools in Kisumu County". The study objectives were; to examine how idealized behaviour influences implementation of CDF projects, to establish how individualized consideration influences implementation of CDF construction projects, to determine how intellectual stimulation influences implementation of CDF construction projects, to establish how inspirational motivation influences implementation of CDF construction projects, and to establish the moderating influence of conflict resolution on the relationship between transformational leadership and implementation of CDF construction projects. The study used ex post facto research design. Data was collected through multi factor leadership questionnaire, Thomas Kilman Instruments and interviews and was analyzed by use of descriptive Pearson correlation coefficient and multiple regression. The study established that there was a relationship between transformational leadership combined with conflict resolution and implementation of CDF projects. The study by Wagude (2016) differs from the current one in several ways. Although it was conducted in public secondary schools in Kisumu County using the same methodology for analyzing data, and happens to

be one of the most recent studies, its main purpose was to explore transformational leadership, conflict resolution, and implementation of CDF projects. It therefore had nothing to do with how development of school facilities funded by CDF influenced students' access to education in those schools. It also did not establish the actual number of public secondary schools set up using CDF in the county. It further ignored the aspect of provision of CDF bursaries and how it promoted access to secondary education in the county. The implementation of CDF funded projects would only be relevant to education if the said projects or facilities promoted access by improving students' enrolment in those schools. This was another knowledge gap that the current study sought to fill.

2.2 Influence of Constituency Development Fund on Equity in Secondary Education in Public Schools

Several countries in the world have had concerns raised on equity in the allocation of educational resources. According to Mingat and Tan (1985), equity at the level of distribution of public resources depends on the pattern of subsidy by level of education as well as the socio-economic composition of students, their gender, and population at each level. They posit that in developing countries, the distribution of public resources among members of a given generation of school age children is normally quite inequitable. The study by Mingat and Tan (1985) revealed that 71% of those at the primary level or below shared only 21% of their overall resources, while 64% of those at the higher levels of education got 38.6% of the resources in their countries. The study further revealed that an individual from a non-farmer home received 2.5 times as many public education resources as his counterpart from a farming background. This figure rose to 3.5 times as much in any Francophone country and went further to 5 times among the white collar backgrounds. This

therefore shows glaring inequity that exists among different social classes in different countries in the world. According to Blaug (1982), Psachoropollous (1985) and Jallade (2000), public subsidies for education always targeted to redistribute income from the rich to the poor but this was not the case in developing countries where the pattern seemed to shift towards the rich.

Gender factor has always been an issue when it comes to equity especially in developing countries. A study earlier conducted by the World Bank (World Bank, 2005) entitled “Gender Equity in Junior and Senior Secondary School Education in Sub-Saharan Africa” showed that 56% of children lived in countries with gender disparities. In primary schools, gross enrolment ratios showed that the girls were the ones who were generally disadvantaged. One in ten children lived in countries where Gender Parity Index (GPI) for primary education was less than 0.85 indicating that for every 100 boys fewer than 85 girls were enrolled. It further indicated that gender parity against girls was highest in Benin, Cote’de Voire, Ethiopia, Guinea, Mali, and Togo with fewer than 60 girls per 100 boys entering secondary schools. The study was conducted by World Bank (2005) and it focused on gender parity worldwide although the situation has not changed much in most developing countries.

In pursuit of equity goals therefore, the process of decentralization and devolution in financing development have been used to solve the economic gaps that exist in different societies among different nations in the world. When the financing process is decentralized in pursuit of democratization or in response to regional or ethnic pressures, it is usually just one of several services being transferred to local or regional governments. Chambers (1993) noted that decentralization and empowerment enables local people to exploit the diversities

of their conditions and find solutions to their problems. Education often embraces decentralization for purposes of fearing greater inequality in spending on educational outcome.

According to Chigbu (2012), rural development actions are aimed at developing social and economic development of those rural areas. The policy of making funds available at the local level is based on the belief that the local communities are best placed to prioritize projects and that local resources are easily tapped where people participate in the development process. This therefore embraces the concept of equity in the allocation of resources since everybody stands to benefit from the central governments' expenditures. It was from this background that the Constituency Development Fund (CDF) was created. Operations of CDFs as noted by Chigbu (2012) remain controversial in donor communities because they raise fundamental questions about democratic theory, the efficacy of government service delivery, the extent to which such service delivery can be made accountable, and how public participation in policy making can be made more meaningful. This adaptation is normally taken with the aim of finding ways to improve the rural lives by allowing participation of the rural people in development in order to meet their specific needs (Moseley, 2003).

The concept of devolved funding has been widespread in different parts of the world under different names. In Bhutan for instance, a form of devolved funding is being used. Here the equivalent of Constituency Development Fund (CDF) is known as Constituency Development Grant (CDG). Having been created through the executive order by the minister for finance and confirmed, it was finally launched in April 2009. The CDG disburses a total allocation of NU 10 million for five years per constituency in Bhutan. This amount of money is disbursed annually and is spent on projects such as roads infrastructure and

education with an aim of promoting equity in the allocation of resources (SUNNY/CID, 2009).

In India, this initiative is generally referred to as Rural Constituency Development Fund (Kimenyi, 2007) and it exists in two forms: the Member of Parliament Local Development Scheme at the national level and the Legislative Assembly Local Area Development Fund at the local level. The fund attracts two million Indian Rupees per constituency per year and the area members of parliament only recommends projects which are prioritized, selected, and implemented by the ministry of statistics and programme implementation (SUNY/CID, 2009). According to Kimenyi (2007) as well as Kheefor and Kheemani (2009), the funds have been used to develop the education sector and reduce the inequalities that existed between regions in India thereby promoting equity in education. Another Country where devolved funding is being used to promote equity is Colombia. Here it is referred to as Rural Constituency Development Fund although there is little mention of development of education through use of this fund. In the Philippines, a CDF type of fund has been in existence for a number of years. The fund is referred to as the Countrywide Development Fund (CDF) and its proponents argue that it was a development tool for addressing the needs of rural constituencies that were neglected in national programmes.

In Africa, governments use different forms of devolved fundings to channel resources to public secondary schools. These include Pockets of Poverty Grant which targets schools in high poverty prevalent areas, Constituency Bursary Fund, Laboratory Equipment, Computer Grants, and School Rehabilitation Grants all of which are targeted at promoting education development. A study carried out by NOVOC (2009) in Malawi indicated that devolved

funding is used to develop education through provision of bursaries but for one to benefit from such bursary schemes, the expected beneficiary should be genuinely needy and already selected to a secondary school. He/she should be well behaved, not a recipient of another scholarship, have a positive attitude towards education, and should have completed a bursary application form. This has promoted socio-economic and gender parity in the way bursary is allocated to the beneficiaries. In Ghana, devolved funding is used to finance education and health projects and access to education in the country has registered an upward trend (SUNNY/CID, 2009). The concept of equity is however not emphasized in as far as secondary education is concerned in Ghana. In Zambia, Constituency Development Fund was started to ensure fair and equitable provision of funds to all constituencies in order to enhance infrastructure in schools and reduce regional disparities in the country. A study conducted by Evangelical Fellowship in Zambia and Micah Challenge (2012) noted that Constituency Development Fund in Zambia is being used to build educational facilities, hire teachers, and to rehabilitate and complete staff houses. Although the process faces several challenges, this has improved the school environment which has helped many students access schooling by providing vital infrastructural facilities. The study however noted that equity considerations were somehow violated in the process.

The Constituency Development Fund has been used in East African countries such as Tanzania, Uganda, and Kenya to develop projects in the rural areas and promote equity in education. In Uganda, CDF is strictly used to fund activities that directly increase households' incomes and productivity, interventions that can trigger rapid rural transformations, economic development, agro-processing, and marketing of produce in the respective constituencies. This therefore solves issues of regional disparities and enhances

equity in as far as development is concerned. However these funds are not meant to develop infrastructure or to be used for political and/religious purposes and, according to AFLIA (2007), not much attention is given towards promoting education- a scenario which is quite different from other countries which attach great value to promoting education through devolved funding. Tanzania also uses a form of devolved funding known as Constituency Development Fund where 25% of the total fund is allocated to constituencies according to their poverty index, geographical size, and population size (CID, 2009). According to Mshana (2009), this process takes into account issues of equity in the allocation of CDF funds to its beneficiaries and goes a long way in reducing socio-economic and regional disparities in Tanzania. The funds are also used in developing educational activities in the country.

In order to address the imbalance in the allocation of public resources in Kenya, a number of decentralization programmes were established in the 1960s and 1970s without much success as they were soon politicized and misallocation of resources and corruption set in. In Kenya therefore, a devolved funding known as the Constituency Development Fund was introduced with the aim of eradicating regional imbalance by providing funds to parliamentary jurisdictions otherwise known as constituencies. The idea was channeled towards developing projects at the local level particularly those that provide basic needs such as education, health care, water, agriculture, security, and electricity (Obuya, 2003). The Constituency Development Fund (CDF) is one of the popular initiatives in the Kenyan development agenda. Since its inception in 2003, a total of Kshs. 70,956,300,000 has been allocated to CDF and the mandate of disbursing and ensuring constituencies use their share of the money

efficiently and acceptably lies with the CDF board pursuant to CDF Amendment Act of 2007 (Republic of Kenya, 2007). Even though the CDF has elicited greater debate on the potential of devolving resources to local levels, it still remains one of the major strategies for reducing poverty rates in rural areas. However issues have always emerged when it comes to equity considerations in bursary allocation to needy students. According to Gathigah (2012), enrolment rates in primary schools are usually higher for girls but fewer girls end up completing primary schools and enrolling in secondary schools due to socio-cultural and poverty related issues. The latest Kenya Demographic Health Survey (2010) states that 40% of adolescent girls without any education are either pregnant or have already become mothers hence denying them a chance to pursue education as their male counterparts (Olendo, 2009). The glaring socio-economic problems could be due to poverty which keeps girls out of schools thereby raising serious equity concerns. The Constituency Development Fund was therefore seen as one of the intervention measures that could be used to provide solutions to these problems through the provision of bursaries to needy students.

Studies which have been conducted on the role of devolved funding through bursary allocations in public secondary schools in Kenya have indicated that equity considerations have either been violated or ignored. A study carried out by Odebero (2002) on bursary allocation in Busia District indicated that the bursary was not being equitably allocated. The findings revealed that students from well to do families received more bursary support than their counterparts from humble economic backgrounds. This anomaly was attributed to the flawed criteria for selecting bursary recipients which called for more insight into the way needy students were identified and awarded. Onyango and Njue (2004) observed that CDF, through the allocation of bursaries was not effectively serving its purpose. They noted that

since the bursary fund was under the direct control of members of parliament, it had been transformed into a political instrument which had compromised its effectiveness. They further claimed that the members of parliament gave bursary to their friends and supporters who were not necessarily needy, and that the money was usually split into tiny amounts so as to reach as many people as possible.

Similar sentiments were later shared by Omondi (2007) and Wambua (2009) who noted the existence of serious equity concerns which jeopardize the chances of those who had accessed schooling to remain within school. Wangi (2005) on the other hand observed that the process of awarding bursary takes too long and concludes that constituencies are not the best avenue for disbursing the funds to students. Another study conducted by Mwangi (2006) later stated that giving out bursary through CDF was fraught with pitfalls. He claims that students who deserve the bursary never get it because of political interference. He further observed that the process takes too long and by the time the money is released to constituencies by the central government, the students would have already been sent away from schools for defaulting on fees. He therefore asserted that constituencies are not the best avenue for disbursing the funds to students. His sentiments concurred with those of Otieno (2007) who stated that disbursement of CDF bursaries had experienced glaring challenges that negatively affected equity considerations. Since no study had been carried out in Kisumu County with similar objectives, the current study looked at the influence of CDF on equity and established how bursaries have been allocated to needy students in terms of gender parity and socio-economic status of those students in the county. A study conducted by Tolo (2006) under the title “Community Participation in the Selection of Constituency Development Fund Projects in Rongo Constituency” to establish the rate at which the principal beneficiaries were involved,

revealed that most residents were not involved in either suggesting projects for implementation or participated in their evaluation-another process which violated equity goals as transparency and accountability were lacking. The study recommended an adoption of stakeholders' participatory approach if it is to address the community's self-defined needs and priorities. However the studies mentioned above did not look at Constituency Development Fund bursary and paid little attention to the influence CDF had on education in as far as equity was concerned.

Omondi (2007) conducted a study entitled "Constraints of Constituency Development Fund Bursary Allocation to Secondary School Students in Siaya District". The main objective was to assess factors that inhibit effective and equitable disbursement of constituency development fund bursary to secondary schools. The study revealed that 33.3% of the bursary was allocated to students who were not needy. There was evidence of unfairness and lack of transparency in such allocations since the area members of parliament had a say in its management (Odhiambo, 2007) and therefore tended to reward their cronies. This view was shared by Masawa (2007) who, while reporting on CDF activities in *The Kenya Times* Saturday October 27th, narrated how corruption had permeated into the dealings of CDF. Masawa (2007) specifically pointed out that area members of parliament were appointing their relatives, close friends, and political allies to head CDF committees. Such people acted as stumbling blocks to transparency and accountability. Citing such glaring equity issues therefore, the study recommended a further research on the effectiveness of CDF in addressing its main objectives of poverty eradication and promotion of equity, among others, during its allocations. It further recommended that better mechanisms should be put in place

to find ways of identifying the bright and needy students who would benefit from the bursary fund.

A study conducted by IPAR (2008), revealed that there was a lot of inconsistency and fluctuations in the manner in which bursary was being dispersed by the national government to support needy students who ended up dropping out of school altogether. A survey carried out in Nairobi (IPAR, 2008) revealed that except for Langata Constituency where beneficiaries were consistently financed, beneficiaries in other constituencies were not guaranteed continuous funding. This was because the application procedures were too cumbersome in many constituencies—a view shared by Mutinda (2015) in a study among the Ogiek community. The allocation schedules were also not in line with the school calendars forcing funded students to miss most learning lessons as they went about seeking other sources of funding for their education.

Ndiritun (2008) carried out a study under the title “Influence of Constituency Development Fund Bursary Scheme on Retention Rates in Public Secondary Schools in Dagorreti Constituency”. His objectives were to; establish the extent to which the total amount of CDF bursary fund influences retention, establish the extent to which the timing of the release of the bursary fund influences retention, determine the criterion used to identify needy students and to seek suggestions on ways of improving assistance for the needy students. The study revealed that there were worrying concerns regarding equity considerations especially on the manner in which the needy students were being identified and the total amount awarded. Based on the delimitation of his study, he recommended that a similar study be conducted using a bigger population and area of study. He further recommended that the ministry

should come up with clear guidelines on allocation, coordination, and monitoring of bursaries at all levels. His views are further supported by Oyugi (2010) and Mutinda (2015) who estimated that the average amount of money received through CDF by beneficiaries was as low as Ksh. 500/= and Kshs. 3,000/= respectively. This was far below the governments approved fees for secondary schools, hence making children from poor socio-economic background to drop out of school due to lack of school fees as had been observed in earlier studies by Psachoropolous and Woodhall (1985) as well as Kiage (2003). Other studies done earlier (World Bank, 2005; 2008) had also confirmed that children from poor families normally drop out of school due to inability to pay the required fees. This therefore calls for safety nets such as CDF to cushion such students through the provision of bursaries. Neither Ndiritu (2008) nor Oyugi (2010) looked at the socio-economic or gender parity of the beneficiaries of those bursaries in as far as equity is concerned.

A study conducted by Adan and Orodho (2014), examined the socio-economic and cultural implications of Subsidized Secondary Education Policy (SSE) on equity and quality in Mandera West District, Mandera County. Although their study was not looking at access, the findings revealed that SSE had led to improved students' enrolment in the county. However, the study noted that equity considerations in secondary schools in Mandera County were violated as there was widening inequality that was negatively affecting education of the girl child mainly due to socio-cultural factors, school-based factors, poverty, and low parental level of education. The study recommended that there should be increased campaigns to empower the economic status of communities and reverse their negative attitudes towards education so as to promote equity. CDF was therefore seen as a good tool that could be used

to empower communities by sending funds to the grassroots to create a strong economic base among the locals. This would help them send both boys and girls to school.

Wachiye (2012) conducted a case study on education subsidy in “Higher Education Loans Board: Undeserving Students get Study Loans, a Case Study of Bungoma District, Kenya’”. The study was qualitative in nature and used in-depth interviews on 140 parents of university students in the district. The findings were that students from rich families tend to get higher loan allocations than their counterparts from poor families. Jallade (2000) had expressed sentiments similar to those of Wachiye (2012) in his earlier study carried out in Collombia where he found that despite the loans being created to achieve access to and equity goals in education among the needy, equity considerations were violated because recipients often came from the upper income families.

Mutinda (2015) carried out a study on the “Contribution of Constituency Development Fund Bursary on the Provision of Secondary Education of Ogiek Girls in Njoro Sub County, Kenya.” The main objective of the study was to establish the contribution of CDF bursary in the provision of secondary education for marginalized Ogiek girls in Njoro sub-county. The specific objectives were to establish the influence of CDF Bursary on the retention of Ogiek Girls in public secondary schools, assess how eligible the Ogiek girls were to the CDF bursary, determine the awareness level of the girls on the availability on CDF bursary for their education, and to establish how accessible the CDF bursary was to the girls in public secondary schools. Using a cross-sectional survey design and snowball sampling technique, she administered structured questionnaires to 111 Ogiek girls who were respondents. The data was analyzed by use of frequency distribution and chi-square tests and revealed that

although 98% of the girls qualified to benefit from the scheme as they were partial orphans or from needy families, only 10% were awarded bursary in the previous three years. The study further revealed that CDF bursary had no influence on retaining the girls in school as the amount of money awarded was only Ksh 3,000/= per year and this did not meet the required fees of Ksh 20,000/=. She noted that although there was awareness of the existence of the fund, the majority missed out due to non-application (Olendo, 2009), lack of application forms, and lack of response by the CDF administrators. The study recommended that more information on the existence of the fund be disseminated and the girls trained on how to apply for the bursary. However, the study only looked at the influence of CDF on the retention of girls in public secondary schools. It was also carried out in a small area with only one type of respondents who were girls and therefore failed to establish equity in terms of gender parity in the awarding of CDF bursaries. The current study was therefore necessary to establish how equity consideration was adhered to especially in the awarding of CDF bursary to needy students in public secondary schools. The study covered a wider area and targeted a larger population with different types of respondents. It also used a triangulation of data sources to get more information about the influence of CDF on equity, looking at the gender parity and the economic status of CDF bursary recipients.

Another study was conducted by Livanze (2016) under the title “Effect of Higher Education Loans Board Funding on Access and Equity in Public Universities Undergraduate Education in Kakamega-East District, Kenya”. The study objectives were; to establish the percentage of HELB undergraduate loan recipients as a proportion of the total university enrolment for 2011/2012 cohort in the district, to determine the degree of fairness in HELB undergraduate loan allocation to the district based on the criterion used, and to determine the relationship

between HELB undergraduate loan allocation and students socio-economic backgrounds. Based on the theory of socialist economics by Louis Blanc, the study used descriptive and *ex-post facto* research designs, the study population comprised of 788 HELB loan applicants, 22 university academic registrars and 1 CEO of HELB. The study sample was selected using systematic, purposive, and saturated sampling procedures. The findings established that 60.7% of the total students' enrolment in public universities received HELB loan out of which 36.2% were from low socio economic backgrounds while 24.5% were from high socio economic backgrounds. Further findings stated that loans were inequitably distributed to students with a *gini* coefficient of 0.45 and that the degree of unfairness in the allocation eventually increased to 7.4. The study concluded that even though the process enhanced access to university education, it failed on equity in financing public university education in Kakamega East District. It therefore recommended that a review of the means testing instruments that HELB uses to allocate loans to students should be done so as to ensure it identifies deserving cases. Although the studies by Jallade (2000); Wachiye (2012) and Livanze (2016) were conducted to emphasize on the concept of equity, they were not done on constituency development fund bursary as they dwelt on other aspects of education subsidies such as loans. Besides, they were conducted based on higher education in universities as opposed to the current study which looked at bursary as a form of subsidy and pegged it on secondary education in public schools.

2.3 Influence of Constituency Development Fund on Quality of Secondary Education in Public Schools.

Quality of education has been viewed and analyzed in different ways. According to UNICEF (2000), quality education includes learners who are healthy, well nourished and ready to learn with the support of their families and communities. It also includes safe, healthy, and protective gender sensitive environments, not to mention the provision of adequate resources and facilities to support the learners. Quality education also encompasses well-managed classrooms and schools in order to facilitate learning and reduce disparities among learners. Adams (1993), states that quality education encompasses knowledge, skills and attitudes which are linked to national goals of education and positive participation in society. In a study entitled “Impact of School Infrastructure on Student Outcomes and Behaviour in Georgia”, Fisher (2006) established that academic achievement improves with improved building conditions, lighting levels, air quality, and temperature. According to World Bank (2005), the world has a big role to play if it wants to achieve education for all and millennium development goals such as universal primary education. Individual Nations therefore need to develop holistic education sector plans and allocate sufficient national budgetary resources to develop school related infrastructure. This is because school infrastructure affects quantitative growth and provision of quality education. According to UNICEF (2000), a certain minimum space in a classroom per learner, adequate science rooms, well stocked libraries, recreational, and boarding facilities in addition to good sanitation are pre-requisites in providing quality education.

Inadequacy of school infrastructure is a problem in many countries in the world. Several schools in America suffer from incidences of peeling paint, crumbling plaster, leaking roofs poor lighting, inadequate ventilation, and poor heating and cooling systems which inhibit the provision of quality education (UNICEF, 2000). In Ghana, the working and living environment for teachers and students is below expectation. Schools in counties lack basic amenities such as piped water, electricity, staffrooms, and toilets. With only 30% of teachers being housed in schools in Ghana, housing remains a major issue and this affects quality of education substantially (Akeyeampong, 2003). In Kenya, the Ministry of Education, Science and Technology in 2003 identified critical issues relating to infrastructure. These issues which serve as impediments to quality education include inadequate infrastructure, lack of provision of teaching and learning facilities, shortage of permanent classrooms, poor construction standards, inadequate maintenance, poor water system and lack of proper sanitation.

According to Schneider (2002), construction and enhancement of facilities in secondary schools positively affects the teaching and learning process especially if they are well equipped. It is believed that students' academic performance is negatively affected by poor school buildings, lack of science laboratories, inadequate ventilations, and faulty lighting systems. The availability of those facilities however normally creates a learner friendly environment which is conducive for effective teaching and learning process (Wambua, 2011). Physical facilities such as sanitation, laboratories, libraries etcetera if well equipped and managed, have a direct influence on the teaching and learning process thereby affecting quality of education.

According to the Kamunge Report, availability of adequately equipped physical facilities like science laboratories, libraries, classrooms and sanitation blocks have a positive impact on students' academic achievement (Republic of Kenya, 1988). A study by Munive (2009) supports these views stating that in order to improve quality of education, provision of adequate infrastructural facilities such as clean toilets, electricity, running water, and dining halls among others should be a priority by any government. One of the major objectives in using CDF as a financier was to promote quality of secondary education in public schools in Kenya. This is normally seen in terms of availability of physical facilities in secondary schools and students' improved performance in KCSE in those particular schools and therefore every school aspires to have adequate and suitable facilities in order to achieve the desired results.

According to Ohba (2011) secondary education is generally seen as that stage between primary and tertiary levels. Glekye (2012) as cited in Oduro (2008, 2009) asserts that any education investment is worthless if the provision and process lacks quality. He stresses that investment in access must go hand in hand with quality improvement. Scholars (Dincer & Uysal, 2010) argue that investment in education is based on the assumption that quality should improve and further state that there is a positive association between school input and achievement. Glekye (2012) further asserts that the desire or enthusiasm to access schooling just to acquire knowledge and skills is one thing but to actually succeed in acquiring it, is another. Quality of secondary education has been associated with good mean performance in KCSE and schools that achieve it are rated very highly (Olendo, 2009). In the recent past, quality has been jeopardized by increased enrolment brought about by the introduction of

Free Day Secondary Education and this has put a strain on the few available resources in secondary schools particularly having an effect on the student-teacher ratio.

A study by Orodho (2013), noted that the Subsidized Secondary Education Programme introduced in 2008 has created many problems. With increased enrolment every year, the infrastructure is overstretched and so is manpower. Overcrowded classrooms due to increased number of students are a common feature in many public secondary schools in Kenya where facilities are inadequate. The student-teacher ratio has grown to such high rates that it has resulted in a decline in the quality of education. This is mainly due to reduced interactivity between teachers and the students and it has spillover effects on their ultimate academic performance which determine their entry into the next levels. In fact, the Republic of Kenya (2012), states that at least 80% of learners leaving public secondary schools mostly, do not attain the minimum of C plus entry cut off points to join Kenyan public universities. With these large class sizes and competing resources, parents with financial means pull their children from public schools and enroll them in private schools in a bid to boost their academic performance. Other studies conducted by Oketch and Ngware (2012) and Orodho, (2013) indicate that maintaining the quality of education is a challenge that the government continues to address. This has been done through targeted programs like the constituency development fund which has been used to put up and rehabilitate school infrastructure, acquire school buses and improve the provision of teaching and learning materials in public secondary schools.

In order to remain relevant and competitive in future, countries must be concerned about the quality of education they offer to their citizens (Madu & Kuei, 1993). Scholars such as

Becket and Brookes (2005) as well as Scheerens et al (2011) argue that quality education can be defined differently from the point of view as envisaged by different ministries of education, school governors or managers, teachers, students, and parents. Their view is supported by Harvey and Green (1993) who posit that there are different concepts of quality that inform preferences of different stakeholders depending on their priority needs. This therefore means that different researchers view and define education quality differently, some view it as the ability of being exceptional, others see it as the ability of following a set of rules perfectly while the rest look at it as empowerment to their participants through added value; whatever its definition, quality in education borders on efficiency, both internal and external. In most cases, quality in education is usually looked at in terms of students' achievement in talented disciplines and mean performance in examinations (Broh, 2002). According to World Bank (2005), learning assessments are crucial for measuring education quality and relevance, diagnosing system weaknesses and motivating policy reforms. The quality of secondary education is measured in terms of standards of inputs and output. The inputs include resources, time, human effort and materials among others while output is measured in terms of academic achievement as signified by performance in national examinations (Broh, 2002; UNESCO, 1991; Republic of Kenya, 1988).

According to Li et al. (2010) and Monk (1998), this is an area that has been the subject of intensive research over several years. UNESCO (1991) noted that public debate on the quality of education concentrates on issues such as pupils' achievement yet it cannot be limited to pupils' exam results alone. Quality should also take into account issues of teacher qualification, buildings, equipment, textbooks, instructional materials, and general physical facilities in the school (Mahlack & Grisay, 1991).

Schneider (2002), states that quality education can be offered by providing clean, quiet, safe and comfortable environment which constitute an important component of a successful teaching and learning process. Evidence shows that students' performance can be affected by shabby school buildings, lack of science laboratories (Olel, 2000), inadequate ventilations (Wambua, 2011) and faulty heating systems. In most countries therefore, CDFs have become handy in providing a clean environment for learners in most public secondary schools as the funds are used to put up new buildings and renovate the old ones. Financial resources are very crucial inputs when it comes to determining quality in education. This is why globally, governments have made efforts to subsidize the cost of education by either introducing free and subsidized education policies like Free Primary Education and Free Day Secondary Education or devolved systems of governments such as the Constituency Development Fund to ease the burden borne by parents in meeting the costs of education quality (Republic of Kenya, 2003; Mwangi, 2005; Ng'alu, 2014). A study conducted by Hallack and Poisson (2007) states that the main function of public examinations is to distribute educational benefits throughout the world on grounds that they can serve as instruments for making objective judgments on quality education. In order to achieve these, educational resources and physical facilities play a vital role and secondary schools are usually under pressure to improve their academic standards so as to be seen to offer quality education (Principe, 2005).

According to SUNNY/CID (2009), quality is affected by decentralization policies in different nations. This is normally done as part of a larger reform promoted by educators themselves through different devolved processes. In the United States, school councils and school directors have been given greater decision making autonomy to run education affairs. At the same time the performance of those schools is carefully monitored, and they are held

accountable for improved performance to both parents and system administrators, hence ensuring the provision of quality education (SUNNY/CID, 2009).

