



## ASSESSING UTILIZATION OF CONSTITUENCY DEVELOPMENT FUND IN ENHANCING QUALITY SECONDARY SCHOOL EDUCATION IN KURESOI NORTH CONSTITUENCY, NAKURU COUNTY

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### ABSTRACT

With the introduction of CDF in 2003 it was expected that every constituency would set aside a considerable amount of money from the CDF kitty to finance education in the respective public schools. Contrary to the given ideal situation, most of the named services still lack in secondary schools Kuresoi North Constituency. In most schools, many bright and deserving students do not access bursaries and some of those who benefit from it still drop out of school for lack of consistency in the allocation of the very bursaries. Most schools do not have sufficient classrooms to provide ample environment for quality learning. The purpose of this study was to assess the utilization of constituency development fund in enhancing quality secondary school education in Kuresoi North Constituency, Nakuru County. The study was guided by three objectives which investigated issues that included: the utilization of CDF fund in bursary scheme and the utilization of CDF fund in infrastructural development in enhancing quality secondary education among secondary education in Kuresoi North Constituency, Nakuru County. Resource-Based View Theory was adopted in explaining the utilization of CDF in ensuring that resources are equally distributed in accessibility of education. The study embraced descriptive research design and focused in secondary education in Kuresoi North Constituency, Nakuru County. The study targeted 23 school principals, 23 Board of Management (BOM) Chairpersons, 240 BOM members and 7 Constituency Development Fund Committee (CDFC) member. Nassiuma's (2000) formula was used to get a sample size of 80 respondents. Data was collected through interviews and questionnaires so as to gather both qualitative and quantitative data. The validity and reliability of the research instruments was established before collecting data. For reliability this study obtained a correlation coefficient of 0.7. The study used SPSS (Statistical Package for Social Sciences) version 20 to analyze data where computation on frequencies and percentages was done. The study established that late disbursement of CDF funds in bursary scheme has contributed to borrowing in schools. The study further revealed that schools are awarded CDF funds on infrastructure depending on their needs. From the findings the study recommended that the amount of the bursary awarded should be increased. The also recommended that an independent committee should be formed to audit the distribution and utilization of CDF to ensure it achieve the intended goals.

**Keywords:** Infrastructural development, Utilization of constituency development, CDF fund and Bursary scheme

**1.0 INTRODUCTION**

Globally, most of the governments aim at ensuring accessibility to affordable education. In India central government provide 80% of the financing of Free Primary Education (FPE), while the local states execute and deliver the remaining finance, Government of India. The Indian constitution has set aside a separate place for Primary & Secondary education. Its Article 45 seeks to deliver free and mandatory education to all children until they attain 14years of age. It further focuses on the need to implement and appropriate programs to alleviate the dominant wastage and stagnation in schools and to safeguard that all children enrolled in schools successfully completes the prescribed course (Woodhall, 2014).

In Africa, development funds were directed at ameliorating accessibility to secondary education specifically in rural areas. Governments in Sub-Saharan Africa and their financial partners are seriously focusing on how to make secondary education widely accessible, core relevant, and of higher quality through education subsidy and bursary funds. A study conducted by Evangelical Fellowship in Zambia and Micah Challenge 2012 noted that Constituency Development Fund in Zambia is directed onto building educational facilities, hire teachers and to renovate and complete staff houses. However, the process experiences a lot of challenges, the program has enhanced schools perimeters which has aided most of the students to have access to education through provision of quality facilities for learning. The constituency development fund went through hard times in Ghana because of inadequate financial knacks among project management staffs in several constituencies. The funds are aimed at financing educational and health projects, this has led to increase in accessibility to education in Ghana. (Boating, 2010)

In the year 2003, the constituency development fund was introduced in Kenya, through an act of parliament with a sole purpose of ameliorating access to secondary education. This was conducted by improving enrollment to secondary education ensuring transition and completion rates through provision of bursary to needy students. Education takes the lion's share of the total allocations from CDF. Since it is a form of devolved funding directed at eradicating penury at the grassroots; CDF is financed through annual government revenue. Initially, about 2.5% of the total revenue was channeled to it 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 thus a lot of financial resources are being channeled to constituency projects, of which education receives utmost 34% of the total share (IEA, 2006). The mandate of disbursing and ensuring 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 shareholders to execute and commencing utilizing CDF money. CDF finances schools through creation of physical utilities and more space for enrolment and provision of bursary to needy students to help in paying school fees.