In the United Kingdom the government has taken the initiative to enhance and improve quality education by creating Local Education Authorities (LEA) in England and Wales, and Education Authorities (EA) in Scotland. In Northern Ireland, education is a central government function and local authorities have a consultative role through the education and library boards. Matters pertaining to the school curriculum and assessment, for instance, have been devolved including budget management and the appointment of councils to school governing bodies so as to improve the quality of education. This is done through the purchase of ICT equipment, maintenance of public works as well as ensuring that schools remain compliant with the Disability Discrimination Act (DDA). In fact the UK's education system was ranked sixth best in the developed world, according to a global league table published by education firm Pearson.

The average allocations of devolved funds and the differences in the UK are illustrated in Table 2.1.

Table 2.1: Average Allocations of Devolved Funds to Schools in the UK

School type	Average DFC Allocation 2010/11	Average DFC Allocation 2011/12	Difference
Primary	£32845	£6940	£25905
Secondary	£109001	£22790	£86211
	£27703	£7239	£20464

Source: [www. bbc.com](http://www.bbc.com)

As illustrated by Table 2.1 above, schools' ability to deal with the minor maintenance issues was severely constrained when the state imposed a cut in funding education in the year 2011/12. In the Netherlands, there exists a protocol for measuring education quality in schools which is conducted by the Education Inspectorate by investigating various aspects that affect the education process. However, this inspection is conducted on an annual basis as it relies on some data that is only available yearly. This means that the measurement of the school strategy can only be done on a yearly basis which is not ideal for schools as they could not see whether or not their activities are conducted towards the right direction. A report by Nanda (2014) indicates that in India despite levying a tax to fund education and enacting a law to ensure access to education for all children, the government has not succeeded in improving learning outcomes and quality in education is still far from being achieved in schools.

A study carried out in Malawi on access and quality of secondary education found out that the two were being hampered by a number of factors, such as inadequate and inaccessible infrastructure like classrooms, teachers' houses, toilets, and water. There were also issues of inadequate and unqualified teachers, insufficient learning materials, and curricular which did not address the needs of the learners in terms of skills and development (Malawi Millennium Development Goals, 2012). It further noted that while innovation at the national level such as the introduction of free primary education, school feeding programs, and abolishing school uniforms led to greater access in terms of higher enrolment resulting in adverse effects on the quality of education due to high teacher/pupil ratio (Malawi Millennium Development Goals, 2012). According to Dedin and Olshtain (2000) as cited in Wakaba (2013), any central government must provide physical facilities such as classrooms, laboratories, workshops,

libraries, and sports fields in order to create an environment in which curriculum implementation can take place. This is because the availability and quality of resource materials and appropriate facilities have a great influence on curriculum implementation thereby greatly influencing the quality of education.

In Kenya, quality education is associated with good infrastructural facilities and in most cases, good performance in KCSE. Good schools are perceived as those that achieve very high mean scores in national examinations. With the government abolishing ranking of schools in examinations there has been a public outcry from stakeholders who prefer the status quo. When the Constituency Development Fund was introduced in Kenya in 2003, it was looked at as an alternative to improved funding of schools. CDF has therefore made notable impact in the construction of physical facilities in schools (Republic of Kenya, 2007) greatly improving and enhancing the quality of secondary education in Kenya.

Notably, when the government introduced free primary education in 2003, the student enrolment rose from 5.9 to 7.2 million but most schools were not equipped to handle such large numbers of pupils in terms of space and manpower. Inadequacy of teachers, physical facilities, classroom, and learning resources were witnessed in terms of high student-teacher ratios and overcrowded classrooms which were a common feature in many schools in the country (Orodho, 2013). This scenario replicated itself when Free Secondary Education was later introduced in 2008. Education programmes were interfered with obviously jeopardizing effective curriculum implementation and impacting negatively on quality. The Constituency Development Fund became an instrumental concept that was used in the construction of physical facilities in schools which were initially conducting their lessons under trees. It

therefore acted as a precursor to FPE and FSE by creating capacity for greater access and quality of education and its role has been the center of most educational research.

According to a study done by Laikipia constituency development committee (Murage, 2008), CDF has been very successful in funding projects. It ascertains that education benefited the most with a total of 62 school infrastructural developments projects, representing 43% of the entire projects in the 2007/2008 financial year. This was worth KSh. 25,976, 428 and represented 22% of all the CDF allocation to the constituencies. Lukibia (2009) carried out a study on the role of Constituency Development Fund in the financing of physical facilities in public secondary schools in Lugari Constituency, Kakamega County. His main objective was to investigate the role played by CDF in funding public secondary schools physical projects within the constituency in order to improve quality. The study found out that CDF has been used to improve physical facilities in public secondary schools in Lugari Constituency. Wanyama (2010) carried out a study entitled “Assessment of the Constituency Development Funded Infrastructure in Public Secondary Schools in Bungoma Constituency, Kenya.” The study was silent on whether there was any influence of CDF on quality of secondary education- a gap which the current study intended to fill using Kisumu County as the site for the study.

Wakaba (2013), in a study ‘The Impact of Constituency Development Fund on Secondary School Curriculum Implementation in Nyahururu District, Laikipia County’, asserts that CDF should be used to organize and sponsor teachers to attend workshops and seminars so as to improve on their delivery skills. This would improve the interaction between the learner and the teacher thereby improving quality education. Akala (2010) in a study ‘The

Challenges of Curriculum in Kenya's Primary and Secondary Schools Education' noted that quality education can only be achieved and maintained with proper curriculum implementation which again is best done by trained teachers within the environment of improved facilities. The two studies only looked at quality as an aspect of teachers but ignored the fact that for teachers to effectively deliver, they need adequate resources and facilities such as classrooms, laboratories, and libraries. Students' performance in examinations is an aspect of quality which can be achieved by adequate physical facilities in a school. Since this was one of the initial aims that informed the introduction of CDF in the year 2003, the current study set out to establish the influence of Constituency Development Fund on quality of secondary education in public schools in Kisumu County.

Ayot and Briggs (1992) also pointed out that results in education are being acquired especially in relation to the resources allocated to it. The development and maintenance of physical facilities in secondary schools should be encouraged because lack of such facilities interferes with the learning process (Republic of Kenya, 1988). CDF has therefore been used to improve infrastructure in schools and as had been noted, several schools have teaching rooms which are too small because they were not built to specification. Besides most of these buildings and facilities are poorly maintained and this hampers effective teaching and learning process hence affecting the quality of education. It is therefore in order that the existing classrooms and other learning facilities in public schools are upgraded, maintained and new ones constructed. The CDF programme has been used to achieve this in many public secondary schools in Kenya. This study was important in order to establish the influence of CDF funded projects on quality of secondary education in public schools in Kisumu County.

A study conducted by Olel in Kisumu District (2000) revealed that only a few schools had above five laboratories (19.35%) and this was far below the normal requirement. Since no school can provide adequate teaching resources without the use of laboratories, the study concluded that lack of laboratory facilities majorly contributed to poor performance in KCSE because candidates could not effectively answer questions impractically in science subjects. It is important for schools to construct such facilities because their availability and suitability are vital in the provision of quality education and therefore, the contribution of CDF as a financier cannot be ignored amidst the escalating costs of secondary education today.

Wakaba (2013) carried out a study on ‘The Role of the Administrators on the CDF Funded Projects and Challenges Facing their Implementation’ and established out that despite CDF being inadequate, it increased the number of physical facilities in the constituency. The study by Wakaba (2013), however, was done in only one sub-County and did not dwell on the aspect of quality of education. The use of information technology in secondary schools to boost quality education cannot be ignored. According to Kinuthia (2009), computers were introduced in Kenya in 1970s and internet became available in the year 1993. By March 2008, only 7.9% of the population had access to the internet although it is still limited especially in schools in the rural areas. Kinuthia (2009) observed that Kenya had close to 20,000 primary schools of which only about 15% had electricity. In secondary schools, it was slightly higher at 65% but this may still not be the ideal situation given that the country is geared towards achieving the Millennium Development Goals and Vision 2030. Since this has been a project undertaken by the government in the whole country particularly in public secondary schools, CDF can therefore be used to boost the use of ICT which can also go a

long way in boosting quality education. The study by Kinuthia (2009) did not look at the influence of CDF on quality education yet this is where performance can be enhanced by use of ICT in Kenya today.

Murage (2008) conducted a study on the role of CDF in promoting education development in Laikipia District, Kenya. While the study looked at the expansion of school facilities such as classrooms and laboratories, electricity projects, and water, he did not relate these to quality in terms of students' performance in KCSE. According to these studies (Murage, 2008; Wakaba, 2013 & Ngalu, 2014), devolved funds like the Constituency Development Fund is normally used in developing school infrastructure. The main purpose for developing infrastructure in secondary schools is to promote student academic performance in examinations. The role of CDF therefore was to allocate money to public secondary schools for infrastructural facilities so that quality of education is enhanced through students' performance in KCSE. The said studies however fell short of establishing the influence of devolved funding on students' academic performance.

According to Adan and Orodho (2014), Subsidized Secondary Education (SSE) had led to low quality education. In a study examining the socio-economic and cultural implications of subsidized secondary education policy on equity and quality of education in Mandera District Mandera County, it was revealed that there was overcrowding in schools, physical and instructional resources were inadequate and poorly maintained and that there were high rates of wastage. They concluded that SSE was neither efficient nor effective in providing quality education. The study recommended that increased funding to secondary schools should be made through other means in order to put up more facilities and purchase the vital

instructional resources geared towards enhancing students' academic performance. This is a problem that CDF can be able to solve.

A report by Nanda (2014) indicates that in India, despite levying a tax to fund education and enacting a law to ensure access for all children, the government has not succeeded in improving learning outcomes in schools. In Indonesia, studies carried out by Suryahadi and Sambodho (2013) revealed that quality of education in that country was being challenged by two major factors: poor quality of teachers and their constant absenteeism from school. They noted that only 37% of teachers have the right teaching qualifications as defined by the 2005 Teacher Law. It was a worrying trend that close to 15% of teachers were usually absent from their classes daily in schools in Indonesia. Another study conducted in South African schools titled 'The Basic Education Report (2010)', indicated that performance in those schools improved by 72% in 2010 compared to 2009 and this was majorly attributed to improved infrastructure and quality of teachers in those schools.

Andrian (2010) carried out a study on 'Measuring Educational Quality in Secondary Education in Schools in the Netherlands'. The main objectives were to assess the important factors used in ensuring quality education in schools in the Netherlands by using a business intelligence approach and to identify stakeholders and components relevant to education quality. Using semi structured interviews and questionnaires for collecting data and a survey research design, the scholar developed and produced a framework which consisted of seven critical success factors measured through key performance indicators. The results of the study revealed that the most important stakeholders that should be included in measuring education quality were teachers, students, school managements, and parents. The findings further revealed that factors that affect quality education in secondary schools in the

Netherlands include curriculum, teacher quality, students, and the circumstances or environment where the education process is being conducted. Although the study dwelt on the quality of secondary education, it was done in the Netherlands and ignored the aspect of financing education through devolved funding such as CDF.

Another study done in Kericho District by Ngeno, Simatwa and Soi (2013) investigated on 'Cost Effectiveness Analysis of Educating Girls in Day and Boarding Secondary Schools in Kericho, District, Kenya'. The study revealed that in Kericho District the performance indices in KCSE for girls in day schools was 3.38 while that for boarders was 3.59 in mixed day and boarding secondary schools in the year 2010. This outcome was attributed to high school levies, indiscipline, family factors, entry behavior of the child, lack of interest on the side of girls to complete their work, the attitude some parents have towards the girl child, and lack of required books. The study established that it was more cost effective to educate a girl child in a day school than a boarding school in Kericho district although the general performance was below average as depicted by the findings. Another study by Ngeno et al (2012) on 'Critical Determinants of Poor Performance in KCSE Among Girls in Arid and Semi-Arid Areas revealed that the influence on girls' performance in examinations in these regions were female genital mutilation, early marriages, nomadism, preference of boys to girls especially in matters concerning education, and long distance travelled by girls school.

A study by Macharia (2013) on quality of education in Gatanga district, Muranga County found that in the period between 2008 and 2011, the performance of day schools in KCSE improved and concluded that the FSE policy had contributed both positively to internal efficiency of day schools through improved performance in national exams. The study by

Ngeno et al (2012) was done on critical determinates of poor performance in KCSE among girls in Arid and Semi-Arid Areas while the study by Macharia (2013) was done in Muranga County on performance after FSE policy was introduced. In both studies, questionnaires, interview schedules and document analysis were used to collect data. Although the two studies investigated factors that impact on students' performance in examinations which is an aspect of quality, they did not look at the influence of constituency development fund on infrastructural development and how this impacts on the quality of secondary education. This was another knowledge gap that this study sought to fill using Kisumu County as the site for the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research procedure and techniques that were used in the study. It describes the following components: research design, area of study, target population, sample and sampling technique, instruments of data collection, reliability and validity, procedures for data collection, methods of data analysis as well as ethical issues that were followed while conducting the study.

3.2 Research Designs

The study used three different research designs. The first one was *Ex- post facto* research design. *Ex-post facto* research design determines a phenomenon whose effects have already occurred and therefore is used to test out possible antecedent of events that have happened but cannot be manipulated by the investigator (Kerlinger & Ront, 1985). The investigator examines retrospectively the effects of naturally occurring event on a subsequent outcome with a view to establish a causal link between the two. In this study the researcher was dealing with dependent variables whose effects had already occurred by the time the study was being conducted and so their effects were not easy to manipulate. The researcher therefore made inferences on records such as the Constituency Development Fund documents used to award bursaries to students, minutes of meetings which were held in CDF offices to approve expenditures and copies of KCSE examination results without manipulating them.

The second research design was descriptive survey research design which helps to gather data in a particular point in time with the intention of describing the nature of existing conditions. A descriptive survey research design is a self report which requires the collection of quantifiable information from the sample and identifies standards against the existing conditions. It can be compared (Mugenda & Mugenda, 2003) and also determines the relationship that exists between specific events (Cohen & Manion, 1992). Its main advantage is that it is the best method available to social scientists who are interested in collecting data for purposes of describing population which is too large to observe. According to Orodho (2003), descriptive survey is a method of collecting information by interviews or administering questionnaires to a sample of individuals to determine research statistics of a problem and justify current situation or condition.

The researcher chose this design because the population in this study was too large and it also helped in revealing more details which were left out by *the ex-post facto* research design. The design was deemed relevant because the questionnaires constructed enabled the researcher to solicit for the desired information on the influence of CDF on access, equity, and quality of secondary education in public schools in Kisumu County. It was therefore used to determine and report the way things were on the ground. The study also used a correlational research design which is normally used to discover the relationship between variables through correlational statistics. It therefore helps to explain the magnitude of the relationship between the variables and gives the percentage of variance an independent variable has on a dependent variable. The study used this design because it was interested in determining the actual influence the independent variable had on each of the dependent variables.

3.3 Area of Study

This study was carried out in Kenya, one of the five countries that falls within the East African Region in the larger Continent of Africa. The study was specifically narrowed down to 220 Public Secondary Schools in Kisumu County, one of the forty seven counties in Kenya. Kisumu County is located between $0^{\circ}15'$ N and $1^{\circ}45'$ S, Longitudes $35^{\circ}15'$ E and 34° with the capital city located in Kisumu City- the third largest city in Kenya. Kisumu town, which is today called Kisumu City grew up as the terminal of the Kenya-Uganda Railway in 1991 and became the leading point on Lake Victoria, Africa's largest fresh water lake (Republic of Kenya, 2000). The county comprises of seven constituencies which in terms of educational administration translates into sub- counties, namely; Kisumu Central, Kisumu East, Kisumu West, Muhoroni, Seme, Nyando and Nyakach. Kisumu County borders Vihiga County to the North, Nandi County to the North-East, Kericho County to the East, Homabay County to the South-West and Siaya County to the West.

According to the 2009 Kenya's Population Census (Republic of Kenya, 2009), Kisumu County covers an estimated area of 2985.9 square kilometers and has a population of 968,879 people with a population density of 460 people per square kilometer which is higher than the national rate standing at 401 people per square kilometer. The HIV prevalence rate in the county is 12.0% higher than the national one which stands at 6.1%. (Republic of Kenya, 2013). With an annual relief rainfall which is between 1200mm and 1300mm and a temperature which ranges between 20°C to 23°C , inhabitants of this county get their livelihood mainly from subsistence agriculture. The Kano Plains and the adjacent zones are suitable for cotton and irrigated rice which are targeted for cash crops. Food crops grown in the county include maize, sorghum, beans, groundnuts, rice, and sugarcane. Fishing and

animal husbandry are also carried out as revenue earning activities in this area. There are also some historical sites like Kisumu Museum and the famous Kit Mikayi rock (Republic of Kenya, 2000).

Kisumu City is among the eleven cities in eight African countries under the Millennium Cities Initiatives whose main objective was to try and achieve the Millennium Development Goals focusing on poverty eradication, health and education, gender equality, environmental protection, and global partnerships (Republic of Kenya, 2013) Kisumu County has a poverty rate of 46.8%, higher than the national one which stands at 45.9% and is generally categorized as poor because it had a Global Acute Malnutrition rate of 5.9% and a Severe Acute Malnutrition rate of 2.0% as at the year 2013 (Republic of Kenya, 2013). Kisumu County currently has a total of 220 public secondary schools compared to 173 in the year 2009. It has a total enrolment of 63,350 up from 38,813 in the year 2009, an upsurge which may have been witnessed due to the introduction of free day secondary education introduced in the year 2008. However, the county has not achieved the optimal level of gross enrolment rate which should have been 100% by the year 2015. For instance its Gross Enrolment Rate was 35.0% in the year 2012, a gender parity index of 0.9 and a KCSE mean performance of 5.63. The county's literacy rate was 72.2% with a poverty rate of 45.0% in the same year.

Since Kisumu County has been one of the beneficiaries of Constituency Development Fund, there is no justification for its low statistics because it would be argued that it receives more money from CDF compared to the neighboring counties due to its low poverty rates. This is because apart from the general allocation of CDF funds to counties on an equal percentage, certain amount is also allocated to them depending on their poverty index (Republic of

Kenya, 2003) This therefore justified that an investigation needed to be carried out to establish if CDF had any influence on access, equity, and quality of secondary education in public schools in the county.

The current numbers of public secondary schools are distributed in the seven sub-counties as shown in Table 3.1.

Table 3.1: Public Secondary Schools in Kisumu County according to Sub-Counties

Sub County	Number of Public Schools				
	National	Extra County	County	Sub-County	Total
Kisumu Central	1	1	4	5	11
Kisumu East	-	-	-	14	14
Kisumu West	1	-	4	29	34
Muhoroni	-	1	2	33	36
Nyakach	-	3	2	46	51
Nyando	-	2	3	36	41
Seme	-	2	-	31	33
Total	2	9	15	194	220

Source: Kisumu County Education Office, 2015

Table 3.1 shows the distribution of public secondary schools in Kisumu County. From the table, the county has two national schools located in Kisumu Central and one in Kisumu West sub-counties.

3.4 Study Population

The study targeted public secondary schools in Kisumu County. The county has a total of 220 public secondary schools located in seven administrative divisions which translates to sub-counties. The study targeted a total of 220 Principals of public secondary schools, 13,386 form Four students in the year 2015, seven Constituency Fund Managers and 7 Sub-County Quality Assurance and Standards Officers.

3.5 Sample and Sampling Technique

A sample is a part of the population used to represent the larger group from which they were selected (Ary, Jacobs & Razavieh, 1996). In this study, a representative sample was determined from the target population using the procedure proposed by Krejcie and Morgan (1970) cited in Cohen et al (2000). Krejcie and Morgan developed a table for sample sizes (n) for populations (N) with finite sizes (Appendix VII) such that the sample is within plus or minus 0.05 of the population proportion with at least 95% level of confidence. This sample is based on the following formula;

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2(1-P)}$$

S = required sample size

X² = the table value of chi-square for one degree of freedom at the desired confidence level.

N = the population size

P = the population proportion (assumed to be .50) since this would provide the maximum sample size

d = the degree of accuracy expressed as a proportion (.50)

Using simple random sampling therefore, 140(63.6%) Principals and 384(10.5%) Form Four students from the sampled schools were included in the study. Simple random sampling techniques were used to sample schools and students for the study. Saturated sampling was used to select 7 (100%) Sub-County Quality Assurance and Standards Officers and 7 (100%) Constituency Development Fund Managers who were selected from each of the seven sub-counties in the county. These sampling techniques gave all the selected participants a chance to participate in the study as shown in Table 3.2.

Table 3.2: Sample Frame

Category of Schools	Target Population (N)	Sample Population (n)	Percentage (%)
School Principals	220	140	63.6
Form 4 students 2015	13386	384	2.9
Form 4 CDF Bursary Recipients 2015	12040	384	3.2
CDF Managers	7	7	100.0
Sub-County Quality Assurance & Standards Officers	7	7	100.0

Source: Field Data 2015.

3.6 Instruments for Data Collection

The study used a triangulation of data sources. This is a multi-case approach which includes different methods of collecting data such as interviews, field notes, questionnaires, and document analysis. According to Borg and Gall (1996), the products of triangulation are vital in data validation. Using a multi-case approach in collecting data yields a high chance of increasing the confidence in the validity, quality, and accuracy of the data. This study

therefore used questionnaires, interview schedules, observation schedules, photography, and document analysis to collect the required data.

3.6.1 Questionnaire for School Principals

This was the major instrument for collecting primary data. There were two sets of questionnaires. The first questionnaire was administered to the Principals of the schools since they had a direct access to the CDF funds and could oversee its expenditure in schools. This questionnaire was used to collect general information about the schools on access, equity, and quality of education. Specifically, it was used to find out how long the principals had been in the school, the amount of CDF the school had received from the year 2009 to 2013 and the type of projects CDF had funded in the various schools. On access, the questionnaire was used to collect data on the number of classes CDF had put up in the schools and whether this had created capacity for access and enrolment in those schools.

On equity, the instrument sought information on the number of boy and girl students who actually received bursary from CDF in their respective schools, how they were being identified as needy and whether all those who applied were awarded the bursary. Information was also sought on the methods the schools used to identify them in order to recommend them for bursary. On quality, the questionnaire sought information on two issues: first it was used to seek information on the type and number of infrastructural facilities such as laboratories, libraries, school buses, sanitation blocks etcetera that had been constructed or acquired using money from CDF and whether their availability and suitability had any influence on students' performance in KCSE. Secondly, the questionnaire sought to establish if those students who received bursary in the respective years were ever sent away from

school so as to determine if this money was assisting them being retained in school and whether it was adequate for their fees. Finally it sought information on the kind of challenges faced by the schools in acquiring CDF and any solutions that could be used to counter those challenges. This yielded qualitative data which was used to get further information for analysis.

3.6.2 Questionnaire for Students

The second questionnaire was administered to 384 form four students who were CDF bursary beneficiaries. On access, they were asked to respond to general questions such as how they got information about the existence of CDF and whether they would have been enrolled in their respective schools if CDF had not awarded them bursary. On equity, the students were asked to state their gender, the socio-economic status of their parents, which primary schools they attended and how much money they received from CDF as bursary so as to determine their level of need. On quality they were asked to state whether the facilities put up by CDF had helped them improve their performance in examinations.

3.6.3 Interview Schedule for Students' Focus Group Discussion

Interviews are interpersonal face-to-face conversation method of collecting qualitative data. Interviews normally involve the interviewer asking questions to the interviewee who in turn gives relevant responses. Standardized interviews usually adhere strictly to pre-planned questions for consistency across all respondents (Borg, 2001) and ensure that the researcher concentrates on a common body of information relevant to the subject of the study. In the current study, interview questions were used to gather primary information from 384 students through Focused Group Discussions (FGDs) from the sampled schools as shown in the sample frame. The students who were enrolled in form one in the year 2012 were in form

four by the time of carrying out the study. They were included purposively in this study because the scope of the study was between the years 2009 and 2013. They were randomly sampled and were deemed appropriate because they had been in the schools longer and therefore were likely to have benefited from the Constituency Development Fund bursary longer. Besides, having been in the schools for a period of four years, they may have encountered certain experiences or challenges which would enable the researcher acquire more information on CDF.

The FGDs was carried out using between 5 and 10 students depending on the population size of the sampled schools. Each interview with the students took about 15 to 20 minutes depending on the manner of responses to the issues raised. The students were asked if they were aware of the existence of CDF and how they got that information. They were also asked general information about their family background, if they attended private or public primary schools and who paid their school fees so as to get their socio-economic status. On access, they were asked whether they had ever applied for CDF bursary, if CDF had helped them in paying school fees, if their parents would have afforded to pay for their school fees if CDF bursary was not being awarded. They were also required to state if they thought CDF bursary had increased enrolment in their schools. On equity, they were asked to state whether their parents were employed and whether preference was given to either boys or girls when bursary was being awarded. Their opinion was sought on whether CDF was awarding bursary efficiently and if they had ever applied for bursary but were denied.

On quality, they were asked to give their views on whether CDF had improved infrastructure in their schools by constructing laboratories, libraries, purchasing school buses or by putting

up sanitation facilities. They were asked to state whether this had improved performance in KCSE in their schools. Finally the students were asked to state any challenges they faced concerning the awarding of CDF bursaries and suggest ways in which the challenges could be improved.

3.6.4 Interview Schedules for Constituency Fund Managers

Structural interview was also carried out with the Constituency Development Fund managers who were asked to provide general information about their constituencies, when the constituency was created and their roles as Constituency Fund managers. They were asked to provide general information regarding procurement, amount of CDF funds their constituencies had received between the years 2009 and 2013 and the type of projects they funded in their respective constituencies. On access, the interview sought information on the amount of money allocated for classroom constructions in public secondary schools and whether these had improved enrolment of students in those schools. Concerning equity they were asked to state how much money they had allocated for bursary in secondary schools against the total number of recipients, the criteria they used to identify needy students and how the whole process of bursary allocation was usually conducted. They were asked to comment briefly on the quality of education in secondary schools in their constituencies. Finally, they were requested to give insight on challenges they encountered as managers in as far as CDF funding of educational projects was concerned and possible ways of countering those challenges.

3.6.5 Interview Schedule for Sub-County Quality Assurance and Standards Officers

The last group of respondents to be interviewed was the Sub-County Quality Assurance and Standards Officers (SCQASOs) who provided information on the general performance in

KCSE in their various sub-counties from the year 2009 to 2013. The documents they provided were used to seek information on the trend of performance in KCSE for public secondary schools in Kisumu County. On access, the interview sought to find out if CDF bursaries awarded to the needy students had improved enrolment in secondary schools in the county. On equity, the SCQASOs were asked to comment on ways needy students were identified in the county and the total number of boys and girls who received bursary in the county. On quality, the interview sought to establish if CDF bursary had improved infrastructure and if this had any influence on the quality of secondary education in public schools in the county.

3.6.6 Observation Guide and Photography

Observation was carried out to view facilities put up using CDF in secondary schools. The researcher came up with a score card to help observe the facilities while in the field. Observation was done on the type and number of infrastructural projects put up using CDF money, their adequacy and suitability for use. The researcher also took a few photographs of the buildings and school buses where necessary in order to beef up the information acquired from questionnaires, interviews, and observation schedules.

3.6.7 Document Analysis Guide

Document analysis is the critical examination of public or private recorded information related to the issue under investigation. According to Bowen (2009), document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed. In this study, document analysis was important since it was used to obtain data on the

implementation of CDF projects in the schools visited. Evidence such as copies of KCSE results and cheques issued to schools from the CDF kitty were also requested for scrutiny and coding in order to provide secondary data which was used to supplement the information obtained from the questionnaires, interviews, and observations.

3.6.8 Reliability of Research Instruments

Reliability is a criterion that refers to the consistency of data stemming from the use of a particular method (Taylor, 2008). According to Senkaran (2008), reliability is a measure that indicates the extent to which the instrument is without bias (error free) and ensures consistent measurement across time and across various items in the instrument. Mehens and Labmann (1984) see reliability as the degree of consistency between two measures of the same thing. Their view is similar to those of Joppe (2000), who defined reliability as the extent to which results are consistent over time. Joppe (2000) further explained that if the results of a study can be reproduced under a similar methodology, the research instrument is considered to be reliable. This citation therefore brings in the idea of replicability or repeatability of results or observation in as far as reliability is concerned. In quantitative research, reliability has three dimensions (Kirk & Miller, 1986), which relate to the degree to which a measurement given remains the same, its stability over time, and its similarity within a given time period. Charles (1995) affirms that consistency with which questionnaire test items are answered or individual scores remain relatively the same, can be determined through the test retest method at different times - an attribute known as stability. The results should therefore be similar if we are dealing with a stable measure. A high degree of stability indicates a high degree of reliability which means the results are repeatable.

The test retest method is used to establish reliability of the instruments and it is normally conducted by administering the same instrument twice to the same group of subjects. According to Gregory (1992), this method mostly requires the determination of the correct delay between the two administrations of measure. If the retest is administered too soon after the initial one, the respondents may recall their response to many of the items and this may yield high reliability which may seem artificial. The retest should not be delayed so much either, as this may affect the respondents' ability to answer some items hence leading to lower reliability co-efficient (Crocker & Algina, 1986). Gregory (1992) thus recommends that a period of four weeks is most appropriate for studies done in the social sciences.

In the current study, the test retest was carried out by administering the questionnaires to the same respondents twice within a period of two weeks. According to Borg and Gall (1996), the coefficient (r) is the most widely used bi-variate correlation technique due to the fact that it has a small standard error given that most educational measures yield continuous scores. The accepted co-efficient ranges from 0.6 in most social sciences (Mugenda & Mugenda, 1999; Borg & Gall; 1996). The researcher therefore used Pearson r to establish the correlation at a p value of .05 and the results were that: in the Questionnaire for School Principals, the reliability coefficient was 0.745 while the questionnaire for Students gave a reliability coefficient of 0.8. All the above Coefficients were above 0.6 hence the questionnaires were deemed reliable.

3.6.9 Validity of the Instruments

Validity is the accuracy and meaningfulness of inferences which are based on research results. Dane (1990) defined validity as the extent to which a tool actually measures what it is

supposed to measure. Validity of an instrument represents the degree to which a test measures what it purports to measure (Kathuri & Pals, 1993). According to Mugenda and Mugenda (2003) and Kothari (2008); validity is the degree to which results obtained from analysis of data represents the phenomenon under study. It therefore has to do with how accurately the data obtained in the study represents the accuracy of the study. If such data is a true reflection of the variables, then inferences based on such data will be accurate and meaningful. Validity is largely determined by the presence or absence of systematic or non-random error in data which has a consistent boosting effect on the measuring instrument.

Content validity therefore explains whether an instrument provides adequate coverage of a topic and it is usually determined by experts who go through it and give their opinion. To ascertain the content validity of the research instruments of this study therefore, the researcher involved two experts from the Department of Planning and Economics of Education. The two questionnaires were given to them to evaluate and rate each item in relation to the objectives as *not relevant* or *relevant* on a scale of 1-4 such that *1 was; not relevant, 2 was; somehow relevant, 3 was; quite relevant and 4 was; very relevant*. Having carried out this assessment on the questionnaires and ascertaining their validity, their recommendations were used to make the necessary corrections in the final instruments of the study before administering them to the field.

3.6.10: Piloting of the Instrument

A pilot study forms an integral part of the questionnaire development since it is used to identify fundamental design errors contained therein (Osoo & Onen, 2009). Aspects that need to be tested include ambiguity of questions and instructions, accuracy of statements,

boredom, loss of concentration, difficulty of questions, and stability of response questions. Piloting also helps in enhancing reliability of the instructions given in the instruments. In the current study, a pilot study was undertaken using a sample of principals in public secondary schools in Kisumu County. The questionnaires were piloted to 22 school principals and 130 students selected randomly in public secondary schools in the county and they were finally not included in the sample size. This was in line with Mugenda and Mugenda (2003) who states that a pilot study sample should be between 1 and 10% of the sample projected for the larger population studies. The pilot study carried out in this study led to change in some few wordings and therefore eliminated ambiguity.

3.7 Data Collection Procedures

The researcher sought permission from Maseno University Ethics and Review Board through The School of Graduate Studies, which introduced her to the Constituency Development Fund offices, the sub-County quality assurance and standards offices and the one hundred and forty public secondary schools in Kisumu County. Once permission was obtained, the researcher proceeded to collect data. A personal visit was made to all the sampled schools and to the aforementioned offices to administer the questionnaires. Once in the field, observation was also carried out to view the projects undertaken by the schools using CDF funds and using a score card, the needed information was noted. In order to enable the researcher conduct interviews, first an appointment was made for interviews with the constituency development fund managers and the sub-county quality assurance and standards officers and an appropriate date secured for the interviews. The researcher later made a visit to the aforementioned offices on the date which had been agreed upon and conducted the interviews while noting their responses with the help of a research assistant.

During the visits to the constituency offices, important documents such as tender documents and minutes used to allocate money from CDF to schools, copies of cheques issued by the respective constituencies to schools, and any other relevant ones were obtained on request for scrutiny. The same was done during the visits to the sub-County quality assurance and standards offices where documents containing KCSE results were acquired for analysis. The documents obtained in addition to the observation schedules and photographs taken during site visits were used to supplement the information collected through questionnaires. Focus group discussions were conducted in forty schools involving 320 students out of the sampled number of 384. Each focus group consisted of five to ten students. FGD was limited to forty schools because the responses were found to be similar as the researcher progressed with the process of gathering the data.

3.8 Data Analysis

Quantitative data was analyzed using both descriptive and inferential statistics. Quantitative data based on questionnaires was categorized into homogeneous groups and then analyzed separately for each objective. Qualitative data was analyzed by transcribing and organizing the data into emerging themes and subthemes, while concepts and a narrative report were used to depict the respondents' views on the influence of CDF on access, equity, and quality of secondary education in public schools in the county. The data for the first objective, which was to establish the influence of CDF on access to secondary education in public schools in Kisumu County, was analyzed using descriptive statistics in form of percentages, frequency counts, and means which were presented in the form of tables, bar graphs, and bar charts. Data for the second objective was analyzed using correlation and *gini* coefficient which helped to establish the influence of CDF on equity in secondary education in public schools

in the county. The data for the third objective was analyzed using correlations and linear regression analysis. This was done by determining the total amount of CDF money disbursed to schools for infrastructure development from the year 2009 to 2013 and calculating their means. The total amount of money disbursed by CDF as bursary to needy students for the five year period was also determined and their mean calculated. The mean performance in KCSE for all the sampled schools was also calculated for the five years. Each mean was then correlated to the average mean in KCSE performance so as to establish the influence of CDF on the quality of secondary education in public schools in Kisumu County.

3.9 Ethical Considerations

Basic ethical principles refer to those general judgments that serve as a basic justification for the many particular ethical prescriptions and evaluations of human actions. In any research involving human beings as subjects, there are three basic principles which are considered and accepted in order to safeguard their respect, beneficence, and justice. In the current study, the researcher observed the following ethical considerations:-

Section A: Protection of Human Subjects as Key Respondents

The principal of respect for persons has two separate moral requirements; the requirement to acknowledge autonomy and the requirement to protect those with diminished autonomy. In this study, among the respondents were secondary school students who were form fours. The researcher treated them as autonomous persons. Their opinions and choices were therefore not influenced in any way by refraining from obstructing their actions unless they were clearly detrimental. They were well informed of the purpose of the study and explanations of both benefits and demerits provided to ensure they were not denied the freedom to act on

those considered judgments or to withhold any information necessary to make a considered judgment.

The principle of beneficence was considered in that the researcher maximized the possible benefits and minimized the possible harm to the participants. This was done by ensuring that the information was treated confidentially and used only for the purpose of this study. The principle of justice was also considered in sampling. While sampling, the study involved students' participation by gender particularly in mixed schools. To ensure fairness, proportionate random sampling was used to ensure equal opportunities for both boys and girls in focused group discussions.

Section B: Participants' Consent and Data Processing

The researcher first arranged the participants in groups and clearly explained to them the purpose of the study. In order to assess their comprehension of the study subject matter, a set of five basic questions was prepared and administered to the respondents and discussed to see if they were conversant with the discussion. If they got the answers correctly, it showed they were conversant with the subject of the research. Where they failed to get fifty per cent of the answers correctly, further explanation was done to enable them become conversant with the subject matter. A consent form was then issued to them for signing by their parents' to show approval to participate in the study. Being that the research was free and voluntary, they were informed that they were free to withdraw from the study anytime without victimization.

Data was coded and bore no names of the participants to protect their identity. The raw data from the field was kept under lock and key where only the researcher could access. The processed data was stored in a computer encrypted by a password to enhance security. The

benefits of the study were also communicated to the participants. In summary therefore basic ethical considerations were followed while conducting the study in that:-

- i) Informed consent from participants was obtained and they were told exactly what they were expected to do before they took part in the study.
- ii) The purpose of the research was stated on the first page of the instrument and was also communicated by the researcher at the beginning of the interview or questionnaire.
- iii) The respondents were assured of confidentiality and that the information given was only going to be used for the purpose of the research.

Finally, respect for individual autonomy was guaranteed. This means that the respondents were given the freedom to decide whether to participate as a respondent in the study or not. For those who agreed to participate, the researcher assured them that their freedom to withdraw from the study at any time without prior explanation would be respected.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents research findings of the study which have been discussed under thematic sub-sections in line with the study objectives. The thematic areas include; questionnaire return rate, data on schools visited, demographic characteristics of respondents who were school principals, and form four students. After presenting the demographic findings of the study, the researcher presented the research findings on the basis of the study objectives and hypotheses. The quantitative data was analyzed using both descriptive and inferential statistics. Descriptive statistics was inform of graphs, tables, charts, frequency counts, and percentages while inferential statistics were used to help make inferences and draw conclusions on the findings. The inferential statistics mainly focused on Pearson correlation which was used to test the hypothesis. Linear regression analysis was also used to analyze the data.

The first objective was measured using both descriptive and inferential statistics where correlation was conducted to investigate the relationship between unit cost for CDF funded infrastructure and bursary and student enrolment in public secondary schools in Kisumu County. The second objective was measured using correlations and *gini* co-efficient. *Gini* coefficient is a ratio of equality as advanced by an Italian statistician called Gini in 1992 and it is normally used to produce the Lorenz curve - a line showing equality in income distribution among different groups in society according to the level of need (Todaro, 2006). The Lorenz curve was used to establish if there was equity in the award of CDF bursary to needy students in public secondary schools in the county. This was done by taking the total

amount of CDF bursary monies received by form four students in public secondary schools in the county against the total number of recipients.

Equity was also explored by establishing if the awarding of CDF bursary to needy students in public secondary schools in the county reflected gender parity. The third objective was measured using both descriptive and inferential statistics where correlations and simple regression analysis were conducted to investigate the relationship between unit cost for CDF funded infrastructure and bursary and student performance in terms of KCSE mean score in public secondary schools in the county.

All tests of significance were computed at $\alpha = 0.05$. The Statistical Package for Social Sciences (SPSS) version 20 was used to analyze the data. Qualitative data was transcribed and analyzed in emergent themes and sub-themes in order to establish the findings of the study.

4.2 Questionnaire Return Rate

The researcher went to the field to collect data by administering questionnaires to school principals and form four students who had been benefitting from CDF bursary during their four year stay in the school. This group of students was considered important since they had stayed in the school longer and therefore could give objective view on the variable under study. The questionnaire return rate is shown in Table 4.1.

Table 4.1: Questionnaire Return Rate

Category of Respondents	Administered	Returned	Percentage
Principals	140	124	88.6
Students	384	347	90.4
Total	524	471	89.9

Source: Field data (2015)

Table 4.1 shows that the total number of questionnaires administered in the field were 524. The overall return rate was 471 (89.9%), with the principal respondents' rate of return being 124 (88.6%) while that of students was 347 (90.4%). Given that the questionnaires were administered and collected personally by the researcher, it was noted that most of them were appropriately filled. This return rate was acceptable because according to Mugenda and Mugenda (2003), a return rate of 50% is adequate for analysis and reporting while that of 60% is good. A return rate of 70% and above is considered very good and so was the return rate for this study which was 88.6% for school principals and 90.4% for students. This return rate was considered to be high because the researcher had sensitized the respondents adequately prior to administration of the questionnaires.

4.3 School Data

The school data was captured using information given by the principals of schools which were visited. They included category of schools which sought to establish if they were National, Extra County, County or Sub-county schools. Gender of schools captured information on whether they were boys, girls or mixed schools. Type of schools sought to establish if they were day schools, boarding or day and boarding secondary schools.

4.3.1: Category of Public Secondary Schools in Kisumu County

The study sought to establish the various categories of schools whose students were involved in the study. School category was believed to be an important aspect in exploring the influence of CDF on access, equity, and quality of secondary education in public schools in the county. This information was given by 124 Principals who participated in the study as was indicated in the questionnaire return rate. The findings are presented on Table 4.2.

Table 4.2: Distribution of Public Secondary Schools in Kisumu County by Category (n=124)

School	Frequency	Percentage
National	2	1.6
Extra County	12	9.7
County	20	16.1
Sub- County	90	72.6
Total	124	100.0

Source: Field data (2015)

The findings in Table 4.2 reveal that most of the schools in Kisumu County were in the category of sub-county schools which totaled to 90(72.6%). They were followed by county schools which were 20(16.1%) as reflected by the number of the principals who took part in the study. It was also noted that there were only 2(1.6%) national schools found in the county, while extra county schools were 12(9.7%). This information was important because it reflected the fact on the ground that majority of these schools are normally started using money from the Constituency Development Fund and this money usually goes towards infrastructural development.

4.3.2 Distribution of Public Secondary Schools in Kisumu County by Gender of Students.

The principal respondents were asked to classify their schools according to gender. The study sought this information because it was considered important especially in regards to access and equity in education in public schools in Kisumu County. The responses were presented on Table 4.3.

Table 4.3: Distribution of Public Secondary Schools by Gender of Students (n=124)

GENDER	FREQUENCY	PERCENTAGE
BOYS	13	10.6
GIRLS	18	14.6
MIXED	93	75.0
TOTAL	124	100.0

Source: Field data (2015)

The findings in Table 4.3 show that majority of public secondary schools in Kisumu County were mixed schools. This information was given by 93(75.0%) of the principals who took part in the study who indicated that their school were mixed schools. Girls schools were 18(14.6%) while boys schools were 13(10.6%).

4.3.3 Distribution of Public Secondary Schools in Kisumu County by Type

The study sought to establish the various types of schools whose respondents were involved in the study. This information was presented in Table 4.4.

Table 4.4: Distribution of Public Secondary Schools in Kisumu County by Type (n=124)

TYPE OF SCHOOL	FREQUENCY	PERCENT
DAY	70	56.5
BOARDING	26	20.9
DAY & BOARDING	28	22.6
TOTAL	124	100.0

Source: Field data (2015)

The findings from Table 4.4 revealed that a majority, 70 (56.5%) of the public secondary schools involved in the study were day schools followed by day and boarding schools which were 28(22.6). The remaining were boarding schools which totaled to 26(20.9%). This means that the sources of data got from the schools had adequate information on the use of the Constituency Development Fund and its implication on students' access, equity, and quality of education. The findings of the study corroborate the earlier findings which stated that sub-county schools and mixed day schools took the lead in the county respectively. This is true because sub-county schools are often day schools due to their nature of limited infrastructure and draw their students from the locality because they are cheaper compared to boarding schools (Jagero, 1999).

4.3.4 Construction of Classroom and other Physical Facilities in Public Secondary

Schools in Kisumu County

The study sought to establish whether CDF funded both classroom and other physical facilities in public secondary schools in Kisumu County. This information was presented in Table 4.5.

Table 4.5: Construction of Classroom and other Physical Facilities

Item	Frequency	Percentage
Classrooms only	62	50
Classrooms and other physical facilities	30	31.5
Neither classrooms nor any other physical facilities	23	18.5

The study established that 62(50%) of the schools visited had received money from CDF for construction of classrooms only from. Thirty nine (31.5%) had received money for constructing classroom and other physical facilities at different times of the year during the period under study.

Only 23 (18.5%) of the schools failed to get money from CDF for construction of classrooms or other physical facilities. These were schools which had been in existence even before CDF was introduced and were receiving funds from sectors like school infrastructural fund and other organizations such as African Development Banks or non-governmental organizations.

4.3.5 Demographic Characteristics of Respondents

This section presents the demographic characteristics of two categories of respondents who were identified as school principals and form four students who were CDF bursary beneficiaries. This information was deemed important as it formed an integral component of the study. Demographic characteristics of the principals which were considered in this section included their level of academic qualifications, years served as principals in their former schools and years served in their current schools. Students' demographic characteristics included gender, their order of birth, type of primary school they attended and year of admission into the secondary schools where they were currently studying. All this information was considered important because it gave greater insight on understanding the relationship between the variables of the study.

4.3.6 Distribution of School Principals by Academic Qualification.

The respondents were asked to state their academic qualifications. This information was important because it helped to establish the academic level of the respondents so as to give objective insights in the variables under study. The findings are presented in Table 4.6.

Table 4.6: Distribution of School Principals by Academic Qualification (n=124)

LEVEL OF EDUCATION	FREQUENCY	PERCENT
BACHELORS DEGREE	87	70.2
MASTERS	28	22.6
DIPLOMA	9	7.3
TOTAL	124	100.0

Source: Field data (2015)

The findings from Table 4.6 revealed that most of the principals in public secondary schools in Kisumu County held at least a Bachelors degree, with 87(70.2%) of them having had a bachelor degree and 28(22.6%) of all those who participated in the study holding Master's degree. Only 9(7.3%) of them held diploma qualifications. This information is important because it enhances the credibility of the responses given. The Masters and B.ED holders were assumed to be more conversant with the disbursement and utilization of these funds as some of them may have been beneficiaries of the fund.

4.3.7 Principals' Responses on Length of Period Stayed in their Current Schools

The study sought to investigate the number of years the principals had taken in their current schools. This was necessary because the accuracy of information from the principals on the

influence of CDF on access, equity, and quality of education certainly may have depended on their familiarity with the CDF activities in the school. This information was presented in Table 4.7.

Table 4.7: Distribution of Principals’ Length of Period Stayed in their Current Schools (n=124)

LENGTH OF STAY IN CURRENT SCHOOL	FREQUENCY	PERCENT
BELOW 4 YEARS	57	46.0
4-6 YEARS	42	33.9
7-9 YEARS	18	14.5
ABOVE 9 YEARS	7	5.6
TOTAL	124	100.0

Source: Field data (2015)

The findings from Table 4.7 indicated that 57(46.0%), of the principals who participated in the study had stayed in their current stations for a period below 4 years. Those who had served in the same schools for between 4 to 6 years were 42(33.9%) while those who had been in the same schools between 7 to 9 years were 18(14.5%). Only a small number of 7(5.6%) had stayed in their current stations for more than 9 years.

4.3.8 Principals’ Responses on Length of Period Stayed in their Previous Schools

The study sought to establish the length of time the principals had stayed in their previous stations. This information was essential in gauging the level of their experience which was considered an important component of their participation in the study. Their experience was

necessary to understand the influence of CDF on access, equity, and quality of education in public secondary schools in the county. Their responses were presented on Table 4.8.

Table 4.8: Distribution of Principals’ Length of Period Stayed in their Previous Schools (n=124)

YEARS	FREQUENCY	PERCENT
BELOW 3 YEARS	50	40.3
3-5 YEARS	16	12.9
5-7 YEARS	22	17.7
7- 9 YEARS	12	9.7
ABOVE 9YEARS	24	19.4
TOTAL	124	100.0

Source: Field data (2015)

The findings from Table 4.8 show that a majority, 50(40.3%), of the principals who took part in the study had served before in other schools for a period below three years. A significant proportion 24(19.4%) of them had been principals in other schools for more than 9 years before joining their current schools. Those who had served for a period between five to seven years were 22(17.7%) while some 16(12.9%) of them had served for a period between three to five years. The rest 12(9.7%) had served in their previous schools for a period between seven to nine years. This meant that they had adequate experience as principals and had enough understanding of CDF dealings because they had stayed in the system longer.. This therefore gave them enough experience to manage CDF funds well and construct the needed infrastructure which would go a long way in improving students’ academic performance in their schools.

4.3.9 Distribution of Students by Order of Birth

Students were asked to give information on their order of birth. This information was necessary because it could help to give more insight of their socio-economic status. In certain communities, sometimes parents prefer taking their first or second born child to schools as other children are told to wait. This information was presented in Table 4.9.

Table 4.9: Distribution of Students by Order of Birth (n=347)

ORDER OF BIRTH	FREQUENCY	PERCENTAGE
2ND BORN	111	32.0
1ST BORN	77	22.2
3RD BORN	75	21.6
4TH BORN	70	20.2
5TH BORN AND BEYOND	14	4.0
TOTAL	347	100.0

Source: Field data (2015)

It was evident from Table 4.9 that a significant majority, 111(32.0%), of the students who participated in the study were second borns in their families followed by first born students, 77(22.2%), and only 14(4.0%) of them were fifth borns or beyond. Third and fourth born students were each about a fifth of the total number of students who took part in the study. It was also shown that slightly more than three quarters, 263(75.8%), of the students who participated in the study were either first, second or third borns. This could imply that a majority of the families had at most three children. This information was important because it

could imply that most parents from humble economic backgrounds consider taking their children to school if they were either first or second borns depending on their socio-economic status and communities where they come from.

4.3.10 Students' Responses on Type of Primary Schools Attended

The study sought to investigate the type of primary schools attended by the students who had participated in the study. This information was necessary because it was going to shed light on the economic status of their parents. It is generally believed that parents who take their children to private schools are usually more socially and economically endowed than their counterparts whose children are in public schools. The findings were presented in Table 4.10

Table 4.10: Students' Responses on Type of Primary Schools Attended (n=347)

TYPE OF SCHOOL	FREQUENCY	PERCENTAGE
PUBLIC	332	95.7
PRIVATE	15	4.3
TOTAL	347	100.0

Source: Field data (2015)

Table 4.10 shows the type of primary school attended by the student respondents, the table revealed that most of the students 332(95.7%) had learnt in public primary schools; only 15(4.3%) of them confirmed that they had attended private schools. These findings indicate that most of the students who participated in this study were perhaps from relatively low economic and social background and hence the more reason why they needed to be awarded CDF bursary in order to gain access and be retained in school after enrolment.

4.3.11 Distribution of Students by Year of Admission

The study sought to establish the exact years when the students were admitted in the secondary schools where they were learning. This information was necessary because the length of time a student had stayed in the school, depending on the year of admission could indicate how much information and experience the student had on CDF and its influence on access. The number of times the students had received CDF funding was also considered as a function of how long the student had been in a particular school. This information was presented on Table 4.11.

Table 4.11: Distribution of Students by Year of Admission (n=347)

YEAR OF ADMISSION	FREQUENCY	PERCENTAGE
2012	170	49.0
2013	138	39.8
2014	20	5.8
2011	15	4.3
2015	4	1.2
TOTAL	347	100.0

Source: Field data (2015)

Table 4.11 shows the percentage of frequency distribution of student respondents in relation to their year of admission. It was evident from the table that a majority, 170(49.0%), of the students who participated in the study were admitted in 2012 and this confirmed that majority of them were in form four. It was evident that 15(4.3%) of the students had repeated a class given that they were admitted in 2011, five years down the lane.

4.3.12 Background Information of Students who received CDF Bursary in Public Secondary Schools in Kisumu County

The study sought to explore the background information of students who received CDF bursary in public secondary schools in Kisumu County. It was deemed necessary because it was assumed that the varied socio-economic background of the students may greatly influence their levels of need and may hinder their school attendance (World Bank, 2005). The students were therefore presented with various questions on constructs that sought to investigate their socio-economic backgrounds. Their responses were captured and summarized in Table 4.12.

Table 4.12: Students' Responses on their Background Information (n=347)

Item	Response	Frequency/Perc.
Are both parents alive?	Yes, both are alive	172 (49.6%)
	No, only mother is alive	119 (34.3%)
	No, I am a total orphan	45 (12.9%)
	No, only father is alive	11(3.2)
Do you stay with your parents?	Yes	235 (67.7%)
	No	112 (32.3%)
Is your parent/guardian employed?	Yes	95 (27.4%)
	No	252 (72.6%)
Who pays your school fees?	Mother	72 (20.8%)
	Father	65 (18.7%)
	Both father and mother	42 (12.1%)
	Sponsor	73 (21.0%)
	Well-wisher	95 (27.4%)
Do you have any sibling in any tertiary college or university	Yes	166 (47.8%)
	No	181 (52.2%)
Have you ever been sent away for fees	Yes	334 (96.3%)
	No	13 (3.7%)

Source: Field data (2015)

Table 4.12 shows the background information of students who received CDF bursary in public secondary schools in Kisumu County. The findings reveal that a significant number of the students, 172(49.6%) involved in the study had both parents, with 119 (34.3%) of them only having their mothers alive, 11(3.2%) of them had only fathers alive, and 45 (12.9%) of them being total orphans. In fact, when the study further sought to establish whether the students lived with their parents, it emerged that nearly a third, 112(32.3%), of them did not while 235(67.7%) lived with their parents.

On whether the students' parents/guardians were in employment, the findings established that a majority of them had no formal employment. This was confirmed by 252 (72.6%) of the students and only 95(27.4%) of them said their parents/guardian were employed. It was established that sponsors and well-wishers were the major source of fee payment to most students in public secondary schools in the county; about one out of five, 73(21.0%), and more than a quarter, 95(27.4%), of the students who took part in the study confirmed that their fees were paid by sponsors and well-wishers respectively. It was also established that mothers, 72 (20.8%) formed the bulk of parents who paid fees for their children. Only 65(18.7%) of the students said their fee was paid by their fathers. Besides all these, it was further discovered that nearly half, 166(47.8%), of the students had a brother/sister in secondary school, tertiary college or university whose fees too had to be paid by the same parents. This implied that most of the parents were overwhelmed with the burden of paying fees for more than one child. The difficulty in fee payments among most parents was revealed when the student respondents were asked whether they had been sent away from school for defaulting on their fees. An overwhelming majority, 334(96.3%) confirmed that they had been sent away from school due to none fee payment while only 13(3.7%) stated

otherwise. These findings revealed that a majority of the students in public secondary schools came from humble socio-economic backgrounds and therefore needed to get bursary to enable them be in school. NOVOC (2009) had the same view that students from poor social economic backgrounds need to be awarded bursary in order to access schooling. A greater percentage of them having their fees paid by well-wishers and sponsors 95(27.4%) and 73(21.0%) respectively could be taken to mean that their parents were not economically able to meet their fees payment needs and this was why they were often away from school.. The findings concur with those of Kiage (2003) who, while researching on the impact of cost sharing on access to secondary education in Nyamira district Kenya, revealed that students were often absent from school because they were sent home for fees.

4.3.13 How Students Perceived CDF Bursary

The researcher sought to investigate the influence CDF had on access to secondary education as was viewed by the students. The students were asked to state their views as regards the role of CDF and whether it had helped them in accessing secondary education. This information was deemed important because it was going to assist the researcher establish the role CDF had played in promoting students' access to secondary education in the County. The students were also asked to state whether the amount of money awarded through CDF could help them meet the total cost of fees charged by schools and therefore reduce their frequent absence from school. Their responses were presented in Table 4.13.

Table 4.13: Students' Responses on how they Perceived CDF Bursary (n=347)

	Yes		No	
	f	%	f	%
Has CDF assisted in paying your school fees?	262	75.5%	85	24.5%
Would you have been enrolled and continued to learn effectively in this school if CDF bursary was not awarded to you at all?	61	17.6%	286	82.4%
Do you know of any member of your class who has been away from school for lack of fees?	306	88.2%	41	11.8%

Source: Field data (2015)

The findings from Table 4.13 revealed that a significant majority, 262(75.5%), of the students who participated in the study confirmed that they had been assisted by CDF in paying their school fees. Only less than a quarter 85(24.5%) of them stated that they had never received any assistance as regards fee payment from the CDF bursary. However, on whether the students would have been enrolled in secondary schools without CDF bursary being awarded to them at all, the results of the study indicated that 286(82.4%) would not. These findings concurred with those from one of the students during FGD who said;

When I got the letter to join form one in a boarding school, my father said that he could not afford to pay for me a boarding school because the fees was too high. My mother took the letter to the CDF office in our constituency and I was assisted. Although the money being given to me is not so much, it helped me clear my school fees last year.

The findings further concur with the sentiments given by one Sub-County Quality Assurance and Standards Officer who, while commenting on the influence CDF bursary has had on access to secondary education said that: “CDF bursary has really helped students get

enrolled in secondary schools in our sub-County. I agree the money may not do much as it should because the amount is sometimes so little, but its role cannot go unnoticed”

This therefore reveals that CDF bursary has had a significant influence on students’ enrolment in public secondary schools in the county. On the other hand, the findings of the study discovered that there was high prevalence rate of school absenteeism among students in public schools in Kisumu County. Nearly 306(88.2%) agreed that they knew of a member of their class who had been away from school for non-payment of school fees. These findings concurred with those of Kiage (2003) who, while researching on the impact of cost sharing on students access to secondary education, discovered that a majority of students were always being sent away due to lack of school fees. Although Kiage’s study was on cost sharing, it revealed that students who could not raise the required amount of school fees were not able to enroll in secondary schools and therefore this negatively impacted on access to secondary education. Olendo (2009) shared Kiage’s views that a majority of students usually frequent home while others drop out of school due to lack of school fees. These findings confirm that the situation could be arrested if bursary is awarded to students who cannot afford paying school fees so that they are retained in school.

4.3.14 Students’ Responses on Information on the Existence of Constituency

Development Fund Bursary

The study sought to establish if the students were aware of the existence of CDF bursary and how they got the information. This information was necessary because it would help establish if there was fairness in the dissemination of knowledge about the existence of CDF bursary so that all needy students in public secondary schools would have equal chance of applying. Their responses were presented on Table 4.14.

Table 4.14: Students Response on Information on the Existence of Constituency Development Fund Bursary (n=347)

Item	Frequency	Percentage
Through the school	190	54.8
Through CDF Offices	78	22.5
Through Friends	57	16.4
Through the Media	20	5.8
Through CDF Website	2	0.5

Source: Field data (2015)

The findings from Table 4.14 revealed that the students were aware of the existence of CDF. Most students got the information about the existence of CDF bursary from their schools as noted by more than half 190(54.8%) of the students' respondents. The findings further revealed that apart from their schools, they also got information from the CDF offices in their constituency, 78(22.5%), and through friends, 57(16.4%). The rest got it from the media, 20(5.8%) and the CDF website, 2(0.5%), respectively as shown in Table 4.14. These findings concur with those of CDF accounts managers who during the interviews said that:

We take all CDF bursary forms to schools and others are kept in our offices for those who may visit us to pick. We also disseminate information through chiefs' barazas and during rallies or any social function so that anybody who gets it can inform their friends. For those who are digital, information is always available on our cdf websites.

The findings further concur with those by Mutinda (2015) who established that the Ogiek girls were aware of the existence of CDF bursary although not all of them submitted application for the same. This implies that information about the CDF bursary was often made available to the prospective beneficiaries and it was upon them to make use of it.

4.4 Influence of Constituency Development Fund on Access to Secondary Education in Public Schools in Kisumu County.

The first objective of the study was to establish the influence of CDF on access to secondary education in public schools in Kisumu County. First, this objective was investigated by asking the principals questions that explored their understanding on the role CDF had played in promoting access to education in the county. The study set out to establish the number of public secondary schools started using CDF allocation, new classrooms and other facilities constructed using CDF money that had created capacity for students' enrolment. The principals were also asked to state the number of students enrolled in their schools. The views of the respondents were analyzed and presented systematically.

4.4.1 Number of Public Secondary Schools Started Using CDF Money in Kisumu County

The study set out to establish the number of public secondary schools that had been started using CDF money in public secondary schools in Kisumu County. The findings were presented in Table 4.15.

Table 4.15: Number of Public Secondary Schools started using CDF Money in Kisumu County (n=124)

ITEM	FREQUENCY	PERCENTAGE
CDF SCHOOLS	48	38.7
NON CDF	76	61.3
TOTAL	124	100.0

Source: Field data (2015)

As shown in Table 4.15, the study established that although majority of secondary schools in Kisumu County were not started using CDF moneys a significant proportion of secondary schools within Kisumu County were started using CDF funding. These CDF schools, as they were known, were 48(38.7%). The schools which had been in existence before CDF came into existence were 76 (61.3%). The findings imply that the CDF fund in Kisumu County has significantly reached the locals and this has given young people at the grassroots the opportunity to access secondary education. The most important aspect of access to secondary education usually is the availability of schools for both boys and girls. The schools are normally located close to the students and this reduces the distance travelled by students from their homes. When schools are located within a distance of five kilometers apart, access is enhanced. These findings show that CDF helped to start reasonable number of public secondary schools in Kisumu County.

4.4.2 Distribution of Public Secondary Schools Started Using CDF by their Type

The study sought to establish the number of CDF and non- CDF schools started in the county by type. This information was concurrently presented on Table 4.16.

Table 4.16: Distribution of Schools Started Using CDF by their Type

Type of School started using CDF	Frequency	Percent
Day	37	77.1
Boarding	6	12.5
Day and Boarding	5	10.4
Total	48	100
Type of School not started using CDF		
Day	33	43.4
Boarding	20	26.3
Day & Boarding	23	30.3
Total	76	100

Source: Field data (2015)

Table 4.16 concurrently shows the distribution of public secondary schools which were started using CDF by their type and those which were not started using CDF. From the table the findings show that more than three quarters, that is, out of the 48 schools started using CDF, 37(77.1) were day secondary schools. Perhaps the explanation for this fact was that day schools are relatively cheap to start as they only require classrooms and administration office for a start. Moreover they are relatively cheaper for most parents and therefore promote access to schooling more than boarding schools. CDF does not always allocate a lot of money at once to a single project; the funds are given bit by bit yearly until the project is completed. Most schools funded by CDF start as single streamed day schools which later develop into big schools with several streams. These findings support those by Jagero (1999) which stated that day schools are cheaper for most parents from humble economic backgrounds in terms of fees than boarding schools and therefore are good in promoting access to secondary schooling. The rest 6(12.5%) and 5 (10.4%) were boarding and day and boarding schools respectively. The other remaining schools had been in existence by the time CDF was started.

4.4.3 Distribution of Public Secondary Schools Started Using CDF by their Gender

The study sought to establish the number of CDF schools in the county by gender. This information was presented on Table 4.17.

Table 4.17: Distribution of Schools Started Using CDF by Gender

	Yes		No		Total	
	F	%	f	%	F	%
Boys	1	7.7	12	92.3	13	10.5
Girls	6	33.3	12	66.7	18	14.5
Mixed	41	44.1	52	55.9	93	75.0
Total	48	38.7	76	61.3	124	100.0

Source: Field data (2015)

It was evident from the findings in Table 4.17 that mixed secondary schools formed the bulk of the schools that were started using CDF in Kisumu County. The mixed schools formed 41(85.4%) thereby giving an opportunity for both boys and girls to access education. However, boys schools formed only 1 (2.1%) and only 6(12.5 %) were girls schools.

The study sought to investigate the enrolment trend of students in public secondary schools in Kisumu County from 2009-2013. The data was categorized into groups ranging from the lowest to the highest. This information was presented in Table 4.18.

Table 4.18: Students' Enrolment in Public Secondary Schools in Kisumu County

From 2009-2013

Enrolment	Frequency	Percentage
90-499	16	12.9
500-999	31	25.0
1000-1499	25	20.2
1500-1999	20	16.1
2000-2499	7	5.6
2500-2999	5	4.0
3000-3499	5	4.0
3500-3999	3	2.4
4000-4499	5	4.0
4500-4999	5	4.0
5000-5499	2	1.6
Total	124	100.0

Table 4.18 shows the total enrolment in Public Secondary in Kisumu County between the years 2009-2013. The table shows that 31(25.0%) of the schools had a total enrolment of between 500 and 999, followed by 25(20.2%) schools with a total enrolment of 1000 to 1499. A good number of schools 20(16.1%) had a total enrolment of between 1500 and 1999 students. The schools which had a total enrolment of above 3000 students were only 5(4.0%) with 3(2.4%) having an enrolment of between 3500 and 3999 students. Another 5(4.0%) had a total enrolment of between 4500 and 4999 students. A small number of schools 2(1.6%) had a total enrolment of between 5000 and 5499 for the period under study.

The study sought to establish the amount of CDF money disbursed to public secondary schools in Kisumu County between the year 2009 and 2013. The data was then put in groups ranging from the lowest to the highest amount. This information was presented in Table 4.19.

Table 4.19: Amount of Constituency Development Funds Disbursed by CDF to Public Secondary Schools in Kisumu County from 2009-2013. (n=124)

amount (In Kenya Shillings)	Frequency	Percentage
29,000-328,999	3	2.4
329,000-628,999	5	4.0
629,000-928,999	10	8.1
929,000-1,228,999	1	0.8
1,229,000-1,528,999	9	7.3
1,529,000-1,828,999	13	10.5
182,900-2,128,999	12	9.7
2,129,000-2,428,999	10	8.1
2,429,000-2,728,999	8	6.5
2,729,000-3,028,999	12	9.7
3,029,000-3,328,999	1	0.8
3,329,000-3,628,999	6	4.8
3,629,000-3,928,999	9	7.3
3,929,000-4,228,999	1	0.8
4,229,000-4,528,999	3	2.4
4,529,000-4,828,999	1	0.8
4,829,000-5,128,999	4	3.2
5,129,000-5,428,999	0	0
5,429,000-5,728,999	4	3.2
5,729,000-6,028,999	1	0.8
6,029,000-6,328,999	2	1.6
6,329,000-6,628,999	1	0.8

6,629,000-6,928,999	1	0.8
6,929,000-7,228,999	2	1.6
7,229,000-7,528,999	2	1.6
6,529,000-7,828,999	1	0.8
6,829,000-8,728,999	0	0
8,129,000-8,428,999	0	0
8,429,000-8,728,999	0	0
8,729,000-9,028,999	0	0
9,029,000-9,328,999	0	0
9,329,000-9,628,999	0	0
9,629,000-9,928,999	1	0.8
9,929,000-10,228,999	0	0
10,229,000-10,528,999	0	0
10,529,000-10,828,999	0	0
10,829,000-11,128,999	1	0.8
	124	100

Table 4.19 shows the amount of CDF money disbursed to public secondary schools between the years 2008-2013. From the table it can be argued that the majority of schools, 13(10.5%), received between Ksh 1,529,000-1,828,999 in a period of five years. It can also be seen that 12 (9.7%) schools received between Ksh 1,829,000-2,128,999 while a similar number 12(9.7%) received between Ksh. 2,729,000-3,028,999. The schools that received above 3,600,000 million were only 9(7.25%). About 83(66.9%) received less than Ksh 3,000,000 when the range was between Ksh 29,000 and 11,000,000. For a period of five years, this may not add much space which can accommodate more students in public secondary schools as it should. These findings concur with those of correlation analysis in this study which gave a weak correlation between CDF and access to secondary education in public schools in the county. The schools which received above Ksh. 5,000,000 were only 5(4.0%) with another

4(3.2%) receiving between Ksh. 6,029,000 and Ksh. 6,928,999. A few schools, to be precise 3 (2.4%), received between Ksh.7, 229,000 and K.sh 7,828,999. Only 1(0.8%) school managed to receive above Ksh. 9,300,000. The highest amount of money received during that period was Ksh. 11,128,999 and this was by only 1(0.8%) school.

The findings from Table 4.19 therefore indicate that in as much as the range of the amount received by schools from CDF was between Ksh. 29,000 and K.sh 11,00,000, it was only 1(0.8%) school which received that highest amount with a total population enrolment of 720 students in five years (See Appendix L). This did not attract as many children as it should have. It can also be seen that the school with the serial number 64(See Appendix L) which had a relatively high enrolment of 4,111students had only received Ksh 682,000 for both bursary and infrastructure for a period of five years giving an average of Ksh. 136,400 per year, an amount which is not enough to put up even a classroom. These findings further confirm that the enrolment could have been influenced by other factors such as FSE which were not part of this study, and not CDF.

4.4.4: Receipt of Money from CDF for Classroom Construction in Public Secondary

Schools in Kisumu County

The study sought to establish from Principals of public secondary schools in Kisumu County if they had received money from CDF for classroom construction during the period under study. Their responses were presented in Table 4.20.

Table 4.20: Receipts of Money from CDF for Classroom Construction in Public Secondary Schools in Kisumu County

ITEM	FREQUENCY	PERCENT
YES	86	69.9
NO	37	30.1
TOTAL	123	100.0

Source: Field data (2015)

The findings from Table 4.20 show that 86(69.9%) of the principals agree that their schools had received money from CDF to construct classrooms. Only 37(30.1%) stated that their schools had not received any money from CDF for classroom development. To verify the information of class room funding by CDF, the study sought from the students during Focus Group Discussion whether there were new classrooms put up using CDF in their schools. Majority of them concurred with the principals on CDF involvement in classroom construction while some said they were not aware. During Focus Group Discussion one student stated: “we have seen new classrooms being constructed and the inscription reads...this classroom was constructed using CDF funds.” This implies that CDF funding has actually assisted in constructing some classrooms in public schools in Kisumu County.

However, the fact that 69.9% of the principals agreed that their schools had received some money towards classroom construction even though some students stated otherwise did not bring any significant disparity. This could imply that construction process takes a long time to be completed hence creating a gap between the time the funds are received and the completed projects. The red tape and bureaucratic system associated with government

procurement and spending procedures could derail the process hence creating lack of harmony between the amount of money already received and the finished work and the students could therefore only be able to see the completed classrooms labeled as ‘CDF Project’ but not before completion.

4.4.5 Total Amount of Money Allocated for Classroom Construction by CDF in Public Secondary Schools in Kisumu County from 2009-2013

The study further sought to establish the total amount of money allocated to public secondary schools for construction of classrooms projects in public secondary schools in Kisumu County from 2009-2013. This information was sought from the school principals and their responses were presented on Table 4.21.

Table 4.21: Total Amount of Money Allocated for Classroom Construction by CDF in Public Secondary Schools in Kisumu County from 2009-2013

Year	N	Minimum	Maximum	Total
2009	34	40,000	6,000,000	30,140,000
2010	29	250,000	15,000,000	32,100,000
2011	28	60,000	1,500,000	14,860,000
2012	41	50,000	4,000,000	33,443,000
2013	24	100,000	3,800,000	22,700,000

Source: Field data (2015)

The findings from Table 4.21 show that the year 2012 had the highest total amount of money allocated for classroom projects. A total of Kshs. 33,443,000/= was allocated and spent in classroom construction in 41 secondary schools with a minimum amount received ranging

from Kshs. 50,000 to Ksh. 4,000,000 from CDF. On the other hand, the year 2011 had the least expenditure on classroom projects; only Ksh.14, 860, 000 was allocated for construction of classrooms in 28 secondary schools in the county in that year. During this year public secondary schools received money ranging from Ksh 60,000 to Ksh. 1,500,000. The findings further revealed that in the year 2010, Kshs. 32,100,000 was spent on classrooms construction in 29 schools. This was the largest allocation after the year 2012, but the fewer number of classrooms constructed could have been due to the quality of the classrooms. While some schools strictly follow the Ministry of Public Works guidelines while constructing classrooms, others may not and therefore construct classrooms which are cheaper and not upto standards. Kisumu County has schools which are found in areas with different types of soil texture, and therefore this may cause variation in the amount of money spent in constructing classrooms. The same reason may be used to inversely explain the amount of money spent in the year 2009 when a total of Kshs. 30,140,000 was used to construct classrooms in 34 public secondary schools in the county.

4.4. 6Actual Number of Classrooms Built by CDF in Public Secondary Schools in Kisumu County from 2009-2013

The study specifically sought to establish the actual number of classrooms built using CDF funds in the aforementioned schools from 2009-2013. This information was important because it was used to confirm if CDF money was really spent on building classrooms so as to improve on access in public secondary schools in the county. The findings were presented in Table 4.22.

Table 4.22: Actual Number of Classrooms Built by CDF so as to Improve on Access in Public Secondary Schools in Kisumu County from 2009-2013

Year	Number of Schools	Classrooms
2009	34	73
2010	29	56
2011	28	51
2012	41	140
2013	24	62
Total	156	382

Source: Field data (2015)

From Table 4.22, the study findings show that from the years 2009 to 2013, a total of 382 classrooms were constructed in public secondary schools and this created more space for students' enrolment. The findings further show that the highest number of classrooms was built in the year 2012. In this year alone, new 140 classrooms were built in 41 public secondary schools followed by the year 2009 which had 73 classrooms being constructed. This findings concur with the results in Table 4.21, which had indicated that the year 2012 had the highest amount of money allocated for classroom projects, the total allocation being Ksh 33,443,000/= in the sampled secondary schools within the county. On the same note, it was established that the year 2011 had the least number of classrooms built; only 51 new classrooms were completed in 28 public secondary schools in the county. These findings further concur with the opinion of one CDF Manager who while being interviewed had this to say: "a lot of money has left our kitty towards the construction of new classrooms in

public secondary schools within our constituency. This has been done to create more space for students' enrolment''

This statement implies that a lot of CDF funds were allocated towards classroom projects in public secondary schools in Kisumu County. This therefore means that indeed the funds were used in the construction of classrooms which improved on access because more space was created. Earlier studies have found a correlation between the existence of classrooms and access to education in public secondary schools. Wambua (2011) found a strong positive correlation ($r=.907$) between school infrastructure and access to secondary education in Kisumu East District which is now one of the sub counties in Kisumu County. The study asserted that existence of classrooms in a school had great influence on students' access to secondary education. The sentiments further agree with those by Republic of Kenya (2007) which state that improvement in access to secondary education is reflected by the growth of numbers of students admitted in the schools. The construction of more facilities particularly classrooms and dormitories/hostels therefore give opportunities for many students to get admitted in a school, hence improving access to secondary education.

Indeed this is true because classrooms are basic infrastructure in schools for learning without which schools cannot function efficiently. The presence of a school is signified by classrooms which is an indicator of formal education and it is very much valued by any society. In fact classrooms construction and related facilities are major projects of Parents Associations who are in partnership with the government in the financing of education. The importance of classrooms is underscored by the fact that it is the focus of quality assurance and standards officers in education who routinely visit schools and ensure they operate

within the expected standards not only in providing access to secondary education but also in enhancing the quality of that education. During interviews, one Sub-County Quality assurance and standards officer was asked to comment on the role of CDF in his area said: ‘we appreciate the fact that CDF has really helped by starting new secondary schools and constructing new classrooms in our old schools. This has created more space for students’ enrolment in public secondary schools in this sub-County’’

However, it should be noted that construction of classrooms in itself is not enough to attract students to schools because they require certain basic needs to sustain them in the school system. In Kisumu County, it is evident that funds from this kitty have been put to proper use in creating space which has improved access to secondary education. However, sustaining those students in the schools was another issue. This study established that the relationship between CDF and access to secondary education in Kisumu County was weak as it accounted for only 6.2% of variance in access. Besides, there could have been other factors that may have influenced access to secondary education other than CDF although they were not part of this study. Class sizes in most public secondary schools vary from 16 to 60 students meaning that the space created for increase in access is not well utilized. This could be explained by the fact that most students have difficulty in paying school fees given that many of them come from humble economic backgrounds. Some of them eventually drop out of school thereby interfering with the initial number of enrolment (Olendo, 2009; Kiage, 2003). This study however found out that CDF is a significant predictor of access in public secondary schools in Kisumu County.

4.4.7 Correlation Analysis Showing the Influence of CDF on Access to Secondary Education in Public Secondary Schools in Kisumu County

The first objective of the study was to establish the influence of Constituency Development Fund on access to secondary education in public schools in Kisumu County. The null hypothesis that was derived from the objective is: “There is no significant relationship between the Constituency Development Fund and access to secondary education in public schools in Kisumu County”. Access in this study was conceptualized as students’ enrolment in public secondary schools in Kisumu County. Therefore, in order to respond to this hypothesis, data on total enrolment (Table 4.18) and on all the monies disbursed by CDF (Table 4.19) to all the 124 public secondary schools in Kisumu County from 2009 - 2013 were correlated and regressed. The results were as shown in Table 4.23.

Table 4.23: Correlation Analysis Showing Influence of CDF on Access to Secondary Education in Public Schools in Kisumu County.

		Access	CDF
Access	Pearson Correlation	1	.264
	Sig. (2-tailed)		.003
	N	124	124

The findings from Table 4.23 reveal a weak positive influence of CDF on access as the calculated p value was .003. This calculated p value was less than the set value of .05 and although the influence was weak, it was statistically significant and therefore the null hypothesis was rejected. This therefore means that an increase in CDF money led to a slight

increase in students' enrolment. These findings concur with those given by some Sub-County quality assurance and standards officers during the interviews when they said that CDF had funded schools in the construction of classrooms and the classrooms had created some space for students' enrolment thereby influencing access. These sentiments could be true because according to Republic of Kenya (2007), improvement in access to secondary education is reflected by the growth in numbers of students admitted in those schools. The construction of more schools, particularly classrooms and dormitories, therefore give opportunities for more students to get admitted in a school, hence improving access. Similarly, as far as bursary is concerned, the results further concur with those of a student during focus group discussion who said that the bursary awarded to them by CDF had helped them get admission into their schools.

To further estimate the influence of CDF on access to secondary education in public schools in the county, a simple regression analysis was done and the results were as shown in Table 4.24.

Table 4.24: Regression Analysis Showing the Influence of CDF on Access

	R	Adjusted R	Std. Error of the
Model	R	Square	Square
			Estimate
1	.264 ^a	.070	.062
			13.92929

a. Predictors: (Constant), CDF

From Table 4.24, it can be observed that CDF accounted for 6.2% of the variation in access, that is it explained only 6.2% of access while 93.8% could be due to other factors such as Free Secondary Education funding which was not part of the current study. The percentage was however very low.

To establish whether CDF was a significant predictor of access to secondary education, ANOVA was computed and the results were as shown in Table 4.25.

Table 4.25: Analysis of Variance

Model	Sum of		Mean		
	Squares	df	Square	F	Sig.
1 Regression	1768.026	1	1768.026	9.112	.003 ^b
Residual	23671.052	122	194.025		
Total	25439.078	123			

a. Predictors: (Constant), CDF

b. Dependent Variable: ACCESS

From Table 4.25 it can be observed that the calculated p-value is 0.003 which is less than the set p value of 0.05. This therefore means that CDF is a significant predictor of access to secondary education in public schools in Kisumu County. (F (1,122) =9.112, p=.05. Linear regression was computed to confirm the actual influence and the results were as shown in Table 4.26.

Table 4.26: Linear Regression Showing Influence of CDF on Access

Model	Unstandardized		Standardized		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	27.189	3.760			7.230	.000
CDF	.007	.002	.264		3.019	.003

a. Dependent Variable: Access

From Table 4.26 it can be noted that CDF had a weak influence on access to secondary education in public schools in Kisumu County. In other words for one unit increase in CDF

there will be an increase of .007 as signified by the coefficient of .007. The regression equation is $Y = 27.189 + .007X$.

The findings therefore show that CDF had actually influenced access to secondary education especially by looking at the presence of classrooms constructed in public schools in the county. The findings concur with those of Wambua (2011) which asserted that classrooms had great influence on students' access to secondary education. Indeed this is true because classrooms are basic infrastructure in schools for learning without which schools cannot function efficiently. The presence of a school is signified by classrooms which is an indicator of formal education and it is very much valued by any society. In fact classrooms construction and related facilities are major projects of parent associations who are in partnership with the government in the financing of education. The importance of classrooms is underscored by the fact that it is the focus of quality assurance and standards officers in education who routinely visit schools and ensure they operate within the expected standards not only in enhancing the quality of education but also in providing access to education. Funds allocated in form of bursaries to needy students do assist them in enhancing access to secondary education. This is because such funds are used in availing the required teaching and learning resources which include textbooks, laboratory equipment, games and sports equipment, not to mention teachers employed by school boards of management. The funds may also be used in purchasing computers, exercise books and in some cases producing mock examinations which in turn are essential in promoting teaching and learning in those schools.

These findings are in agreement with those of a study carried out by Evangelical Fellowship and Micah Challenge (2012). The study had established that the Constituency Development Fund in Zambia was used to construct educational facilities, hire teachers, rehabilitate, and complete teachers' houses which had tremendously improved students' access to education in Zambia. The findings further concur with those expressed by SUNNY/CID (2009) which stated that CDF had promoted education in Ghana. However, the current study established that CDF was only funding the construction of physical facilities in public schools in Kisumu County but not facilitating the acquisition of learning materials. This was stated by some principals while responding to open-ended questions in the questionnaire. The weak relationship between the two variables therefore could be attributed to this fact, given that learning materials are also vital in enhancing access to education. Besides, the money was always insufficient to sustain the students in schools just as was indicated by respondents in this study. Some students received as low as Ksh. 1,000/= (Table.4.29) as bursary allocation yet the fees was about Ksh 15,000/= in day schools and Kshs. 53,000/= in boarding schools, not to mention other levies charged by the schools. Mutinda (2015) supports this argument in a study carried out on the "Contribution of Constituency Development Fund Bursary on the Provision of Secondary Education for the Ogiek Girls in Njoro Sub-County, Kenya". The study established that CDF bursary had no influence on retaining girls in schools as the amount of money awarded was only Ksh 3,000/= per year. This, she argues was far below the required fees of Ksh 20,000/= charged by public secondary schools in the area. However, despite the low influence of CDF on access to secondary education, it has motivated primary school graduates to transit to secondary level in anticipation that they will benefit from it and this has promoted access.

4.5. Influence of Constituency Development Fund on Equity in Secondary Education in Public Schools in Kisumu County

Equity deals with issues of justice and fairness in the allocation of resources to the recipients. This is done without considering their background in terms of economic status, gender, religion or racial factors. The second objective of the study was to establish the influence of Constituency Development Fund on equity in secondary education in public schools in Kisumu County. This study conceptualized equity in terms of gender parity and economic status of CDF bursary recipients. To investigate this objective therefore, first the study sought to establish whether CDF bursary awarded to needy students in public secondary schools in Kisumu County reflected gender parity. Secondly, it was to establish the economic status of the parents of students who received bursary by looking at the average earnings of their parents. The study further intended to establish the amount each student was being awarded. This was necessary because it was going to reveal if all needy students were being awarded the same amount of money so as to cushion them from being sent home for school fees. This would therefore mean that they were being treated fairly. Finally the study sought to establish how long the process of awarding of bursaries took before the actual disbursement of the funds. This was also important as it would reveal further if equity considerations were being adhered to.

4.5.1: Average Monthly Income of Parents of Students who Receive CDF Bursary in Public Secondary Schools in Kisumu County

The study sought to establish the income of parents of the students who receive CDF bursary in public schools in Kisumu County. This information was necessary as it would establish if

the parents had the ability to pay fees for their children. The students were therefore asked to state (with the help of their parents or guardians) if the parents/guardians were employed and how much they earned per month. Their responses were presented in Table.4.27and Figure 4.1.

Table 4.27: Average Monthly Income of Parents of Students who Receive CDF Bursary in Public Secondary Schools in Kisumu County from 2009-2013 (n=347).

Parents' Average Monthly Income in Ksh.	Frequency	Percentage
Below 20,000	109	31.4
21,000-40,000	72	20.7
41,000-60,000	65	18.7
61,000- 80,000	53	15.3
81,000-100,000	30	8.7
Above 100,000	18	5.2

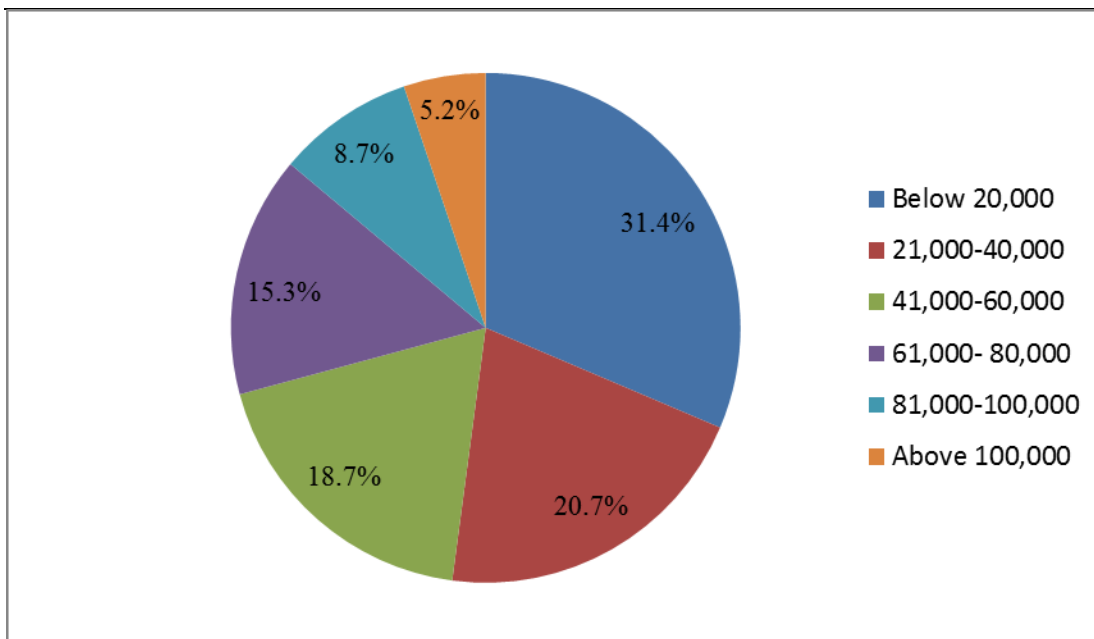


Figure 4.1: Monthly Income of Parents of Students who Receive CDF Bursary in Public Secondary Schools in Kisumu County

The findings from Table 4.27 and Figure 4.1 both reveal that a majority, 109(31.4%) of the students who took part in the study had their parents earning less than Ksh. 20, 000/= a month followed by 72(20.7%) students whose parents earned between Kshs. 21,000-40,000/= a month. Parents who fall within the bracket of Ksh, 41,000/= and 60,000 were 65(18.7%) followed by 53(15.3%) whose parents earned between Kshs. 61, 000-80,000/=. Only 30(8.7%) students had their parents monthly income falling between Ksh. 81,000-100,000/=. A small number, 18(5.2%) of students had their parents earning above Kshs. 100,000/=. These findings implied that a majority of the parents had meagre income that could not adequately meet their basic needs, leave alone sustaining fee payments for their children. These findings explain that the reasons why many students were being sent away from school due to non-payment of fees. Most public boarding secondary schools charge between Kshs. 50,000- 100,000/= for fees and other levies while day school fees range from Kshs. 12,000-15,000/= for the same charges. If parents had more than one child in secondary schools and other institutions of higher learning as was established by this study (Table 4.12) then majority of the children, 166(47.8%) had problems paying fees. This was because the parents' income was not adequate in meeting school fees demands. This is the more reason why CDF should act as a safety net to most students coming from low economic backgrounds by giving them bursary.

4.5.2 Number of Times Students Applied for Bursary before being Awarded

The study sought to establish how many times the students applied for CDF bursaries before they were awarded. The responses were presented in Table 4.28.

Table 4.28: Information on Number of Times Students Applied for Bursary before being Awarded (n=347)

Item	Frequency	Percentage
Applied three times before award	138	39.8
Applied two times before award	102	29.4
Applied once	61	17.6
Applied four times	31	8.9
Never applied but was awarded	15	4.3

Table 4.28 shows that majority of students were often awarded bursary after making several application attempts. This was indicated by 138 (39.8%) of the student respondents who had been applying for the bursary three times before it was awarded to them. Some 102 (29.4) students had applied twice while others, 31 (8.9) had applied as many as four times before being considered. In fact, it emerged that only 61 (17.6%) of those who often applied were awarded immediately. Ironically there were 15 (4.3%) students who never applied for any bursary but were awarded. Since CDF bursary is awarded once a year, it meant that those who made four attempts started applying for it when they were in form one and were only awarded when they were in form four.

These findings were supported by those of the principals who stated that the most outstanding challenge they experienced with the CDF bursary was the delays that characterized its disbursement. It was also established that not all those who were awarded tendered their application as was stated by 15 (4.3%) of the respondents. This could be

interpreted to mean that there were those who did not need the money but were awarded depending on who their parents were. During the FGDs a student from a girl school stated;

I have been applying for the bursary since I joined form one in the year 2012 but every time I was left out yet my parents have problems paying my fees. Every year I am sent out for fees almost twice or three times. It is only this year when I was given some four thousand shillings when I had almost given up. In fact I have been asking myself, this CDF bursary, who deserves it?

Another student from a boy school had this to say;

I did not apply for any bursary, my father brought me the bursary form which he had already filled and told me to take it to the principal for signature and stamping. Three weeks later, I was called by the bursar to go and take a receipt of five thousand shillings which I had been awarded by CDF as bursary even though I had completed paying school fees by then.

This implies that equity considerations were not always taken into account whenever CDF bursary was being awarded to students. Those from humble economic backgrounds were left out yet they were most needy, while those who could afford fees sometimes got the money.

These findings concur with those of Ezewu (1990) who, while researching on bursary allocations to students in Nigeria, found that equity violations existed among students from different socio-economic status which impacted negatively in the way they attended schooling. The sentiments given by the two respondents differ with the findings of a study carried out by NOVOC (2009) in Malawi which indicates that for one to benefit under the MOEST bursary scheme, the expected beneficiary should be genuinely needy and already selected to a secondary school. He/she should be well behaved, not recipient of another scholarship, should have a positive attitude towards education and should have completed a bursary application form. However the conditions pegged on the award of bursary in Malawi

may hinder the achievement of equity in education because not all students can meet all the above requirements and therefore those who are disadvantaged are likely to be left out.

These findings concur with those of Omondi (2007) who conducted a study on the constraints to CDF bursary allocations to secondary school students in Siaya District. His main objective was to assess factors that inhibit effective and equitable disbursement of CDF bursary to secondary schools. The findings revealed that 33% of the bursary was allocated to students who were not needy and that there was evidence of unfairness and lack of transparency in the allocation citing such glaring equity issues. In fact Mwangi (2006) stated that CDF bursary was fraught with pitfalls when he claimed that some needy students who deserve bursary never get it because of political interference and corruption.

The findings further confirm sentiments expressed by Ndiritu, (2008), who carried out a study assessing the influence of CDF bursary scheme on retention rates in public secondary schools in Dagorreti Constituency and revealed that there was worrying concerns regarding equity and therefore recommended that the ministry should come up with clear guidelines on allocation, coordination, and monitoring of bursaries. The findings further agree with those of Ngwili, (2014) who, while researching on factors influencing students competition rates in public day and boarding secondary schools in Kibwezi District, Makueni County, observed that the disbursement of bursaries should be reviewed so that it can benefit the needy for purposes of enhancing equity. The findings mean that although there were no equity considerations in the awarding of the bursary, CDF disbursed bursary to students in public schools in Kisumu County.

4.5.3: Amount of Money Awarded to Students as Bursary in Public Secondary Schools in Kisumu County

The study sought to establish the amount of money needy students were being awarded as CDF bursary in public secondary schools in Kisumu County. This information was given by school principals and it was deemed important because it was going to show if the money awarded to students was commensurate to the fees charged in their respective schools. Besides it was going to reveal if the students were being treated fairly as this is an aspect of determining equity. Their views were presented in Table 4.29.

Table 4.29: Amount of Money Awarded to Students as Bursary in Public Secondary Schools in Kisumu County.

Amount of money Awarded in Kshs.	Frequency	Percentage
1,000	32	9.2
2,000- 4,000	125	36.0
4,100-6,000	85	24.5
6,100-8,000	55	15.9
8,100-10,000	25	7.2
10,100-20,000	10	2.9
Above 20,000	15	4.3

Table 4.29 shows that majority of students, 125(36.0) were receiving CDF bursary amounting to Ksh. 2,000-4,000/=. These were students from day schools and came from sub-county secondary schools since those schools were the majority (72.6) in the county (Table 4.2). They were followed by those who received between Ksh. 4100 - 6,000/= who totalled to

85(24.5%). Those who received between Ksh.6, 100 and 8,000 were 55(15.9%). The study further established that some students 32(9.2%) received as little as Ksh. 1,000/= from CDF while a few 25(7.2) were awarded upto Ksh. 10,000/=. A small number, 10(2.9%) were lucky enough as to get between Ksh. 10,100 and 20,000/=. It was also revealed that there were those who received Kshs 20,000/= and above (Table 4.29).These may have been students in National schools and majority of them might have come from other counties outside Kisumu. This argument may have been logical because most of the constituencies visited had a consistent trend of awarding below Kshs. 5,000/= as was confirmed by students during focused group discussions. A quick perusal of the documents such as counterfoils of receipts given to students and cheques sent to schools by the respective constituencies in the county revealed that the amount awarded to needy students ranged from Ksh 3,000/= and 5,000/=. This information concurs with what students said during focused group discussions. The students stated that the money awarded ranged from Kshs. 1,000/= for those who were in Sub-County schools to Ksh. 30,000/= for those who were in National schools. However the money was paid in bits and sometimes took too long before it was disbursed. Although the Principals stated that bursary was awarded to students who applied for it, this was not always the case as even those who were not needy or who did not apply would still be awarded. This was confirmed during focused group discussions when one student said that: “I did not apply for bursary because I have completed paying school fees for this year but last week my father came home and gave me a cheque of Ksh. 7,000/= to bring to school”.

Another student lamented: “I have been applying for bursary from the time I was admitted in form one and was only able to get Ksh. 3,000/= recently when in form four.”

Their views concur with those of Mwangi (2006) who noted that the awarding of CDF bursary was fraught with pitfalls. The findings further concur with those of Omondi (2007) who stated that CDF bursary was being awarded to students who were not needy in public secondary schools in Siaya District and therefore questioned its effectiveness. This therefore violated equity considerations as had been earlier noted by Ezewu (1990). The findings of this study reveal some level of irony in the way CDF bursary is being awarded. If application is the criteria used to identify students who are needy, then it means they apply for the bursary and are either left out or are being considered after several attempts with as little as Ksh. 1,000/=. On the other hand those who don't need it are given as much as Ksh. 7,000/= even without making a formal application. This therefore raises serious issues in as far as equity considerations are concerned in trying to offer safety nets to those from humble economic background.

The study confirmed from the principals that needy students were mostly identified by their respective schools. Some scanty information may be given by the chiefs of the areas where the students came from or by respective church leaders. However, not all students were given the bursary and even if they were awarded, it was not adequate to meet their fees deserving. Some students would get as little as Ksh. 1,000/= against an amount of Kshs. 15,000/= charged in day schools (Table 4.29). Those who were in boarding schools received Ksh 4,000/= against an allocation of Ksh. 53,000/= required as school fees. These views are supported by Oyugi (2010), who estimated that the average amount of money received as bursary through CDF by beneficiaries was about Ksh.500/=. This was far below the governments approved fees for secondary schools, hence making children from poor economic backgrounds to drop out of school.

The flow of funding was not always consistent. The findings concur with those of Mutinda (2015) who, while researching on the contribution of CDF Bursary on the provision of secondary education of the Ogiek Girls in Njoro Sub-County, Kenya, found that students were only awarded Ksh. 3,000/= against an amount of Ksh. 20,000/= as school fees. These findings further concur with those revealed by IPAR (2008) which stated that there was a lot of inconsistency in the manner in which CDF bursary was allocated by the different constituencies to support needy students.

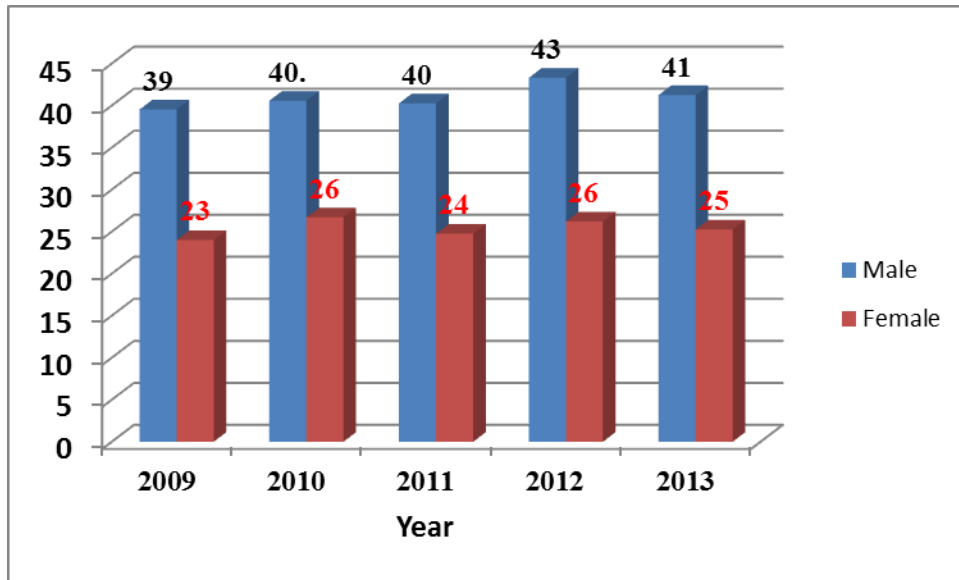
4.5.4: Distribution of Students who Received CDF Bursary in Public Secondary Schools in Kisumu County in terms of Gender

The study set to establish if the awarding of CDF to needy students in public secondary schools in Kisumu County reflected gender parity. This was done by establishing the total number of boys and girls who receive CDF bursary in the county. This information was relevant because it could give insight on the gender parity of student beneficiaries and whether it reflected the two thirds pronouncement on gender policy in Kenya. The findings are presented in Table 4.30 and Figure 4.2.

Table 4.30: Distribution of Students who Received CDF Bursary in Public Secondary Schools in Kisumu County in terms of Gender (n=347)

GENDER	FREQUENCY	PERCENTAGE
MALE	205	59.1
FEMALE	142	40.9
TOTAL	347	100.0

Source: Field data (2015)



Source: Field data (2015)

Figure 4.2: Mean Number of Students who receive CDF Bursary in Public Secondary Sin Kisumu County in terms of Gender

The findings from both Table 4.30 and Figure 4.2 showed that the awarding of CDF bursary did not reflect gender parity. Male students benefited more than their female counterparts from the CDF bursary fund. In all the years, the number of male students who received the bursary was higher than that of female students. The male students had a mean range of 39-43 per school whereas the females only had a mean range of 23-26 per school. These findings could mean that more boys were applying for bursaries than girls. Since the policy was that bursary was only given to those who applied for it, then the boys benefited more. The findings could also be attributed to the fact the male students who were in form four at the time were more than girls in the county as the total number of boys in public secondary schools was 33,958 while that of girls was 32,573 (Appendix K).

The findings in both Table 4.30 and Figure 4.2 agree that there was a remarkable gender disparity among students who received CDF bursary in public secondary schools in Kisumu County. From the table, it can be seen that the majority of the beneficiaries were boys totaling to 205(59.1%) while a lesser number, 142 (40.9%), were girls. Although boys schools were 13(10.6%) in the county more boys were found in mixed schools which were 93(75.0%). Another reason could be that only a few girls applied for this fund because as Olendo (2009) stated, girls are more shy and do not like to reveal their economic status especially when they come from poor backgrounds. These views also came from the principals in this study when they were asked to state the challenges they experienced with the award of CDF bursaries in their schools. They said that since CDF bursary is only awarded to those who apply for it, many girls in their schools miss out because they don't.

The findings further concur with those of Mutinda (2015) who, while researching on the influence of CDF bursary on the retention of Ogiek Girls in secondary schools in Njoro Sub-County, Kenya, found that only 10% of the total number of girls was applying for the bursary. Mutinda (2015) stated that although the girls had information about the existence of CDF bursary, many of them were not applying for it because the process of application was too cumbersome. The students further observed that the bursary forms required too much information some of which was not readily available (Appendix L). The current study revealed that CDF bursary forms required too much information and had some clauses which deterred some students from benefiting. For example, applicants were required to be bright in class work before they were considered. During a focus group discussion session, a female student commented:

Before you are considered for bursary, they must go through your report form and see if your performance in class is good. They forget that when you are too poor, you may not do well in class because you are always being sent away from school due to lack of school fees and miss a lot. I just wish they could revise the requirements in the form.

These findings however differ with those of Omondi (2007) who, while researching on constraints of CDF bursary allocation to secondary school students in Siaya District found that majority (55.2%) of CDF bursary recipients were girls as compared to their male counterparts who were only 44.7%. His findings concurred with those of Sutherland-Addy (2008), World Bank (2006) and Republic of Kenya (1992, 1994 & 1997). The said studies confirm government's policy that bursary schemes should enhance girls' access and retention in schools. The findings of this study however disapproves the government's policy report of 30th June, 2012 (Republic of Kenya, 2012) on the implementation of the 30% affirmative action for women in the public service which emphasizes gender parity in all spheres of government's service and appointments. This study notes that although needy students were being awarded CDF bursaries, equity considerations were being violated as reflected by disparities in the findings (Table 4.28; Table 4.29). The two tables showed that some students were being awarded bursaries after applying several times (Table 4.28) while others were usually awarded after making only one attempt. The amount of money awarded to the needy students also varied (Table 4.29) in different constituencies, and even worse, the variations were noticed among students in the same schools. Although Onyango and Njue (2004) as well as Mwangi (2006) concluded that CDF was not the best way of allocating bursary to needy students, the process should continue because there are so many disadvantaged students who need this fund in order to enable them attend schooling (NOVOC, 2009).

4.5.5 Gender Parity Index for Public Secondary Schools in Kisumu County

The study sought to establish the Gender Parity Index (GPI) of public secondary schools in Kisumu County. The GPI was computed as shown in Table 4.31.

Table 4.31: Gender Parity Index for Secondary Schools in Kisumu County.

GPI	FREQUENCY	PERCENT
0.4-0.5	22	17.7
0.6-0.7	30	24.2
0.8-0.9	25	20.2
1.0-1.1	40	32.3
1.2-1.3	4	3.2
1.4-1.5	3	2.4

Table 4.31 shows the Gender Parity Index for public secondary schools in Kisumu County from 2009-2013. From the table it can be seen that majority of schools 40(32.3%) had a GPI of between 1.0-1.1 followed by 30(24.2%) which had a GPI ranging from 0.6-0.7. Those schools with a GPI of 0.8-0.9 were 25(20.2%) followed by 22(17.7%) schools which had a GPI ranging from 0.4-0.5. The two lowest GPIs were 1.2 -1.3 and 1.4-1.5 from 4(3.2%) and 3(2.4%) schools respectively. This was calculated from the raw data (Appendix L). It is therefore expected that if the GPI for public secondary schools was high. Then the bursary awarded to needy students should reflect the same

4.5.6 Correlation Showing the Influence of Constituency Development Fund on Equity in Secondary Education in Public Schools in Kisumu County.

The second objective of the study was to establish the influence of Constituency Development Fund on equity in secondary education in public schools in Kisumu County. The null hypothesis that was derived from the objective is: “There is no statistically significant relationship between Constituency Development Fund and equity in secondary education in public secondary schools in Kisumu County”. Equity in this study was conceptualized in terms of gender parity and economic status of secondary school students in Kisumu County. The economic status of students was measured in terms of earnings of their parents (Table 4.26). Therefore, in order to respond to this hypothesis; first data on CDF funding (Table 4.18) and GPI (Table 4.30) were correlated and regressed. The results were as shown in Table 4.32.

Table 4.32: Relationship between CDF and GPI in Public Secondary Schools

		GPI
CDF	Pearson Correlation	-.024
	Sig. (2-tailed)	.796
	N	124

From Table 4.32, it can be noted that the relationship between CDF and GPI was very weak, negative and not significant ($r = -0.24$, $N = 124$ and $P > .05$). This means that CDF had little influence on GPI. Since the coefficient was negative and not significant, it can be concluded that the relationship was not real, that is to say, the relationship was by chance.

Interview findings concurred with these findings. All the focus group discussions and interviews with all the seven sub-county quality assurance and standards officers revealed that more boys received CDF bursary compared to girls. For instance one SQUASO stated:

There has really been a problem in ensuring gender parity in the allocation of CDF bursaries. This has been occasioned by lack of proper policy guidelines on the same. When we ask principals especially those from mixed schools why this happens, they simply tell us that CDF bursary is awarded to those who apply and girls don't apply as much.

This explains the absence of many girls from schools in the county. Indeed schools do not allow students who have not paid fees to be enrolled and continue with education, despite the government FSE subsidy. Constituency Development Fund managers also observed that when they go through the application forms, they discover that boys normally applied for the bursary more than girls. They attributed this to the fact that there were more boys compared to girls in public secondary schools (Appendix L). These findings agree with those of studies conducted earlier which raised issues in equity violations especially on gender parity and school attendance (Kamau *et al*, 2014; UNESCO, 2011; UNESCO, 2009a; World Bank, 2008). When they were asked whether the big number of boys translated to their levels of need, they blamed the school principals especially those from girls or mixed schools. One CDF manager stated that:

I really don't know what happens; whenever we go through these forms you see here, we establish that the number of applications by boys is usually bigger than that of girls in mixed schools. Even in single sex schools, you won't believe that boys' application forms outnumber those of girls. I think that Principals of these schools need to sensitize the girls on the importance of bursary and encourage them to apply for it.

This therefore explains why the relationship was not significant and therefore means CDF cannot be relied on as a factor that influences equity in public secondary schools in Kisumu

County. In fact this was pointed out by findings from focus group discussions where some students said that they were not getting bursaries consistently. Interviews from sub-county quality assurance and standards officers also said that there was no gender parity in awarding of CDF bursaries due to lack of policy guidelines on the same. Some school principals lamented that awarding of CDF bursaries was experiencing certain challenges due to corruption, political manipulation, and insufficient fund. They even said that the length of time taken to process the bursary application forms before the actual release of the funds was too long and needed to be revised -a view shared by the beneficiaries themselves during one of the focus group discussion sessions.

The study further sought to estimate the influence of CDF on gender parity. The results were as shown in Table 4.33.

Table 4.33: Regression Analysis of Influence of CDF on GPI

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.024 ^a	.001	-.008	.23759

a. Predictors: (Constant), CDF

From Table 4.33, it can be noted that CDF had little influence on GPI as it accounted for 0.1% of variance in gender parity index while 99% was due to other factors. This means that other factors were responsible for the GPI rather than Constituency Development Fund. These factors could include attitude of girls towards education, ignorance of existence of CDF bursaries, poor discipline by students, poor performance in KCSE examinations, and poverty as was revealed by interview findings and data from open-ended questions in the questionnaires.

Secondly, data on CDF funding disbursement (Table 4.19) and earnings of recipients' parents (Table 4.27) were used to generate the Lorenz curve (Figure 4.3) which was used to ascertain whether the distribution of CDF bursary was equitable. A perfectly equitable distribution would give a straight diagonal line. Inequalities in bursary allocations would be depicted by the deviation from this straight line (the area below the straight line). The bigger the area below this parity line the more unequal the distribution of CDF bursary. If CDF bursary is a social input whose aim is to equalize educational opportunities among needy students in public secondary schools, the expected returns would enhance equity in its allocations. Gini coefficients are aggregate inequality measures and vary from zero (0) for perfect equality to one (1) for perfect inequality. According to Todaro and Smith (2006), *Gini* coefficients that lie between figures 0.36 to 0.49 imply highly unequal distributions while those that lie between 0.20 to 0.35 imply relatively equitable distributions. In this study, the coefficient was determined as the area between the diagonal line and the Lorenz curve divided by the area of the half square in which the curve lies.

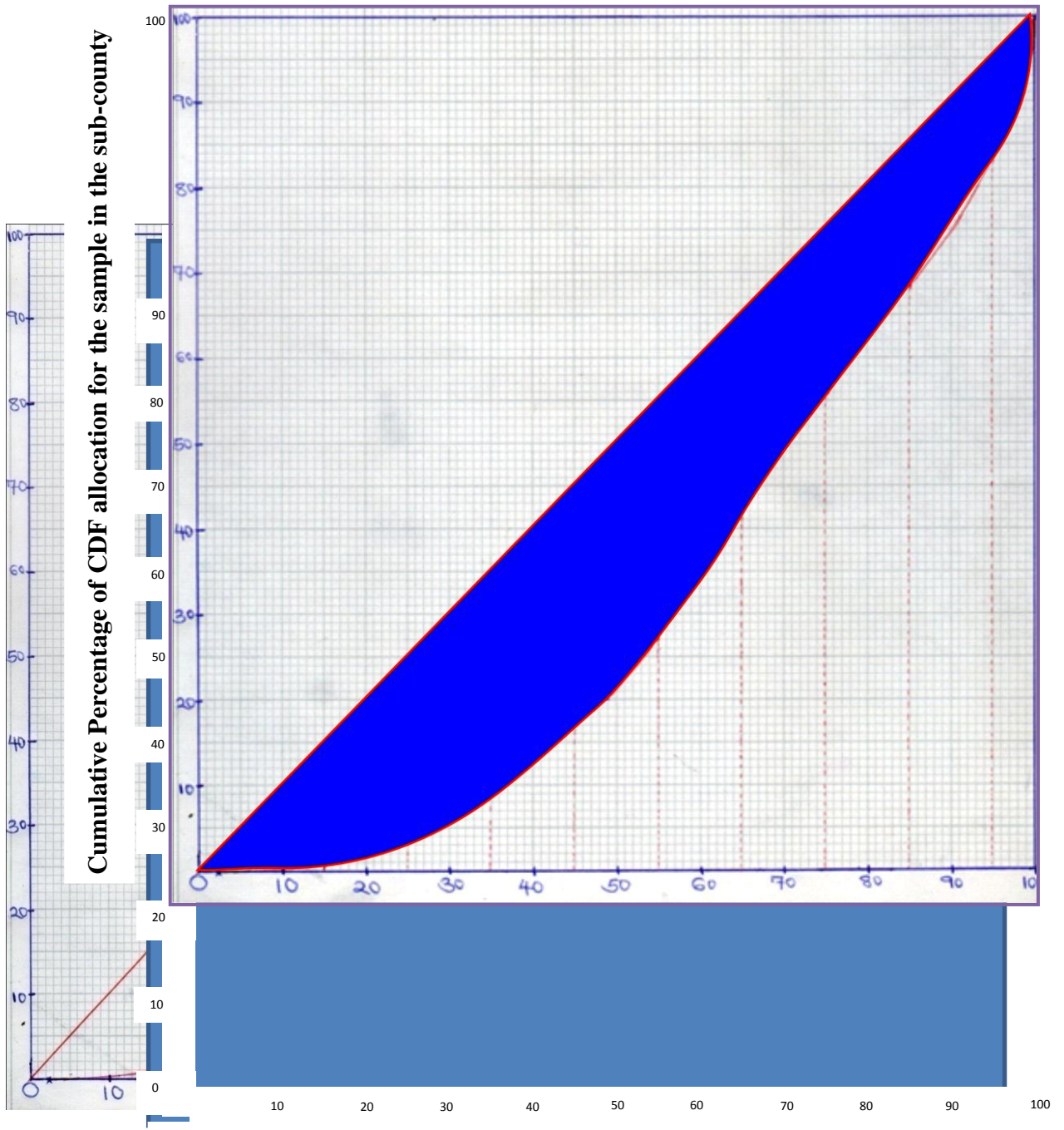
In order to plot the dependent and independent variables for the Lorenz curve, (Table 4.34) below was prepared to obtain the respective values on the y and x -axes respectively. These were the cumulative Amounts of CDF Allocations from the lowest amount to the highest amount of allocation (for the y -axis) versus the cumulative Number of Beneficiaries of the CDF from the ones of the poorest backgrounds to the ones with the less poor backgrounds respectively. These were obtained from the frequency distribution tables for the CDF allocations to the beneficiaries over the study period. The values were converted into cumulative percentages as required for construction of the Lorenz curve.

Table 4.34: Values of Cumulative Percentages for x and y Axes for Lorenz Curves (n= 347)

Type of Axis	Cumulative Percentages of beneficiaries against Amounts of CDF allocation to needy students							
	x-axis	2.1	25.3	33.9	48.6	55.5	66.1	78.8
y-axis	0	4.5	10.7	20.1	31.2	45.2	63.0	100

The Values of cumulative percentages in the table above were extracted from the raw data on the total CDF allocations for the beneficiaries over the entire period. It was used to plot and draw both the x and y axes of the Lorenz curve as shown in Figure 4.3.

Lorenz Curve and *Gini* Coefficient for CDF Bursary Allocation to needy students in Public Secondary Schools in Kisumu County



Cumulative percentage of CDF beneficiaries for the Sub-County

Figure 4.3: Lorenz Curve for CDF allocation in Public Secondary Schools in Kisumu County

To find the area below Lorenz curve, the Mid-ordinate rule was used as follows:

$$\begin{aligned} \text{Mid-Ordinate Rule} &= (\text{width of interval}) \times (\text{sum of Mid-ordinates}) \\ &= h \times (y_1 + y_2 + \dots + y_n) \end{aligned}$$

Where h =width of intervals

$y_1, y_2 \dots y_n$ = the heights of each of the various mid-ordinates of the graph.

$$\begin{aligned} \text{Area below Lorenz curve} &= 10 \\ &(0.5+1.0+3.5+11.0+16.5+26.0+43.0+56.0+68.5+86.0) \\ &= 10 \times 312.0 \\ &= 3120 \end{aligned}$$

$$\begin{aligned} \text{Area between line of Equality and Lorenz curve} &= 5000 - 3120 \\ &= 1880 \\ \text{Gini coefficient} &= \frac{1880}{5000} \\ &= 0.376 \\ \text{Gini coefficient} &= 0.376 \end{aligned}$$

Since the *Gini* coefficient was 0.376 and was higher than 0.35, it implies that there was relatively inequitable allocation of CDF money among the needy students in public secondary schools in Kisumu County. Hence, for the entire period, the allocations of CDF were slightly relatively inequitably allocated to the beneficiaries.

Todaro and Smith (2006), state that coefficients within the range of 0.36 to 0.49 imply relatively inequitable distributions. Given that in the Table the *Gini* coefficient for the sample was within this range, it implies that there was a relatively inequitable distribution of the CDF money throughout the period. These findings confirm the earlier ones given by descriptive statistics which indicated that there was a lot of unfairness in the allocation of CDF bursary to needy students in public secondary schools in Kisumu County. This is

because some students were receiving as little as Kshs. 1,000/= while others received Ksh. 7,000/= and above in the same constituencies. Besides, different constituencies within the same county were awarding different amounts of money to needy students yet the fees structure for all schools was the same, depending on whether they were boarding or day schools, national or extra-county schools.

The findings agree with those of Ngwili (2014) who had earlier suggested that the criteria of awarding CDF bursary to needy students should be reviewed so as to embrace equity. The findings also concur with those of earlier studies (Oyugi, 2010; Omondi, 2007 and Mwangi 2006) which had stated that there were a lot of discrepancies in the allocation of CDF bursaries to needy students. They further cited glaring equity considerations which were seriously violated in the allocations as some students who were not needy were awarded bursaries at the expense of the needy ones. During focus group discussions, one student said: “I was given Kshs. 6,000/= from CDF yet my father pays fees promptly and I have never been sent home for school fees’ ‘Yet another one lamented “I have always applied for the bursary but I have never got it and yet I am always being sent home for school fees.”

Both findings from correlations analysis and Lorenz Curve are agreeing that the Constituency Development Fund had very little influence on equity of education in public secondary schools in Kisumu County. The findings from the correlations analysis established that the relationship between CDF and GPI was very weak, negative and not significant ($r = -0.24$, $N = 124$ and $P > .05$). This means that CDF had little influence on GPI. Since the coefficient was negative and not significant, it can be concluded that the relationship was not real and was just by chance. The *Gini* coefficient as depicted by the Lorenz Curve was 0.376 and was higher than 0.35. According to Todaro and Smith (2006), coefficients within the range of

0.36 to 0.49 imply relatively inequitable distributions. Given that in the Table, the *Gini* coefficient for the sample was within this range, it implies that there was relatively inequitable allocation of CDF money among the needy students in public secondary schools in Kisumu County.

These findings could be attributed to the following reasons; first, students in public secondary schools in Kisumu County were aware of the existence of CDF bursary fund. The findings from Table 4.28 had earlier shown that 190 (54.8%) of the respondents knew that CDF bursary was in place. This information was available in the CDF offices (22%), from friends (16.4%), media (5.8%) CDF website (0.5%). Even the CDF managers when interviewed said that they kept the forms in their respective offices and disseminated information in chief's barazas and other social gatherings. It therefore means that the students had an option of applying for the bursary or not. However, the study revealed that more boys (59.1%) were receiving the bursary than girls (40.9%). This may have been one of the reasons why the influence of CDF on gender parity index was very low. Another reason may have been that girls were not applying for the bursary as much as the boys did because as Olendo (2009) stated, girls are normally shy when it comes to revealing their economic background and some may have taken application for bursary to mean that they came from poor economic background. These findings further concur with those of Mutinda (2015) who, conducted a research on the "Contribution of CDF Bursary on the Provision of Secondary Education of Ogiek Girls in Njoro Sub County, Kenya." and established that only 10% of the girls were applying for the bursary even though they were aware of its existence.

The low influence may have been due to the fact that bursary forms are too complicated and require time and patience to fill (Ngalu, 2014; Mutinda, 2015).

Bursary application forms have some clauses which may be deterrent to the applicants, for instance, those who apply for bursaries must be bright and needy, and those charged with this responsibility insist on seeing report forms of applicants. All the focused group discussion confirmed this by stating that before students are considered for bursary those charged with the responsibility of awarding the bursaries must go through the report forms to see if the performances are good. These findings agree with those by NOVOC (2009) in Malawi which indicate that for one to benefit under the MOEST bursary scheme, the expected beneficiary should be genuinely needy and already selected to a secondary school. He/she should be well behaved, not recipient of another scholarship, should have a positive attitude towards education and should have completed a bursary application form. However the conditions pegged on the award of bursary in Malawi may hinder the achievement of equity in education because not all students can meet all the above requirements, a scenario which is similar to these findings. This concurs with the findings of a study in Malawi (Malawi Development Goals, 2012) which established that bursary recipients must be those who are bright and needy.

Some CDF managers also insist on death certificates of one or both parents which mean that the applicant must either be a partial or total orphan, yet the process of acquiring some of these documents is too tedious and may require the use of money which the parents or students do not have in the first place. Many students therefore develop a negative attitude towards the same and give up. These are issues that hinder equity considerations because one

may be an orphan and needy but is not bright, so automatically he/she is left out. Besides not all orphans are needy because their fees could be paid by well wishers or sponsors, yet there are those who may be having both parents and yet they are very needy. These arguments are backed by some findings in this study which revealed that some students came from very humble backgrounds where their parents earned below Ksh. 20,000/= a month. Besides, there were those who had both parents yet they had several siblings in secondary schools and colleges. This therefore means that their parents may not be in a position to pay fees effectively and so needed help from safety nets such as bursaries.

The process of awarding the CDF bursary was not consistent as some students would apply three or four times before being considered as was stated by 39% of the respondents. This would lead to their exclusion from school while their counterparts who had been considered on first attempts remained in school and continued learning. The findings concur with those of Ezewu (1990) and Ndiritu (2008) who reacted to the worrying trend of bursary allocation by recommending that the government should come up with clear guidelines on the same.

Bursary allocation is also prone to corruption and political manipulation (Hickey, 2009; SUNNY/CID, 2009). According to the findings of this study, some students were being awarded bursary yet they did not need it (Oyugi, 2010) while some of those who were in dire need were left out. This was because the funds were under the direct control of area members of parliament who would influence its management by rewarding their cronies. The findings concur with the opinion of Ongonya et al (2005) as cited in SUNNY/CID 2009, when they pointed out that involving the MPs, who are at the national level, in the control and management of CDF was a gross violation of equity goals and the devolution process. This

therefore could be the possible explanation behind the low influence CDF had on equity in this study.

The low influence of CDF on equity and economic status of the parents of recipients could also be attributed to the non-implementation of government's one third gender policy rule. When the CDF managers were asked if gender parity was considered in the awarding of bursary, they stated that there was no policy guideline on the same and CDF was awarded to those who applied. Consequently, boys were awarded 59.1% as opposed to girls who only got 40.9%. However the findings of the current study differ with those of Omondi (2007) who, while researching on constraints of CDF bursary allocation to secondary school students in Siaya District found that the majority (55.2%) of CDF bursary recipients were girls as compared to their male counterparts who were only 44.7%. His findings concurred with those of Sutherland-Addy (2008), World Bank (2006) and Republic of Kenya (1992, 1994 & 1997) which confirm most government's policy pronouncements that bursary schemes should enhance girls' access to and retention in secondary schools.

The findings of this study further differ from the known government's policy report of 30th June, 2012 (Republic of Kenya, 2012) on the implementation of 30% affirmative action for women in the public service which emphasizes on gender parity in all spheres of government's service, whether they are on appointments or consideration on service delivery. This may not be the case because the government is very clear on the implementation of one third gender rule in all its undertakings and therefore the process should reflect the same. Besides, one of the objectives of starting CDF was that it promotes equity to benefit the marginalized and the vulnerable which girls are part of (Republic of Kenya, 2003). The low

influence could also be attributed to the amount of money awarded to different students by different constituencies across the county. This study established that some students received as low as Kshs. 1,000/= while others got Kshs. 20,000/= and above, an opinion shared by both Mwangi (2006) and IPAR (2008) that CDF was fraught with pitfalls. Mutinda (2015) earlier established that the total amount of money CDF was awarding the Ogiek girls was Kshs 3,000/=.

4.6 Influence of Constituency Development Fund on Quality of Secondary Education in Public Schools in Kisumu County.

The third objective of the study was to establish the influence of Constituency Development Fund on quality of secondary education in public schools in Kisumu County. This objective was explored by investigating whether CDF funds had been used to construct/improve relevant facilities that enhance teaching and learning such as laboratories, libraries, sanitation facilities, and purchase of school buses. The other indicator of quality was taken as Mean performance in KCSE examinations.

4.6.1 Provision of Relevant Physical Facilities that Enhance Quality Education

It is generally believed that the quality of education can be achieved by providing relevant physical facilities as prerequisite requirements for a good environment, which constitutes an important component of a successful teaching and learning process. Students' performance is affected by poor school buildings, lack of science laboratories, inadequate ventilations, and faulty lighting systems.

The study sought to establish whether CDF helped in the construction or acquisition of other facilities apart from classrooms in public secondary schools in Kisumu County. This information was given by the principals and their findings were presented in Table 4.35.

Table 4.35: Infrastructural Facilities Constructed/Acquired by CDF other than Classrooms in Public Secondary Schools in Kisumu County (n=124)

	FREQUENCY	PERCENT
SANITATION	32	25.8
LABORATOR	25	20.2
IES		
LIBRARIES	18	14.5
SCHOOL	15	12.1
BUSES		
DINING	12	9.7
HALL		
PLAYGROUN	10	8.1
DS		
TEACHERS	8	6.5
HOUSES		
KITCHEN	4	3.2
TOTAL	124	100

Source: Field data (2015).

The findings from Table 4.35 indicate that sanitation facilities took the lead totalling to 32(25.8%) followed by laboratories which were 25(20.2%) and libraries 18(14.5%). The Constituency Development Fund had also assisted secondary schools to purchase school buses totalling to 15(12.1%) and construct dining halls 12(9.7%). The other infrastructural facilities financed by CDF were playgrounds 10(8.1%), teachers houses 8(6.5%) and kitchens

4(3.2%). Data from this table helps in the understanding that infrastructural facilities are put in place to create a good learning environment for students in the enhancement of their academic achievement, a view supported by earlier scholars who conducted studies on the same (Siddhu, 2011; Engin-Demir, 2009).

The findings from the current study therefore give evidence that the Constituency Development Fund actually disbursed money to public secondary schools in Kisumu County for the development of infrastructural facilities which then improve students' performance. When it comes to sanitation, the findings agree with those given by Republic of Kenya (2007), Oriedo (2010) and Wambua (2011) all of which stated that adequate sanitation makes the learning environment more friendly giving learners more time to concentrate on their studies. Poor hygiene and inadequate sanitation leads to acquisition of diseases such as cholera, eye infections, and intestinal infections caused by parasites (Wambua, 2011). According to Oriedo (2010), parasite consume nutrients, aggravates malnutrition, and retards the learners' physical development resulting in poor school attendance, participation, and performance. Girls are more affected by poor sanitation and dirty toilets because they are very sensitive when it comes to using dirty toilets. Oriedo (2010) further stated that girls usually absent themselves from school during menstruation and this affects the learning process. When they boycott using the dirty toilets, they remain pressed in class waiting to go home and relieve themselves. This therefore interferes with their concentration and participation in class.

The findings agree with those by Olel (2000), Gogo (2002) and Munive (2009) which stated that in order to improve quality of education, provision of adequate and suitable infrastructural facilities such as laboratories, libraries, clean toilets, electricity, running water,

and dining halls among others, should be a priority by any government. Therefore, the provision of physics, chemistry, and biology laboratories in public schools can enhance performance in science subjects. The findings further agree with those of Oladejo *et al* (2011) who argue that teaching Physics without a laboratory with appropriate instructional materials, for instance, results to poor academic performance by students. They are further in concurrence with studies conducted earlier by Jaiyeba and Atanda (2011) Gogo (2002), Hines (1996) and Hola (1990) all of whom stated that availability and adequacy of school infrastructural facilities are vital in the provision of quality education.

According to Olel (2000), adequacy of science laboratories lead to quality education because it enhances performance in examinations. The study emphasizes that lack of laboratory facilities contribute to poor performance in KCSE since most students are denied a chance to practice and master the concepts taught. Her findings were supported by those of Achoka (2009) which indicated that lack of laboratory facilities hampers the teaching and learning of science subjects resulting to poor performance. These findings also concur with those expressed by a student during focus group discussion when he said that:

Since CDF constructed a laboratory and library for us, we do practical lessons frequently and so we are conversant with questions being asked in exams. We are also more confident in handling the apparatus. We also do studies in the libraries and borrow books which have improved our performance in the languages.

This statement implies that a lot of CDF funds were allocated towards the construction of laboratories and libraries in public secondary schools in the county. It therefore means that the existence of these facilities helped improve the quality of education because students were now able to conduct practical frequently and study in the libraries to enhance their

performance in examinations. When it comes to the use of libraries, the findings of this study agree with earlier ones which have established a positive association between library and students' academic performance (Jayeoba & Atanda, 2011; Hola, 1990). According to Hola (1990) as cited in Owoeye and Yara (2011), a well-equipped library constitutes a major facility and enhances a good learning environment. Popola (1989) as cited in Owoeye and Yara (2011) also argues that library correlates well with academic achievement especially when they are well stocked with textbooks (Farombi, 1998), as cited in Owoeye and Yara (2011).

Schools which have buses may utilize them for educational trips and bench marking which in the long run may improve quality in education. Dining halls make students have their meals in an organised manner which saves on time which can be used to improve their academic achievement. Schools which have teachers' houses are good because the teacher-student contact hours are improved as the teachers are more available for consultation (Olendo, 2009). However the findings differ with those by Ngiri and Nyaribo (2016) who, while researching on the effect of Constituency Development Fund on socio-economic development in Mbeere South Constituency, Kenya, found that infrastructure projects only contributed 6.3% towards local development and therefore did not have any significant effect in Mbeere South Constituency. However, their study did not look at the influence of CDF on educational facilities such as laboratories, libraries, sanitation or classrooms and how they influence the quality of education. It is true from the studies already mentioned that the Constituency Development Fund contributes to infrastructural facilities which in turn influences the quality of education.

The study sought to establish the mean score in KCSE for public secondary schools in Kisumu County from the year 2009 to 2013. This information was deemed important because it was going to establish if the academic performance had been influenced by the construction of facilities constructed using money from Constituency Development Fund allocated to public schools in the county. The information was sought from the principals of those public secondary schools. Their responses were presented on Table 4.36.

Table 4.36: KCSE Mean score for Public Secondary Schools in Kisumu County from 2009 -2013

Mean Score	Frequency	Percent
4.00-4.99	40	32.3
5.00-5.99	33	26.6
3.00-3.99	18	14.5
6.00-6.99	18	14.5
7.00-7.99	10	8.1
8.00-8.99	1	0.8
9.00-9.99	1	0.8
10.00-10.99	0	0.0
11.00-11.99	0	0.0
12.00	0	0.0
Total	124	100.0

Table 4.36 shows the average mean score for students' performance in KCSE in Public secondary schools in Kisumu County for five years. From the table, it is evident that a majority of the schools, 40 (32.3%), had an average mean score ranging from 4.00-4.99.

They were followed by 33(26.6%) whose average mean score ranged from 5.00-5.99. The table further shows that there were 18(14.52%) schools that had an average mean score ranging from 6.00-6.99 and another 18(14.52%) with a range of between 3.00 and 3.99. Only 10 (8.06%) of the schools had an average mean score of 7.00-7.99. There were no schools with a mean score of 9.00 while 1(0.81%) had a mean score ranging from 8.00-8.99 and another 1(0.81%) of above 10.00- 10.99. No school had an average mean score of 11.0 and above.

The schools which had the lowest mean scores and yet had been receiving CDF could have been those which were started purely by CDF. Although they had facilities such as classrooms, many of them only had one laboratory which was not adequate to boost students' academic performance. Besides, these were sub-county schools which usually admit many students with very low marks in KCPE and therefore may not compete favorably with the schools which were already endowed in terms of physical facilities and other resources such as teachers and textbooks. The majority of such schools usually lack trained teachers and mostly rely on form four graduates to help in teaching as the only trained teachers in such schools are normally the principal and the deputy principal. Trained teachers make a difference in the life of a student's academic achievement (Smith & Glass, 1980) and their absence in a school set up affects students' performance in examinations negatively (Olendo, 2009). Apart from the teachers being untrained, such schools also have to contend with high student-teacher ratios which may also impact negatively on students' academic achievement (Awuor, 1995; Artiknson, 1978; Youdi, 1971)

4.6.2: Correlation Analysis Showing the Influence of CDF on Quality of Secondary Education in Public Schools in Kisumu County

The third objective of the study was to establish the influence of Constituency Development Fund on quality of secondary education in public schools in Kisumu County. The null hypothesis that was derived from the objective is: “There is no significant relationship between Constituency Development Fund and quality in secondary education in public schools in Kisumu County”. Quality in this study was conceptualized as students’ KCSE mean score in public secondary schools in Kisumu County. Therefore, in order to respond to this hypothesis, the data which was collected on all the monies disbursed by CDF to these 124 public secondary schools in Kisumu County from 2009-2013 (Table 4.19) and KCSE (Table 4.36) were correlated and regressed. First, Pearson’s “r” was computed to establish the relationship between the two variables. The results were as shown in Tables 4.37

Table 4.37: Influence of CDF on Quality of Secondary Education in Public Schools

		Mean Score
CDF	Pearson Correlation	.184*
	Sig. (2-tailed)	.041
	N	124

*.Correlation is significant at the 0.05 level (2-tailed).

From Table 4.37 it can be noted that there was a weak and positive relationship between Constituency Development Fund and students academic performance ($r = .184$, $N=124$ and $p < .05$). The relationship was statistically significant and therefore the null hypothesis was rejected.

To estimate the influence of CDF on students’ academic performance coefficient of determination was computed and the results were as shown in Table 4.38

Table 4.38: Regression Analysis of Influence of CDF on Quality of Secondary Education.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.184 ^a	.034	.026	1.27568

a. Predictors: (Constant), CDF

From Table 4.38, it can be observed that Constituency Development Fund accounted for 2.6% improvement as signified by the adjusted R^2 of .026. The other 97.4% was due to other factors that were not the subject of this study. ANOVA was then computed to confirm whether CDF was a significant predictor of students' academic performance.

The input revealed that CDF was a significant predictor ($F(1,122) = 4.262, p < .05$). To confirm the contribution of CDF on students' academic performance, simple linear regression analysis was done. The results were as shown in Table 4.39.

Table 4.39: Simple Regression Analysis of Influence of CDF on Students' Academic Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.415	.344		12.820	.000
CDF	.001	.002	.184	2.064	.041

a. Dependent Variable: Mean Score. Regression Equation: $Y = a + bX$

From Table 4.39 it can be noted that CDF had very low influence on students' academic performance as the unstandardized coefficient was .001. The low influence of CDF on quality could be attributed to many reasons which were established by this study. First, it is true that

the Constituency Development Fund is used to supplement school finances by assisting the needy students who cannot afford school fees so that they can reach completion rates and improve quality by performing well in KCSE examinations. However, the amount allocated usually ranges from Ksh. 1,000 to Ksh.10, 000/= per student (Table 4.29) which is too small and in effect contributes little to their continual stay in school. Furthermore, the funding is sometimes not consistent (IPAR, 2008) and is usually split into tiny amounts so as to reach as many beneficiaries as possible (Onyango & Njue, 2004). As such, some students may receive it only once and this is not of much help to them. The tiny amounts are not commensurate with the fees structures charged in their respective schools and therefore the consequences here are that the students are constantly sent away (Table 4.12) from school as defaulters of school levies (Oyugi, 2010; Kiage, 2003). This means that they are given false hope and eventually lose their ambition in schooling. It is not possible for desperate students to concentrate and remain focused in their studies and perform well in examinations. This therefore affects quality in education, which is usually pegged on performance. In many of these start-up schools, the entry behavior of students is low since most of them are day schools that draw students from the locality. These sentiments are supported by findings of this study which stated that 56.5% of schools started using CDF funds in Kisumu County were day schools with 75.0% being mixed schools (Table 4.4). This therefore means that even the amount of FSE money allocated to them is less compared to the big schools because they have fewer students. Such schools usually fall under the category of sub-county schools as was established in Table 4.3.

Studies done earlier have established that boarding schools and single sex schools perform better in examination as compared to day schools or mixed schools (Jagero, 1999). Since a

majority of students in this study came from day schools and mixed schools (Table 4.5 and Table 4.4), they may be distracted by household chores or boy-girl relationships respectively. This could affect their performance in KCSE thereby contributing to the low influence. Another reason why the results depicted a low relationship between CDF and quality of education in public secondary schools in the county can be attributed to the fact that the main objectives of CDF were to improve on access and completion rates (Republic of Kenya, 2003). Quality was therefore just a byproduct since these facilities provide an environment which is conducive to students for learning purposes (Murage, 2008). However, Glekye (2012) as cited in Oduro (2013) argues that successful completion without quality grades in examinations defeats the purpose of education which is to equip students with knowledge and skills as demonstrated in their performance in examinations. The low influence of CDF on education quality could also be explained by the fact that CDF only injects funds for construction of physical facilities but does not fund learning resources such as textbooks and laboratory equipment which are vital in determining student performance in examinations. These sentiments were given by school principals when they said that the kind of investment by CDF do not go directly towards students performance in examinations. The same sentiments concur with those of Wakaba (2009) and Lukibia (2009) who stated that the money from CDF is mostly used in the construction of physical facilities. It is also a fact that these libraries and laboratories constructed are normally not equipped with textbooks or equipment thereby having a direct effect on performance in examinations. Besides, a lot of the money is spent on beginning schools which do not have qualified teachers and mostly use form four school leavers as teachers hired by school boards of management. The findings of this study therefore will support those by Wakaba (2009) who recommended that CDF

should be used to train teachers for a more effective teaching and learning process. This would greatly improve quality in education especially in the upcoming CDF schools. When the study sought to establish whether CDF had helped in the construction or acquisition of other facilities apart from classrooms, a majority of the respondents who participated in the study confirmed that there were other buildings which had been constructed using CDF grants. These included sanitation facilities which took the lead 32(25.8%) followed by laboratories 25(20.2%). Libraries were also constructed and were 18(14.5 %). CDF had also been used to purchase school buses for some schools, 15(12.1%). Others used the funds for the construction of dining halls, 12(9.7%), playgrounds, 10(8.1%), teachers' houses, 8(6.5%), and kitchens, 4(3.2%) (Table 4.35). However there are other provisions, such as electricity and water, which have been funded by CDF but were not part of this study. This is supported by Munive (2009) when he states that in order to improve quality of education, provision of adequate infrastructural facilities like electricity and running water should be a priority by any government. This therefore may have led to the low influence of CDF in quality of education in the county. It can be concluded that CDF has some influence on the quality of education in public schools in Kisumu County. This was supported by the sentiments of students during focus group discussions when one of them stated: "we no longer learn under trees as before so we are not interrupted by rains during our lessons." The sentiments by the respondent agree with those by Schneider (2002) who stated that quality education can be affected by shabby buildings, lack of physical facilities like laboratories and libraries but can be improved by offering conducive and comfortable environment for teaching and learning purposes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter has four sections. Section one deals with the summary of research findings while section two pays attention to the conclusions of the study. Section three makes the relevant recommendations of the study and the last section presents suggestions for further studies.

5.2 Summary of Research Findings

The findings of the study were as follows:

5.2.1 Influence of CDF on Access to Secondary Education in Public Schools in Kisumu County

The study established that the Constituency Development Fund is used to supplement school finances by awarding bursaries to needy students who cannot afford to pay school fees. The amount awarded usually ranges from Ksh. 1,000/= to Ksh.10, 000/= per student depending on the type and category of schools they are studying in. This amount of money is usually too small and contributes little to their continual stay in school as the school fees is about Ksh 15,000/= in day schools and Kshs. 53,000/= in boarding schools, not to mention other levies charged by the schools. Furthermore, the award is never consistent and therefore some students receive it only once which is not very helpful to them. The money is usually split into tiny amounts in order to reach as many beneficiaries as possible. The tiny amounts are not commensurate to the fees charged in the respective schools and therefore the consequences are that the students are constantly sent away from school as defaulters of

school levies. This therefore explains the low influence of CDF on access that was established by this study.

The Constituency Development Fund has influenced access to secondary education by increasing enrolment in public secondary schools in the county. This was made possible by the many secondary schools which have been set up using CDF funding. It was established that out of the 124 secondary schools sampled, 48(38.748) were purely started using CDF funding.

Access has also been enhanced by the increased number of classes which have been constructed in day and boarding schools which were already in existence by the time CDF was started in the year 2003. The findings established that 86(69.9%) of the schools had received money from CDF for construction of classrooms between the years 2003 and 2013, with the highest amount being allocated in the year 2012. In that year alone, a total of Ksh. 33,443,000/= was spent on classroom projects in 41 secondary schools. On the other hand, the year 2011 had the least expenditure on classroom projects. The study established that the amount totaling to Ksh.14, 860, 000/= was allocated for construction of classrooms in 28 secondary schools from the sampled schools in the county. In fact, CDF classroom funding alone accounted for about 33% ($R^2=.329$) of the variability in access to public secondary education in public schools in Kisumu County. During the period under study, a total of 382 classrooms were constructed and this translated to 17,190 spaces or vacancies for secondary school going age learners in the county. Nevertheless, due to other factors that may have influenced access to secondary education, the enrolment of 17,190 students may not have been fully realized. This is because the construction of classrooms in itself is not enough to attract students to schools since they require certain basic needs to sustain them within the

school system. This means that any increase in the Constituency Development Fund allocation will definitely increase access to secondary education in public schools in Kenya as a whole.

The study further established that there was a weak relationship between CDF and access to secondary education in public schools in Kisumu County. This means that CDF had low influence on access as it accounted for only 6.2% of variance in access. Nevertheless it was found to be a significant predictor of access in public secondary schools in the county since it had directly reached the locals and enabled the young people has access to secondary education in the county.

It was established that mixed secondary schools formed the bulk of the schools that were started using CDF funding in Kisumu County. The mixed schools formed 41(85.4%) and this implied that a greater opportunity was given to both boys and girls to access education. The majority of students, 262(75.5%), who participated in the study confirmed that they had been assisted by CDF in paying their school fees. Only less than a quarter, 85(24.5%), stated that they had never received any assistance from CDF inform of bursary. However, on whether the students would have been enrolled in secondary schools without CDF support, the results indicated that 286(82.4%) would not have been enrolled and continued to learn effectively had CDF bursary not been awarded to them. This therefore revealed that although CDF bursary influenced students' enrolment in public secondary schools, the amount was not enough to retain them in the same schools. This further concurred with the revelation that more than a third, 148(34.0%), of cases of students' absenteeism from school was due to lack of school fees.

The enrolment of girls was lower than that of boys in public secondary schools in the county although there was an indication of a general rising trend in the number of students for both genders. Plotting the mean values of the total student enrolment on a histogram revealed a linear trend in terms of students' enrolment in the period under study (2009-2013).

The findings of the correlation analysis between CDF funding and enrolment indicated that there was a positive correlation between the two variables [$r = .574$, $n = 34$, $p < .001$], with high levels of increased CDF funding of classrooms being associated with high levels of student enrolment in public secondary schools in Kisumu County. This implied that the more the CDF funding on classroom construction, the more access in terms of enrolment in public secondary schools in the county.

When the results were subjected to further analysis so as to determine the influence CDF had on access, it was observed that CDF accounted for 7% of the variation in access to secondary education. In other words, it explained only 7% of access while 93% of the same access could be explained by other factors such as Free Secondary Education which was not part of this study. The 7% was very low and therefore further analysis was done to establish whether CDF was a significant predictor of access to secondary education. Results from ANNOVA indicated that the calculated p value was .003 which was less than the set value of .05. This therefore meant that the Constituency Development Fund was a significant predictor of access to secondary education in public schools in Kisumu County.

When simple linear regression was computed to confirm the actual influence CDF had on access, the results indicated that CDF had a weak influence on access to secondary education in public schools in Kisumu County. In other words for one unit increase in CDF there would be an increase of .007 as signified by the co-efficient of .007.

The results from Linear Regression Analysis therefore showed that Constituency Development Fund was contributing a small percentage to access to secondary education in public schools in Kisumu County. This was being done through the provision of space created by construction of more classrooms and dormitories which attracted students to come to school. The interviews carried out with the some sub-county quality assurance and standards officers stated that many public secondary schools in the county had improved their infrastructural facilities and therefore more space had been created leading to more students joining the schools. This was further confirmed by focus group discussions conducted where students stated that they no longer learnt under trees since some extra classes were put up using money from the Constituency Development Fund.

5.2.2: Influence of CDF on Equity in Secondary Educations in Public Secondary Schools in Kisumu County

The study established that the Constituency Development Fund had no influence on equity in education in public secondary schools in Kisumu County so the null hypothesis was accepted. This was depicted by the *Gini* coefficient calculated from the Lorenze curve. Since the *Gini* coefficient was 0.376 thus higher than 0.35, it implies that there was relatively inequitable allocation of CDF money among the needy students in public secondary schools in the county. This therefore means that for the entire period, the CDF money was relatively

inequitably allocated to the beneficiaries. These findings confirm the earlier ones given by descriptive statistics which indicated that there was a lot of unfairness in the allocation of CDF bursary to needy students in public secondary schools in Kisumu County.

The majority of students, 109(31.4%), in public secondary schools in the county came from humble socio-economic backgrounds as their parents earned less than Ksh, 20,000/= per month. It also emerged from the findings that there was unequal distribution of income in the county. Those whose parents earned between Ksh. 40,000/= and 60,000/=per month were 65(18.7%) while only 53(15.3%) had parents earning Ksh.61, 000/= and above and this had an effect on their ability to effectively pay fees for their children in secondary school. Most parents of students in public secondary schools in the county were not employed. This was confirmed by a majority of the students, 252(72.6%) who stated that their parents were not employed. Only 95(27.4%) of them said their parents/guardians were employed and even then, it was established that their fees was solely being paid by sponsors and well-wishers as indicated by 73(21.0%) and 95(27.4%) respectively. Moreover, nearly half, 166(47.8%), of the students had a brother/sister in secondary school, tertiary college or university whose fees too had to be paid by the same parents. This implied that most of the parents were overwhelmed with the burden of paying fees for more than one child and therefore their children needed to be given bursary from the Constituency Development Fund. In fact, the findings were further confirmed by 334(96.3%) of them who said that they were often sent away from school due to none fee payments. During focus group discussion, some said that they were being constantly sent away by the principal for fees even though CDF was awarding them bursary.

The study established that needy students who were beneficiaries of the bursary fund faced challenges such as inadequate funding, political interference, and delays in disbursement. Close to 43% of applicants who benefited from the bursary fund in all public schools in the county were not guaranteed continuous funding. Moreover the funding was not adequate and showed some level of discrepancy because some constituencies awarded the students as low as Ksh 1,000/= which could not prevent them from being sent away from school. However, their counterparts from other constituencies were awarded as much as Kshs. 20,000/= or more.

Information about the Constituency Development Fund bursary was available. Most students got the information about the existence of CDF bursary from their schools as was noted by more than half, 190(54.8%) of the student respondents. A majority of them even applied for the bursary as was indicated by 302(87.0%) of those who took part in the study. Only 45(13.0%) of them indicated they had never applied for the CDF school fee bursary. However, it emerged that out of all the students who had applied for the bursary, only 200(57.6%) were awarded. This was fair but not good enough because it meant that some 147(42.4%) needy students were denied the bursary, because it was not adequate for all the applicants. Some went as far as making four attempts to apply before being awarded. Since CDF bursary is awarded once a year, it meant that those who made four attempts started applying for it when they were in form one and were only awarded when they were in form four. These findings were supported by those of the principals who stated that the most challenge they experienced with CDF bursary was that it took too long to be awarded. In some cases, some needy students would apply and were not awarded at all.

The study established that not all those who were awarded tendered their application as was stated by 12(3.5%) of the respondents. This could be interpreted to mean that there were those who did not need the money but were being awarded depending on who their parents were. During the FGDs a student from a girls school said that she believed her father was capable of paying fees but had been awarded five thousand shillings although she had not applied for it.

The study further revealed that gender parity was not reflected in the process of awarding the CDF bursary in public schools in Kisumu County. This is because the majority of those who received bursary were boys. They were 205(59.1%) while a lesser number, 142 (40.9%), were girls. This was attributed to the fact that there were many boys in public secondary schools than girls. Although boys' schools were 13(10.6%) in the county, many more boys were found in mixed schools which were 93(75.0%) of the total schools and therefore they outnumbered the girls schools who were only 18(14.6%) of the total number of schools in the county. This was even reflected during application for the CDF bursary where it was established that fewer girls applied for the bursary compared to their male counterparts. This finding implied that equity considerations may have been violated in the process of awarding the CDF bursary to students. When the sub-county quality assurance and standards officers were asked whether they ensured gender parity was reflected in the award, the majority of them said there was no policy document to guide the same and that CDF bursary was only awarded to those who applied for it. The same sentiments were echoed by the constituency fund managers. Despite the government's policy on gender responsiveness in all

undertakings, it seems that CDF was yet to implement this policy in the allocation of bursary to needy students in public schools in Kisumu County.

5.2.3: Influence of Constituency Development Fund on Quality of Secondary Education in Public Schools in Kisumu County

The study established that the Constituency Development Fund had a slight influence on quality of secondary education in public schools in Kisumu County so the null hypothesis was rejected. The findings implied that CDF alone helped to explain about 27% of the variance in respondents' scores on the quality of education in secondary schools within Kisumu County. This is a respectable effect on the quality of secondary education accounted for by a single variable (CDF funding) assuming other factors were held constant.

The Constituency Development Fund has assisted in the construction of facilities such as classrooms as well as the acquisition of other necessary facilities. A majority of students who participated in the study confirmed that besides classrooms, there were other buildings which had been put up in their schools using CDF. Sanitation facilities, 155(44.7%), took the highest number followed by laboratories, 93(26.8%). Libraries came next with 70(19.9 %) and lastly, CDF had purchased school buses for some schools, 30(8.6 %) secondary schools in Kisumu County. The CDF has also been used to put up teachers houses, playgrounds, kitchens, and dining halls in some schools.

The construction of other facilities in the schools implied that teaching and learning was generally improved in the schools. Funds allocated in form of bursaries to needy students do assisted them in enhancing quality as they were used in availing the required teaching and learning resources which included textbooks, laboratory equipment, games and sports

equipment, not to mention employment of Board of Management teachers. They were also used in purchasing computers, exercise books and, in some cases, used to produce mock examinations which in turn were essential in providing quality education in those schools.

The money allocated to schools was especially used in the construction of classrooms. This information was given by 69.9% of the school principals who stated that they had been receiving money from CDF for construction of classrooms. Their sentiments were supported by those of the students who were interviewed during focus group discussion. One student said that: “We have seen a new classroom being constructed and the inscription is that it was constructed using the Constituency Development Fund.” The sentiments further agree with the opinion of one Constituency Development Fund manager said during an oral interview; “a lot of money has left our kitty towards the construction of new classrooms particularly in public secondary schools which had existed before CDF was started.” This statement implies that CDF funds were really allocated towards classroom projects in the schools.

The existence of classrooms constructed using CDF money went along way in improving quality because students were now able to study in a good environment within the comfort of a classroom away from the variation of extreme weather conditions. One student confirmed this during focus group discussion when he said; “the new classroom has helped us because we were learning under a tree. Learning under a tree was not comfortable for us especially during rainy or very hot seasons, so many of us were not even concentrating on the lessons.”

The findings revealed that in Kisumu County, money from the Constituency Development Fund is given to schools in order to assist in developing physical facilities such as classrooms, toilets, electricity, water, and also for payment of Board of Management

workers. These facilities enhanced students' academic performance and improved quality of education in those schools.

The CDF financed education in public schools by allocating funds to schools for infrastructure development other than classrooms. These included sanitation facilities which took the lead, 32(25.8%), followed by laboratories, 25(20.2%). Libraries were also constructed and were 18(14.5 %) and CDF had also purchased school buses for some 15(12.1%) secondary schools in Kisumu County. Other facilities constructed by CDF in public secondary schools in the county included dining halls, 12(9.7%), playgrounds, 10(8.1%), teachers' houses, 8(6.5%), and kitchens, 4(3.2%). This therefore means that a lot of money from CDF was actually spent on infrastructural development in the schools. The amount of money from CDF was channeled towards the construction of facilities but not towards learning resources such as textbooks and laboratory equipment which is vital in determining student performance in examinations. These sentiments were given by school principals said that the kind of investment by CDF do not go directly towards students performance in examinations.

The CDF financed the construction of libraries and laboratories but not equip them with textbooks or equipment and yet these are the facilities which have a direct effect on performance in examinations. Besides, a lot of the money is spent on beginning schools which lack qualified teachers and mostly hire form four school leavers. In many of these new schools, the entry behavior of students is low since most of them are day schools and therefore draw students from the locality.

These sentiments are supported by findings of this study which stated that 56.5% of schools started using CDF funds in Kisumu County were day schools with 75.0% being mixed schools. This therefore means that even the amount of money allocated to them is less compared to the big schools because they have fewer students since they fall under the category of sub-county schools. In effect, the percentage of Constituency Development Fund that go into the construction of those facilities is small except in those schools where CDF has wholly undertaken the construction of all the buildings and these are very few cases. This explains the reason why the result of the regression analysis depicted a low relationship between CDF and quality of secondary education in public schools in Kisumu County.

5.3 Conclusions

Based on the findings, the researcher made the following conclusions.

5.3.1: Influence of CDF on Access to Secondary Education in Public Schools in Kisumu County.

The study established that the Constituency Development Fund had a positive influence on access to secondary education in public secondary schools in Kisumu County so the null hypothesis was rejected. This has been made possible mainly through the construction of new schools, new classrooms in already existing schools and awarding of bursaries to needy students. It also added value to affordable secondary education in Kenya.

Constituency Development Fund had a weak influence on access to secondary education in public schools in Kisumu County. In other words for one unit increase in CDF there was an increase of .007 as signified by the co-efficient of .007.

The number of CDF schools, as they were known, was totalling to 48 and therefore had opened up opportunities for students to access secondary education. CDF had constructed a total of 382 classrooms in public secondary schools in Kisumu County between 2009 and 2013 and this created more space for enrolment. This therefore could be used to explain the low but significant influence it had on access. Needy students were awarded bursary to assist them get enrolled in schools. However the amount allocated per student could not sustain them in the school system and therefore discouraged the potential beneficiaries of the fund. This is because some students received as low as Ksh. 1,000/= as bursary allocation when the fees charged was about Ksh 15,000/= in day schools and Kshs. 53,000/= in boarding schools excluding other levies charged by the schools. CDF bursaries awarded to students should be adequate to enable them pursue their secondary education to completion.

5.3.2 Influence of CDF on Equity in Secondary Education in Public schools in Kisumu County.

The study established that Constituency Development Fund had no influence on equity in secondary education in public secondary schools in Kisumu County so the null hypothesis was accepted. This was because a majority of students in public secondary schools in the county came from low socio-economic backgrounds and therefore needed bursary to help them be in school. This bursary was however not enough and was not continuously awarded. Besides, not all needy students were awarded the bursary as there were instances of corruption in the provision whereby those who did not need it were awarded. There was no gender parity in the allocation of bursary as more boys were awarded bursary than girls. The students from public secondary schools in the county came from low socio-economic

backgrounds and so they needed to be assisted more by CDF bursary so as to retain them in school. The *gini* coefficient revealed a relatively inequitable distribution of CDF money among the bursary recipients in public secondary schools during the period under study. This is because the *Gini* coefficient found was 0.376 and was within the range of 0.36 to 0.49, higher than 0.35.

5.3.3: Influence of CDF on Quality of Secondary Education in Public Schools in Kisumu County

The study established that the Constituency Development Fund had an influence on the quality of secondary education in public secondary schools so the null hypothesis was rejected. This is because a large proportion of the money was utilized in developing school infrastructure in form of classrooms, laboratories, libraries, sanitation, dining halls, and acquiring school buses. A small proportion of the fund may have been spent on instructional resources like textbooks and laboratory equipment. The CDF also awarded money as bursary to needy students which may have contributed to their stay in school.

The study further established that CDF had helped in the construction and acquisition of other facilities apart from classrooms. These included sanitation facilities which were 32(25.8%) followed by laboratories 25(20.2%), libraries 18(14.5 %) and purchase of school buses for some 15(12.1%) secondary schools in the county. Others were dining halls 12(9.7%), playgrounds 10(8.1%), teachers' houses 8(6.5%) and kitchens 4(3.2%). This therefore means that a lot of money from CDF was actually spent on infrastructural development in the schools so as to improve students' performance in KCSE examinations.

The Constituency Development Fund had a weak positive influence on students' performance in KCSE examinations. This means that an increase in the amount of money given by the Constituency Development Fund translated to a small increase in students' academic performance thereby improving the quality of education.

Constituency Development Fund only accounted for a small percentage of variance in secondary school students' academic performance. However its significance in predicting students' academic performance in examinations could not be ignored.

To educational planners, although the contribution was very small, it is important as it informs the way forward on the use of the Constituency Development Fund in promoting students' academic performance.

5.4 Recommendations

Based on the study, the following recommendations were made:

5.4.1 Influence of CDF on Access to Secondary Education in Public schools in Kisumu County

- a) The amount of money awarded to needy students as CDF bursary should be increased in order to meet the demand for school fees. This will ensure the students are not constantly sent away from schools.
- b) The government should increase the amount of CDF dispatched to schools for improvement and growth of school infrastructure so as to enhance access to secondary education.
- c) The funds should be dispatched in time to enable schools provide the necessary resources to attract more students to enrol in schools and improve on access.

- d) The bursaries should also be awarded in time by the respective constituencies to needy students so as to enable them remain in school most of the time.
- e) School administrators should also be patient and not send away students who may not have completed paying fees but are beneficiaries of the CDF bursary fund.

5.4.2: Influence of Constituency Development Fund on Equity in Secondary Education in Public Schools in Kisumu County.

- a) Needy students should be supported consistently through the Constituency Development Fund bursary so that they are retained in school.
- b) Constituency Development Fund bursary forms should be revised to avoid ambiguity and ensure that students understand the requirements. They should also be re-designed to be friendlier and less cumbersome to the applicants.
- c) The government of Kenya should introduce a policy framework to guide CDF on the allocation of bursary to needy students in order to reflect gender parity.
- d) The government of Kenya should come up with clear guidelines on how to identify needy students in public schools who deserve bursary allocation so as to avoid awarding those who do not deserve it.
- e) The funds should be audited consistently to avoid issues of corruption where CDF officials award bursary to students who are not needy at the expense of those who are poor.
- f) School administrators should encourage all needy students to apply for bursaries and help them access the fund.
- g) Members of parliament should completely be barred from handling CDF money in order to curb issues of corruption bedevilling the fund.

5.4.3 Influence of Constituency Development Fund on quality of secondary education in public schools in Kisumu County.

- a) The government should increase the amount of money that the Constituency Development Fund allocates to schools in order to construct more facilities such as laboratories and libraries so to improve quality education and students' academic performance.
- b) School principals should make an effort to get the fund for infrastructure development in their schools. This will ensure the construction of more facilities and the improvement of quality of education in secondary schools.
- c) The principals of schools should advise the Constituency Development Fund Managers to fully finance the needy students through provision of bursaries for effective utilization of the fund. This will ensure quality is achieved in secondary schools.
- d) The public should be educated on the role of Constituency Development Fund to change their perception that CDF is free and should be "eaten". This will minimise wastage of the fund.
- e) CDF should not only build infrastructures in schools like laboratories and libraries but should equip those facilities by purchasing learning materials and laboratory equipment so as to improve on quality.

5.5 Suggestions for Further Research

The following suggestions were made for further research:

A study should be carried out to establish factors that influence gender disparity in the award of the Constituency Development Fund bursary in public secondary schools in Kenya.

5.6 New Knowledge

Studies that have been done on access have hardly looked at the influence CDF has on access to education in public secondary schools in Kisumu County. This study contributes to new knowledge because it is now known that not all schools in the county receive equal amount of money from CDF for bursary or infrastructure development. The range was between Ksh. 29,000 and 11, 000, 000, with majority of schools receiving between Kshs. 3,000,000 and 4,000,000. The fact that some schools received more money from CDF for both infrastructure and bursary does not necessarily mean that this translated to high enrolment. This was confirmed by the fact that the school which received the highest amount of Ksh 11,000,000 had only a total enrolment of 720 students in five years. It is also now known that the school which had the highest enrolment of 4,111 students had only received Ksh 682,000 from CDF for both infrastructure and bursary in five years. It was therefore seen that the high enrolment could have been influenced by other factors such as FSE which was not part of this study, and not CDF. Otherwise it would have been argued that the more CDF money a school received, the higher the enrolment.

The influence of CDF cannot however go unnoticed. Since planners look for evidence of influence it can be argued that CDF has increased access to secondary education in public schools in Kisumu County. If it had shown a negative influence, it would call for the necessary steps to be followed so that the situation is rectified.

Education is a human right and in view of the government policy, if one or more students can be enrolled in secondary school, then that is good enough and this is what the government policy lays emphasis on.

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APPENDIX A

QUESTIONNAIRE FOR SCHOOL PRINCIPALS

This questionnaire is intended to seek information on a PHD study in education, Maseno University. The title of the study is **Influence of Constituency Development Fund on Access, Equity and Quality of Secondary Education in Public Schools in Kisumu County**. You have been identified as a respondent. Kindly provide the required information as honestly as possible by ticking or filling in the space provided. The information will be treated with utmost confidentiality and only used for the purpose of this study.

Section A: Background Information

1. Category of school

- National
- Extra County
- County
- Sub County

2. Type of school

- Day
- Boarding
- Day and boarding

3. School gender

- Boys
- Girls
- Mixed

4. How long have you been a Principal in this school?

Years -----

Months-----

And in other schools

Years -----

Months-----

5. Highest qualification

- Diploma
- Bed, BSc + PGDE, BCOM+PGDE

MED

Doctorate

Any other, please specify -----

Section B: Influence of CDF on Access to Secondary Education.

6. Was your school started using CDF?

Yes No

7. Kindly state the number of student enrolment in your school as stated below.

Year	Boys	Girls	Total
2009	-----	-----	-----
2010	-----	-----	-----
2011	-----	-----	-----
2012	-----	-----	-----
2013	-----	-----	-----

8. Did your school receive any amount of money from CDF for construction of classrooms between the years 2009-2013?

Yes No

9. If yes, kindly state the number of classes and indicate the total amount of money allocated for that project. (Indicate only where the year is relevant for your school)

Year	No. of Classrooms	Amount in Kshs	Space/ Enrolment in numbers
2009			
2010			
2011			
2012			
2013			

10. Has CDF increased the number of student enrolment in your school?

Yes No

Kindly explain your answer.

.....
.....

Section C: Influence of Constituency Development Fund on Equity

11. Do students in your school receive bursary from Constituency Development Fund?
 (Kindly note that bursary may come from any constituency in Kenya as long as it is from CDF and not necessarily from their own constituencies.)

Yes No

12. How are these students identified.....

13. Is CDF bursary only given to those who apply for it?

Yes No

14. Is gender parity considered during allocation of CDF bursary in your school?

Please explain your answer.

.....

15. Indicate the number of students who were awarded CDF bursary in your school in the corresponding years.

YEAR	No. of recipients	Male	Female	Total amount
2009				
2010				
2011				
2012				
2013				

16. Are there any students who fail to complete their school fees in any given year?

.....

17. Kindly explain the possible reasons for this incomplete payment of fees

.....

18. Kindly state if CDF helps/does not help such students to complete their fees.....

Section D: Influence of Constituency Development Fund on Quality of Secondary Education.

19. Did your school receive any money for construction of these facilities? Kindly answer as appropriate.

Classrooms only Both classrooms and other physical facilities

Neither classrooms nor any other physical facilities

20. How often does the school get assessed by Quality Assurance and Standards Officers?

Once in a Term Once in a Year Once in Two years

21. Indicate the total number of physical facilities which have been constructed/purchased using CDF money in your school between the year 2009 - 2013, stating their suitability and capacity in terms of student use.

Physical Facility	Available & suitable for use	Available but not suitable for use	Capacity created in terms of student use.
Laboratories			
Classrooms			
Library			
Chairs and Lockers			
Dining Hall			
Text Books			
Playground			
Kitchen			
Teachers houses			
Staffroom			
Sanitation Facilities			
School Bus			
Others(Please specify)			

22. Explain how these facilities have improved general teaching and learning process in the school and students' performance in KCSE examinations.

.....

.....

23. Indicate the Mean Score in KCSE for your school corresponding to the years as stated below.

Year	Mean scores
2009	
2010	
2011	
2012	
2013	

24. Kindly indicate the total amount of money received from CDF meant for infrastructure and for bursary as corresponds to the years stated below

Year	Total amount received for infrastructural facilities	Total amount received for bursaries
2009		
2010		
2011		
2012		
2013		

25. State if there are any challenges that are associated with the general financing of secondary education through CDF.....

.....

26. Kindly give any other important information concerning the role of CDF in your school and the constituency in general.....

.....

.....

Thank you for accepting to take part in this study as a respondent.

APPENDIX B
QUESTIONNAIRE FOR STUDENTS

This questionnaire is intended to seek information on a PHD study in education, Maseno University. The title of the study is **Influence of Constituency Development Fund on Access, Equity and Quality of Secondary Education in Public Schools in Kisumu County**. You have been identified as a respondent. Kindly provide the required information as honestly as possible by ticking or filling in the space provided. The information will be treated with utmost confidentiality and only used for the purpose of this study.

Section A: Background Information

1. Kindly indicate your gender by ticking (✓) appropriately
Male female
2. Indicate your year of admission to this school -----
3. Which born are you in the family? please tick (✓) appropriately
First born 2nd born 3rd born 4th born
Others (Please specify)-----
4. Which primary school did you attend? (please tick as follows)
Public Private

Section B: Influence of CDF on Access to Secondary Education.

1. Are there new classrooms put up using CDF in your school?
Yes No
2. If yes, have these new classrooms helped in admitting more students in your school?
Yes No
3. Has CDF bursary assisted in paying your school fees?
Yes No
4. Would your parents have managed to enroll you in this school if you were not being awarded CDF bursary?
Yes No

5. Do you know of any member of your class who has been away from school for more than two weeks?

Yes No

6. If yes, state the reason for their absenteeism by ticking (✓) the appropriate box

Parent cannot pay fees

Indiscipline case

Poor performance

Student was told to repeat class but opted to leave

Section C: Influence of Constituency Development Fund on Equity of Education

1. Are your parents alive?

Yes, both are alive

No, only mother is alive

No, only father is alive

No, I am a total orphan

2. Do you stay with your parents currently?

Yes No

3. Kindly indicate who pays your school fees

Mother Father

Both father and mother

Sponsor

Well-wisher

4. Have you ever been sent away for school fees?

Yes No

5. Is/are your parent /parents employed?

Yes No

6. Approximately how much money does your parent /parents earn per month?

Below 20,000

21000-40000

41000-60000

61000-80000

Above 80000

7. Do you have any brother (s) or sister (s) studying in any tertiary college or university?

8. If yes, are they sponsored by the government or school fees is paid by the parent

Sponsored by government

School fees is paid by the parent

9. Are you aware that CDF awards bursary to needy students

Yes

No

10. If yes, how did you get the information?

Through the school

Through mass media

Through friends

Through CDF offices in the constituency

Through CDF website

Others (Please specify).....

11. Have you ever applied for CDF bursary?

Yes

No

12. How many times were you awarded bursary CDF in a year?

Once

Twice

Three times

Four times

More than four times

13. Have you ever applied for bursary but you were not awarded?

Yes

No

14. If yes, kindly explain-----

15. Kindly state the reasons for not being awarded.

16. Kindly state the challenges if any, that you faced while applying for CDF bursary either from your school or from the CDF offices.

.....
.....

17. Briefly suggest ways that can be used by the government or by CDF managers to improve on the allocation of CDF bursary

.....
.....

Section D: Influence of Constituency Development Fund on Quality of Education.

18. Apart from classrooms, are there any other buildings which have been put up in your school using CDF?

Yes No

19. If yes, please tick (√) as follows;

Laboratory /ies
Library
School bus
Dining hall
Dormitory
Others (Please specify).....

20. Kindly explain if the facilities have improved general teaching and learning or performance in KCSE examinations in your school.

.....
.....

Thank you for accepting to take part in this study as a respondent.

APPENDIX C
INTERVIEW SCHEDULE FOR SUB-COUNTY QUALITY ASSURANCE AND
STANDARDS OFFICERS

This interview is meant to collect information on a study for a PhD in education, Maseno University. The title of the study is **Influence of Constituency Development Fund on Access, Equity and Quality of Education in Public Secondary Schools in Kisumu County, Kenya.**

You are requested to respond as honestly as possible and assured of utmost confidentiality.

The information given will only be used for the purpose of this study.

Thank you for offering me this opportunity to collect information relevant to the study.

1. Kindly begin by giving us a brief background of yourself and your profession.
2. As the sub-county quality assurance and standards officer, would you say that CDF has had any influence on access to secondary education?
3. Why is this so? (Could you support your answer?)
4. Do schools in the county receive money from CDF for infrastructure?
5. Is the money put to good use? (Please give actual supportive documents as evidence of this).
6. Has the money acquired created capacity for student enrolment by increasing space in secondary schools in the county?
7. Kindly explain your answer.
8. Is it true that students in public secondary schools receive bursary from CDF?
9. If so, how are these students identified?
10. Is there a policy guideline that promotes gender parity in the disbursement of CDF bursary?

11. Please could you elaborate (Give information on disbursement by gender)
12. CDF is a very important fund, how do you ensure procurement procedures are followed to safeguard its use?
13. Has your office observed if there are increased education opportunities especially to disadvantaged families such as orphans and low income earners due to CDF bursary award?
14. To what extent does the school inspection in the county assess quality in terms of suitability and adequacy of the teaching and learning infrastructure?
15. While commenting on the trend in performance, to what extent if any, has CDF contributed to the overall performance or quality of education in the county? (Kindly provide supportive documents).
16. Are you aware of any challenges faced by those charged with the responsibility of disbursing CDF Bursary?
17. Are these challenges also experienced by students who are meant to receive the bursary fund?
18. What strategies and suggestions has your office put in place to overcome these challenges?
19. Kindly give suggestions that can be used to improve on the management of CDF in financing secondary education in order to promote access, equity and enhance quality of education.

Thank you for accepting to take part in this interview.

God bless you.

APPENDIX D

INTERVIEW SCHEDULE FOR CDF MANAGERS

This interview is meant to collect information on a study for a PhD in education, Maseno University. The title of the study is **Influence of Constituency Development Fund on Access, Equity and Quality of Education in Public Secondary Schools in Kisumu County, Kenya.**

You are requested to respond as honestly as possible and assured of utmost confidentiality.

The information given will only be used for the purpose of this study.

Thank you for offering me this opportunity to collect information relevant to the study.

1. Could you kindly begin by giving us a brief background of yourself?
2. In which year was the constituency created?
3. As a Constituency Development Funds Accounts Manager, kindly explain the nature of your work stating your duties and responsibilities.
4. Could you kindly tell us how much money the constituency has received in terms of CDF allocation from the government between the year 2009 and 2013? (Kindly give any supportive documents on the same).
5. How much have the constituency spent on educational projects especially infrastructural development in secondary schools per year? (Give any relevant documents as evidence on yearly expenditure on infrastructure between 2009 and 2013).
6. How much does the constituency spend on students' bursary in secondary schools per year? (Give any relevant documents as evidence on yearly expenditure on bursary between 2009 and 2013).

7. Is CDF bursary awarded to every child in public secondary schools in the county?
8. How are these students identified? (Kindly give any supportive documents on the same).
9. Do students who receive bursary apply for it? How do you ensure gender parity is considered in the disbursement (Give evidence on gender parity consideration as evidence of disbursement)
10. How do you ensure the money for projects in secondary schools is put to good use by those who receive it?
11. Does the money allocated as bursary to needy students assist them to complete secondary school?
12. Could you briefly explain?
13. In allocating funds to CDF projects in secondary schools are there any challenges you meet?
14. What strategies and suggestions has your office put in place to overcome these challenges?
15. In your opinion, in what ways can the government improve financing of education through CDF?

Thank you for accepting to take part in this interview as a key respondent.

God bless you.

APPENDIX E

INTERVIEW SCHEDULE FOR STUDENTS FOCUSED GROUP DISCUSSIONS

This interview is meant to collect information on a study for a PhD in education, Maseno University. The title of the study is **Influence of Constituency Development Fund on Access, Equity and Quality of Education in Public Secondary Schools in Kisumu County, Kenya.**

You are requested to respond as honestly as possible and assured of utmost confidentiality. The information given will only be used for the purpose of this study.

Thank you for offering me this opportunity to collect information relevant to the study.

1. Are you aware of the existence of CDF fund? (Kindly explain how you got to know about it).
2. Are you also aware that CDF provides bursary to students to assist them in paying school fees?
3. How many of you have applied for CDF bursary?
4. Did you attend primary or private primary school?
5. Are your parents employed?
6. How many of you have actually benefited from CDF bursary?
7. Have you ever applied for bursary but you were not awarded?
8. Would you have managed to enroll in this school if CDF bursary was not awarded to you?
9. Are you satisfied with the way CDF bursary is being awarded? (Kindly explain your answer).
10. Are there any physical facilities constructed by CDF in your school?
11. If yes, have these facilities promoted learning in your school? (Kindly explain your answer).
12. Can you say that these facilities have improved performance in KCSE in your school?
(Please explain further.) As a beneficiary of CDF bursary, are there any challenges that you face in as far as awarding of bursary is concerned? Kindly give suggestion which can be used to enable you acquire CDF bursary in a better way.

APPENDIX F

OBSERVATION CHECKLIST

During field visits, the researcher observed the following and took note.

1. Infrastructural facilities constructed using CDF money.
2. Their state of completion/Incompletion.
3. Their adequacy/Inadequacy/ Suitability.

	Available and adequate	Available but not adequate	Not available
Laboratory			
Administration block			
Classrooms			
Dormitories			
Laboratory			
Library			
Playground			
Kitchen			
Teachers houses			
Dining hall			
Sanitation facilities			

APPENDIX G

CHECKLIST FOR DOCUMENT ANALYSIS

1. KCSE Results for Public Secondary Schools in Kisumu County.
2. Tender documents from Constituency Development Fund offices
3. Files containing minutes of meetings authorizing CDF disbursements to Public Secondary Schools in the county.
4. Copies of cheques issued to suppliers by the schools and the respective receipts.
5. Copies of cheques issued to schools by the respective CDF offices and the corresponding receipts.
6. Copies of receipts issued to students for purposes of bursary awards.

APPENDIX H

DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	N	N	n	N	n	N	n	N	N	N	
10	10	85	70	220	140	440	205	1200	291	4000	351
15	14	90	73	230	144	460	210	1300	297	4500	354
20	19	95	76	240	148	480	214	1400	302	5000	357
25	24	100	80	250	152	500	217	1500	306	6000	361
30	28	110	86	260	155	550	226	1600	310	7000	364
35	32	120	92	270	159	600	234	1700	313	8000	367
40	36	130	97	280	162	650	242	1800	317	9000	368
45	40	140	103	290	165	700	248	1900	320	10000	370
50	44	150	108	300	169	750	254	2000	322	15000	375
55	48	160	113	320	175	800	260	2200	327	20000	377
60	52	170	118	340	181	850	265	2400	331	30000	379
65	56	180	123	360	186	900	269	2600	335	40000	380
70	59	190	127	380	191	950	274	2800	338	50000	381
75	63	200	132	400	196	1000	278	3000	341	75000	382
80	66	210	136	420	201	1100	285	3500	346	1000000	384

Note: N is population size

n is sample size

Source: Krejcie & Morgan 1970

APPENDIX I

CONSENT LETTER TO PARENT/GUARDIAN for voluntary consent to participate in the study

Dear Parent /Guardian of.....

Through the Principal

Name of School.....Secondary School

The purpose of this letter is to request for your consent to allow your child who is a student in -----secondary school in Kisumu County, be included in a research study. The Purpose of the research is to establish the *Influence of Constituency Development Fund on Access, Equity and Quality of Secondary Education in Public Secondary Schools in Kisumu County, Kenya.*

The information from the learner will be treated with utmost confidentiality and only be used for the purpose of this study.

Thank you for your consent. Please append your signature as a sign of your voluntary consent to the child to participate in the study.

Thank you in advance for supporting this study.

Name.....

Signature.....

Date

APPENDIX J
AUTHORIZATUION LETTER



MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya
Email: muerc-secretariate@maseno.ac.ke

FROM: Secretary - MUERC

DATE: 21st March, 2016

TO: Carren Akoth Olendo
PG/PHD/064/2010
Department of Educational Management and Foundations
School of Education, Maseno University
P. O. Box, Private Bag, Maseno, Kenya

REF: MSU/DRPI/MUERC/00259/15

RE: Influence of Constituency Development Fund on Access, Equity and Quality of Secondary Education in Public Secondary Schools in Kisumu County, Kenya. Proposal Reference Number MSU/DRPI/MUERC/00259/15

This is to inform you that the Maseno University Ethics Review Committee (MUERC) determined that the ethics issues raised at the initial review were adequately addressed in the revised proposal. Consequently, the study is granted approval for implementation effective this 21st day of March, 2016 for a period of one (1) year.

Please note that authorization to conduct this study will automatically expire on 20th March, 2017. If you plan to continue with the study beyond this date, please submit an application for continuation approval to the MUERC Secretariat by 21st February, 2017.

Approval for continuation of the study will be subject to successful submission of an annual progress report that is to reach the MUERC Secretariat by 21st February, 2017.

Please note that any unanticipated problems resulting from the conduct of this study must be reported to MUERC. You are required to submit any proposed changes to this study to MUERC for review and approval prior to initiation. Please advise MUERC when the study is completed or discontinued.

Thank you.

Yours faithfully,

Handwritten signature of Dr. Bonuke Anyona in black ink.

Dr. Bonuke Anyona,
Secretary,
Maseno University Ethics Review Committee.



Cc: Chairman,
Maseno University Ethics Review Committee.

MASENO UNIVERSITY IS ISO 9001:2008 CERTIFIED



APPENDIX K
KISUMU COUNTY SECONDARY SCHOOLS ENROLMENT
YEAR 2014

S/ NO	DISTRICT	CATEGORY	NO	FORM 1		FORM 2		FORM 3		FORM 4		TOTAL		TOTAL
				BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
1	KISUMU CENTRAL	NATIONAL SCHOOLS	1		304		291		272		265		1132	1132
		EXTRA COUNTY	1	305		320		227		227		1079	0	1079
		COUNTY SCHOOLS	4	412	335	483	290	381	261	368	251	1644	1137	2781
		DISTRICT SCHOOLS	5	244	252	287	267	247	279	204	166	982	964	1946
2	KISUMU EAST	NATIONAL SCHOOLS	0	0	0	0	0	0	0	0	0	0	0	0
		EXTRA COUNTY	0	0	0	0	0	0	0	0	0	0	0	0
		COUNTY SCHOOLS	0	0	0	0	0	0	0	0	0	0	0	0
		DISTRICT SCHOOLS	14	520	473	492	444	440	344	345	287	1797	1548	3345
3	KISUMU WEST	NATIONAL SCHOOLS	1	367	0	384	0	310	0	347	0	1408	0	1408
		EXTRA COUNTY	0	0	0	0	0	0	0	0	0	0	0	0
		COUNTY SCHOOLS	4	210	498	185	509	185	406	160	378	740	1791	2531
		DISTRICT SCHOOLS	29	981	1066	905	933	813	758	716	600	3415	3357	6772
4	SEME	NATIONAL SCHOOLS	0	0	0	0	0	0	0	0	0	0	0	0
		EXTRA COUNTY	2	120	234	150	183	149	227	117	193	536	837	1373
		COUNTY SCHOOLS	0	0	0	0	0	0	0	0	0	0	0	0
		DISTRICT SCHOOLS	31	887	947	952	880	791	690	693	528	3323	3045	6368
5	NYANDO	NATIONAL SCHOOLS	0	0	0	0	0	0	0	0	0	0	0	0
		EXTRA COUNTY	2	311	279	348	374	275	424	261	240	1195	1317	2512
		COUNTY SCHOOLS	3	268	138	254	95	258	137	206	88	986	458	1444
		DISTRICT SCHOOLS	36	1135	1066	1029	950	1005	771	716	539	3885	3326	7211
6	MUHORONI	NATIONAL SCHOOLS	0	0	0	0	0	0	0	0	0	0	0	0
		EXTRA COUNTY	1		235		227		215		199	0	876	876
		COUNTY SCHOOLS	2	70	230	88	182	87	415	100	153	345	980	1325
		DISTRICT SCHOOLS	29	1033	774	999	694	950	581	774	402	3756	2451	6207
		EXTRA COUNTY	3	392	526	384	450	360	391	420	425	1556	1792	3348
		COUNTY SCHOOLS	2	66	250	62	248	82	236	83	140	293	874	1167
		DISTRICT SCHOOLS	46	1567	1587	1499	1310	1414	1196	1147	964	5627	5057	10684
TOTAL			243	9254	9662	9182	8739	8317	7991	7205	6181	33958	32573	66531

APPENDIX L

TABLE FOR ENROLMENT, GPI, CDF DISBURSEMENTS AND KCSE MEANScores FOR PUBLIC SECONDARY SCHOOLS IN KISUMU COUNTY

YEAR: 2009-2013

school	Girls	Boys	Total	GPI	CDF-INFRA	CDF-BUR	TOTAL CDF	MEAN SCORE
1		4,373	4,373	1.00	500,000	800,000	1,300,000	7.12
2	378	422	800	0.89	300,000	384,150	684,150	5.26
3	45	53	98	0.85		29,000	29,000	2.40
4	429	505	934	0.85	750,000	625,525	1,375,525	5.40
5	154	278	432	0.55	419,633	426,000	845,633	5.16
6	445	630	1,075	0.71	1,500,000	160,000	1,660,000	5.82
7		4,518	4,518	1.00	4,650,000	5,072,086	9,722,000	5.10
8	940	1,330	2,270	0.71	3,000,000	734,000	3,734,000	5.80
9	1282	1,298	2,580	0.98	6,603,000	645,000	7,248,000	5.66
10	336	496	832	0.68	2,000,000		2,000,000	4.99
11		1,349	1,349	1.00	419,500	1,273,000	1,712,500	5.22
12	250		250	1.00	210,000	80,000	290,000	3.31
13	481	1,674	2,155	0.29	2,350,000	1,433,000	3,783,000	7.51
14	756	1,377	2,133	0.55	1,400,000	580,000	1,980,000	6.04
15		5,180	5,180	1.00	1,500,000	2,000,000	3,500,000	7.19
16	265	329	594	0.81	1,800,000	95,000	1,895,000	3.34
17	504	844	1,348	0.59	300,000	180,000	480,000	5.04
18	506	728	1,234	0.69	5,892,000	892,188	6,784,188	4.47
19	256	224	480	1.14	2,500,780	482,225	2,983,005	4.57
20	351	837	1,188	0.38	1,500,000	451,500	1,951,500	5.22
21	4780		4,780	1.00	4,000,000	2,970,000	6,970,000	6.05
22		1,231	1,231	1.00	5,300,000	149,000	5,449,000	5.42
23	86	57	143	1.51	2,100,000	355,921	2,455,921	3.17
24	210	217	427	0.97	2,000,000	420,111	2,420,111	3.84
25	320		320	1.00	678,000	636,551	1,314,551	4.97
26	387	573	960	0.68	240,000	47,920	287,920	5.25
27	1238		1,238	1.00	2,620,000	309,000	2,929,000	5.03
28	1694	2,871	4,565	0.59	1,500,000	154,000	1,654,000	6.41
29	812	1,128	1,940	0.72	3,500,000	280,000	3,780,000	4.9
30	179	217	396	0.82	2,000,000	207,120	2,207,120	4.09
31		1,620	1,620	1	2,115,000	800,000	2,915,000	3.63
32	911	1,476	2,387	0.62	2,200,000	416,000	2,616,000	5.49
33	87	76	167	1.14	1,600,000	400,000	2,000,000	3.12
34	696	1,100	1,796	0.63	2,800,000	220,005	3,020,005	5.02
35	98	152	250	0.64	2,000,000	550,000	2,550,000	3.05
36	479	601	1,080	0.8	2,000,000	142,000	2,142,000	4.08
37	806	856	1,662	0.94	1,100,000	293,800	1,393,800	4.6
38	380	587	967	0.65	2,000,000	600,000	2,600,000	4.07
39		1,142	1,142	1	1,200,000	623,000	1,823,000	5.01
40	384	362	710	1.06	500,000	50,000	550,000	4.00
41	179	137	316	1.28	1,400,000	8,000	1,408,000	4.00

42	3860		3,860	1	1,500,000	192,000	1,692,000	8.04
43	265	342	607	0.77	2,600,000	210,000	2,810,000	4.43
44	484		484	1	1,300,000	544,000	1,844,000	6.21
45	752	1,152	1,904	0.65	2,400,000	650,000	3,050,000	6.42
46	1923		1,923	1	1,500,000	1,269,527	2,769,527	6.25
47	648	871	1,519	0.74	3,000,000	533,044	3,533,044	4.21
48	3680		3,680	1	2,400,000	854,287	3,254,287	6.25
49	325	635	960	0.51	772,996	4,234,906	5,007,902	4.82
50	900	1,020	1,920	0.88	500,000	242,000	742,000	3.88
51	491	1,379	1,870	0.36	435,000	1,394,160	1,829,160	5.65
52	2573		2,573	1	2,867,127	265,000	3,132,127	6.00
53	661	1,114	1,775	0.6	1,000,000	396,000	1,396,000	5.83
54	904	1,009	1,913	0.9	1,500,000	842,000	2,342,000	5.80
55	422	438	860	0.96	200,000	718,074	918,074	5.18
56	450	442	892	1.02	1,800,000	126,000	1,926,000	5.43
57	604	1,099	1,703	0.55	1,000,000	703,000	1,703,000	5.43
58	855	937	1,792	0.91	1,000,000	228,880	1,228,880	4.53
59	888	910	1,798	0.96	250,000	228,000	478,000	4.58
60	372	654	1,026	0.57	7,000,000	91,000	7,091,000	5.07
61	339	612	951	0.55	700,000	1,423,000	2,123,000	5.49
62	1378	1,702	3,080	0.81	3,350,000	418,000	3,768,100	6.22
63	1929		1,929	1	550,000	142,000	692,000	7.02
64	4111		4,111	1		682,000	682,000	7.10
65	282	438	720	0.64	9,800,000	1,251,000	11,051,000	4.91
66	3046		3,046	1	2,100,000	267,800	2,367,800	6.28
67	290	368	658	0.79	1,830,000	164,800	1,994,800	3.78
68	547	580	4,127	0.94	1,650,000	69,000	1,719,000	4.49
69	504	840	1,344	0.6	5,200,000	281,000	5,481,000	5.13
70	584	509	1,013	1.15	1,200,000	204,000	1,404,000	3.68
71	161	128	289	1.26	1,500,000	280,000	1,780,000	3.67
72	342	567	909	0.6	2,850,000	648,000	3,498,000	4.08
73	582	756	1,338	0.77	3,000,000	720,000	3,720,000	4.46
74	3328		3,328	1	6,000,000	1,322,000	7,522,000	6.95
75	4102		4,102	1	4,290,000	930,000	5,220,000	6.64
76	512	585	1,097	0.88	5,400,000	701,000	6,101,000	4.26
77	464	633	1,097	0.73	1,300,000	922,000	2,222,000	3.90
78	852		852	1	4,350,000	876,000	5,226,000	4.30
79	2545		2,545	1	6,750,000	871,000	7,621,000	5.82
80	584	597	1,181	0.97	3,550,000	954,000	4,504,000	5.26
81	598	757	1,355	0.79	1,550,000	822,000	2,372,000	4.16
82	285	505	790	0.56	3,700,000	1,068,400	4,768,400	4.20
83		980	980	1	426,000	419,633	845,633	4.70
84	904	644	1,548	1.4	5,000,000	608,000	5,608,000	6.08

85	240	268	508	0.89	1,000,000	319,500	1,319,500	4.00
86	1078	1,135	2,213	0.95	2,901,450	772,996	3,674,446	4.83
87	156	235	391	0.66	1,700,000	63,000	1,763,000	2.58
88		5,484	5,484	1	1,500,000	1,578,000	3,078,000	10.21
89		2,432	2,432	1	1,900,000	2,807,000	3,707,000	7.83
90	502	559	1,061	0.89	2,460,000	704,000	3,164,000	3.62
91	487	688	1,175	0.71	2,700,000	790,000	3,490,000	4.32
92	389	738	1,127	0.53	200,000	564,000	764,000	5.04
93	304	732	1,036	0.42	4,900,000	230,796	5,130,796	5.44
94	212	524	736	0.4	1,950,000	615,000	2,565,000	5.18
95	2253		2,253	1	5,500,000	311,000	5,811,000	7.38
96	506	622	1,128	0.81	3,500,000	768,000	4,268,000	4.08
97	487	685	1,172	0.71	2,450,000	714,265	3,166,265	4.06
98	495	586	1,081	0.84	5,600,000	754,129	6,354,129	4.10
99	2663		2,663	1	4,500,000	1,181,000	5,681,000	6.16
100	318	315	633	1.01	1,600,000	105,000	1,705,000	3.44
101		3,064	3,064	1	3,600,000	703,000	4,303,000	5.94
102		3,044	3,044	1	3,300,000	680,000	3,980,000	7.54
103	584	1,037	1,583	0.56	2,500,000	646,000	3,626,000	4.82
104	193	396	589	0.49	2,055,000	648,000	2,703,000	4.04
105	656	1,281	1,937	0.51	600,000	190,000	790,000	6.40
106	244	333	577	0.73	1,000,000	585,000	1,585,000	4.18
107	312	531	844	0.59	1,500,000	560,000	2,060,000	3.24
108	2853		2,853	1	3,117,000	632,000	3,749,000	6.12
109	387	603	990	0.64	2,000,000	380,000	2,380,000	5.26
110	196	370	566	0.53	2,050,000	619,000	2,669,000	3.22
111	229	298	527	0.77	1,050,000	649,000	1,699,000	3.94
112	989	853	1,842	1.16	1,500,000	586,781	2,086,781	3.94
113	393	433	826	0.91	500,000	288,000	788,000	4.48
114	188	300	488	0.62	1,300,000	413,390	1,713,390	4.17
115	260	196	456	1.33	200,000	148,000	348,000	2.90
116	1204	2,317	3,521	0.52	800,000	654,029	1,454,029	6.09
117	487	323	810	1.52	2,085,000	1,220,000	3,305,000	4.90
118	2311	1,869	4,180	1.24	2,151,220	1,613,308	3,764,528	7.02
119	4902		4,902	1	312,456	133,500	445,956	7.85
120		2,540	2,540	1	1,000,000	966,000	1,966,000	6.76
121	1858		1,858	1	4,900,000	1,312,000	6,212,000	5.56
122	316	522	838	0.61	2,350,000	905,770	3,255,770	4.07
123	574	704	1,278	0.82	1,250,000	500,000	1,755,000	4.76
124	324	596	920	0.54	386,706	2,213,505	2,600,211	4.70
TOTAL	99,980	100,664	203,495	0.9932	275,387,868	85,265,582	360,360,464	5.0853

APPENDIX M
SAMPLE CDF BURSARY FORMS



CODE: _____ / _____ / _____ / PARENTHOOD / _____ YR _____
WARD LEVEL CODE NO STATUS
(CODE: This section to be filled in the Bursary Office)

MUHORONI CONSTITUENCY BURSARY FORM

CDF **MoED** **OVC (MoL & SS)**

(Tick one as appropriate)

INSTRUCTIONS:

1. Applicants must fill sections [A – H]
2. Only forms which are **completely** filled in and with all **the attachments** will be accepted.
3. All applications **MUST** be submitted to CDF committee's **designate ONLY**.
4. Requests submitted late will **NOT** be considered.

A. PARTICULARS OF THE STUDENT

1. NAME: (Surname).....(Other names).....
2. DO YOU SUFFER FROM ANY FORM OF DISABILITY? (YES/NO)
 IF YES, STATE NATURE OF DISABILITY
3. ARE YOU A BENEFICIARY OF ANY OTHER SPONSORSHIP/ SCHOLARSHIP? (YES/NO)
 IF YES, NAME THE SPONSOR?

B. FAMILY DETAILS.

- i. FATHER'S NAME: IS HE ALIVE? (YES/NO)
- ii. FATHER'S TEL. NO. (IF ALIVE)
- iii. OCCUPATION:
- iv. MOTHER'S NAME: IS SHE ALIVE? (YES/NO)
- v. MOTHER'S CONTACT TEL. NO. (IF ALIVE)
- vi. MOTHER'S OCCUPATION:
- vii. NAME OF THE GURDIAN CONTACT TEL. NO.
- viii. RELATIONSHIP WITH THE GUARDIAN
- ix. OCCUPATION OF THE GUARDIAN

(Ward = OM – Ombeyi ward, MW – Mtwani Ward, MU – Muhoroni Ward, CH – Chemelil Ward, MN – Masogo-Nyang'oma
 Level = SS – Secondary School, CL – Colleges and UN – University, US – Upgrading Students
 Parental status = T/O – Total Orphan, P/O – Partial Orphan, B/A – Both Alive)

CODE: _____ / _____ / _____ / PARENTHOOD _____ YR _____
WARD LEVEL CODE NO
(CODE: This section to be filled in the Bursary Office)

C. PROOF OF BURDEN

NUMBER OF SCHOOL GOING SIBLINGS WITHIN THE FAMILY (ATTACH EVIDENCE)

NO	NAME OF STUDENT	LEARNING INSTITUTION	YEAR OF STUDY/ FORM
1			
2			
3			
4			
5			
6			

D. DETAILS OF RESIDENCE

COUNTY: SUB- COUNTY

CONSTITUENCY LOCATION

SUB- LOCATION VILLAGE

E. DETAILS OF THE INSTITUTION

1. NAME OF SECONDARY SCHOOL (DAY / BOARDING), COLLEGE, OR UNIVERSITY

- BRANCH/CAMPUS.....
2. ADMISSION / REGISTRATION NO.
3. TRAINING PROGRAM (COLLEGE/UNIVERSITY STUDENTS ONLY)
-
4. FORM/ YEAR OF STUDY.
5. BANK DETAILS OF THE INSTITUTION
 - a. NAME OF THE BANK
 - b. BRANCH OF THE BANK
 - c. ACCOUNT NUMBER.....

*(Ward = OM – Ombeyi ward, MW – Miwani Ward, MU – Muhoroni Ward, CH – Chemelil Ward, MN – Masogo-Nyang'oma
 Level = SS – Secondary School, CL – Colleges and UN – University, US – Upgrading Students
 Parental status = T/O – Total Orphan, P/O – Partial Orphan, B/A – Both Alive)*

CODE: _____ / _____ / _____ / PARENTHOOD / _____ YR _____
WARD LEVEL CODE NO STATUS
(CODE: This section to be filled in the Bursary Office)

F. RECOMMENDATION BY THE HEAD OF INSTITUTION

(Why do you think the applicant should be given government bursary?)

.....

Signature and Stamp

G. RECOMMENDATION BY THE AREA CHIEF

(Why do you think the applicant should be given government bursary?)

.....

Signature and Stamp

H. RECOMMENDATION BY THE RELIGIOUS LEADER

(Why do you think the applicant should be given government bursary?)

.....

Signature and Stamp

(Ward = OM – Ombeyi ward, MW – Miwani Ward, MU – Muhoroni Ward, CH – Chemelil Ward, MN – Masogo-Nyang'oma
 Level = SS – Secondary School, CL – Colleges and UN – University, US – Upgrading Students
 Parental status = T/O – Total Orphan, P/O – Partial Orphan, B/A – Both Alive)

CODE:

WARD

LEVEL

CODE NO

PARENTHOOD

YR

This section to be filled in the Bursary Office

I. MANDATORY ATTACHMENTS

- i. A copy of school's admission letter for new students
- ii. School fee structure and latest fee balance **statement**.
- iii. Current school report form and /or **result slip**.
- iv. A copy of birth certificate for the student **seeking** bursary and for those **enrolled** in Section C above
- v. A copy of death certificate or **burial** permit for parents in case of orphans.
- vi. A copy of KCPE/KCSE result **slips** for new students.
- vii. Photocopy of applicant's **and/or parents'** guardian ID.
- viii. Proof of Muhoroni **constituency resident** e.g. photocopy of voters card.

J. FOR OFFICIAL USE ONLY

I satisfy that the form is correctly filled with all the necessary attachments.

RECEIVED BY (CDF STAFF) NAME: SIGN DATE

K. CDF COMMITTEE USE ONLY

- i. AMOUNT APPROVED (IN KSHS) DATE OF AWARD
- ii. IF NOT AWARDED (GIVE REASONS).....
.....
.....

COMMENT:

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

(Ward = OM – Ombeyi ward, MW – Miwani Ward, MU – Muhoroni Ward, CH – Chemelil Ward, MN – Masogo-Nyang'oma
 Level = SS – Secondary School, CL – Colleges and UN – University, US – Upgrading Students
 Parental status = T/O – Total Orphan, P/O – Partial Orphan, B/A – Both Alive)

REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: EDUCATION-NAIROBI

Telephone: Nairobi 318581

Fax: 214287



Jogoo House "B"

Harambee Avenue

P.O.Box 30040

Republic of Kenya

NAIROBI.

FORM 'A'

SECONDARY SCHOOL BURSARY APPLICATION FORM (SESBAF) KISUMU CENTRAL CONSTITUENCY

DATE: [] BURSARY FORM NO. []

YEAR..... DISTRICT.....

DIVISION..... LOCATION.....

SUB-LOCATION:..... WARD.....

PART A: STUDENT'S PERSONAL DETAILS

1. FULL NAMES:

.....

Last First Middle.

2. SEX: Male: () Female: ()

3. Date of Birth [] Adm No. [] Form. []

4. Name of School:..... Year []

For those students joining from 1 :(please attach joining instructions)

a). School admitted: National [] Provincial [] District []

b). Former primary school Head teacher.

Student/pupil conduct: Excellent [] V.Good [] Good [] Fair [] Poor []

I declare that to the best of my knowledge, the information is true/or the applicant to attach a copy of certified school leaving certificate.

Name Signature Date & school stamp

Students joining Form 1 or continuing in Form 2, 3 and 4

Total fee

Paid/able to raise

Outstanding Balance

PART B FAMILY INFORMATION.

1. Tick Appropriately.

Both parents dead One parent dead Both parents alive Single parent Any disability

(Attach supporting documents e.g. death certificate, letter explaining disability or other disadvantage/circumstances from

chief/religious leader or prominent reference)

Father's/Guardian's Name.....

Occupation/Profession.....

Mother's/Guardian's name.....

Occupation/Profession.....

2) How many Brothers and sisters do they have?

3) How many children does the guardian have?

4) How many are working/in business/farming

5) How many are Secondary school?

6) How many are in post-Secondary Institutions?

7) If both parents are dead, who has been paying your education? (Tick)

(For continuing students)

Guardian Sponsor/Well wishers Any other (specify)

8) Have you ever benefited from the constituency Bursary Fund? NO YES

9) If yes, state the Amount

EITHER: CHIEF/SUB-CHIEF

Comment on the status of the family/parents.....

I certify that the information given above is correct.

Name..... signature and official stamp..... Date.....

Position/Designation.....

RELIGIOUS LEADER

Comment on the status of the family/parent:.....

Name..... Signature & Official stamp..... Date.....

Position.....

PART C: INFORMATION ABOUT FAMILY FINANCIAL STATUS

1. GROSS INCOME IN THE LAST 12 MONTHS- (KSHS)

	Father	Mother	Guardian/Sponsor
GROSS INCOME			

2. APPLICANT'S SIBLINGS IN EDUCATIONAL INSTITUTIONS.

SIBLINGS NAME/ GUARDIAN'S CHILDREN	NAME OF THE INSTITUTION	YEAR OF STUDY/CLASS	TOTAL FEES	FEED PAID	OUTSTANDING BALANCE
GRAND TOTAL					

PART D: DECLARATION:

1. STUDENT'S DECLARATION

I declare that to the best of my knowledge, the information given herein is true.

Student's signature..... Date:.....

2. PARENT'S/GUARDIAN'S DECLARATION

I declare that I have read this form/this form has been read to me and I confirm that the information given herein is true to the best of my knowledge. Parent's/Guardian's Name:.....

Parent's/Guardian's Signature:..... Date:.....

SCHOOL VERIFICATION

a. For continuing students

Year

Positions in class/Form Term 1 Term 2 Term 3 (Please Attach a report form)

Student's Discipline (Tick one option only) Excellent V.Good Good Fair Poor

Principal's/ Head teacher's brief comments on student's level of need, discipline and academic performance

.....
.....

I declare that the above named is a student in this school.

Principal's Name.....

Signature.....

Date and School stamp.....

PART E: FOR OFFICIAL USE ONLY BY THE CONSTITUENCY BURSARY COMMITTEE

SCORE

Approved for Bursary

Not Approved for Bursary

Reason.....

Bursary awarded

Chairman's Name.....

Signature..... Date.....

Secretary's Name.....

Signature..... Date.....

Official Stamp.....

APPENDIX N

MAP OF KISUMU COUNTY