The high costs of living have made many students from needy families not to access secondary education, and drop out of school. Even with the subsidized secondary school education in Kenya from 2008, the operational costs of secondary schools have remained high with an average cost of boarding secondary schools at Kshs. 30,000 and day schools at Kshs. 10,000 per year is still not affordable to many Kenyans. Where a household has more than one child of secondary school age, their education dreams are shattered because of the hopelessness to pay school fees. This has led to education being more advanced in the urban areas than rural areas, and more accessible to children from rich families than those from poor families specifically those from the arid rural areas and urban slums (Ayodo, 2016).

## **1.2 STATEMENT OF THE PROBLEM**

According to the ministry of education (2013) increased fee structures, extra levies for private tuition, inadequate physical amenities, unfavorable environment and the general high cost of education especially for children from poor households including those with special needs are the main obstacle to access secondary education. In an effort to assist the less privileged students the Kenyan government has introduced various kitty such as CDF. Since its inception the government had disbursed 210.34 billion by the 2016/2017 financial year. On average education takes 33.9% of which bursaries take 12.3%. The CDF is mandated to participate in education through the establishment of schools, expansion of infrastructure in the schools and provision of bursaries (Constituency Development Fund Board, 2016). With the introduction of CDF in 2003 it was expected that every constituency would set aside a considerable amount of money from the CDF kitty to finance education in the respective public schools. The funds are expected to be used to provide bursaries to students from needy backgrounds that would otherwise not access education. In addition, physical facilities like science laboratories, classrooms and libraries need to be constructed or improved upon, if already available, so as to ensure quality education. Contrary to the given ideal situation, most of the named services still lack in secondary schools Kuresoi North Constituency. In most schools, many bright and deserving students do not access bursaries and some of those who benefit from it still drop out of school for lack of consistency in the allocation of the very bursaries. Most schools do not have sufficient classrooms to provide ample environment for quality learning. The science and computer laboratories are either missing or ill-equipped. Therefore the study seeks to assess the utilization of constituency development fund in enhancing secondary school education in Kuresoi north constituency.

## **1.3 OBJECTIVES OF THE STUDY**

This study had both general and specific objectives

### **1.3.1 Purpose of the Study**

The purpose of this study was to assess the utilization of constituency development fund in enhancing quality secondary school education in Kuresoi North Constituency, Nakuru County.

### **1.3.2 Specific Objectives**

To determine the utilization of CDF fund in bursary scheme in enhancing quality secondary education in Kuresoi North Constituency, Nakuru County.

To assess the utilization of CDF fund in infrastructural development in enhancing quality secondary education in Kuresoi North Constituency, Nakuru County

## **1.4 Research Questions**

How does utilization of CDF fund in bursary scheme enhance quality secondary education in Kuresoi North Constituency, Nakuru County?

How does utilization of CDF fund in infrastructural development enhance quality secondary education in Kuresoi North Constituency, Nakuru County?

## **2.0 LITERATURE REVIEW**

### **2.1 Empirical Literature**

Murage (2013) conducted a study to find out ways in which CDF has promoted access and retention of secondary school students in Laikipia West District. The objective of the study

were to; find out how many students access secondary education in the district, how retention has been enhanced, procedure followed to propose, rank and finance projects and the problems CDF faces in the district, while the result showed improvement in access and retention of students through bursary provision, the study did not look at the number of secondary schools purely put up using CDF which created more capacity for learners to access secondary education. Using a descriptive survey research design to guide his study. The author 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 Gross Enrolment Rate 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 poor students than boarding schools.

Mukiri (2014) carried out a study on factors influencing management of constituency development fund projects in public secondary schools: a case of Imenti South Sub-County in Meru County. The objectives of the study were, to assess the influence of project identification by Board of Management, to determine how adequacy of funding influences management of CDF projects, to assess the influence of project implementation and to determine the influence of Monitoring and Evaluation by BOM on management of CDF projects in public secondary schools. The findings of the study showed that majority of BOM committee were usually involved in identification of projects through participation in need assessment, tendering of project, budget preparation and implementation. Findings also indicated that BOM committee lacks a developed monitoring and evaluation system for schools though a majority agreed that adhering to monitoring and evaluation schedule would improve management of CDF projects in schools.

Ngalu (2014) carried out a research on the role of the Constituency Development Fund (CDF) in the provision of secondary school education in Kilome constituency. He was guided by the following objectives; to assess the challenges faced by secondary schools in accessing CDF funds in Kilome constituency, to establish the role of CDF in provision of secondary school education in Kilome constituency, to determine the effect of CDF on enrolment in secondary schools in Kilome constituency. The study found out that success of CDF was being undermined by inadequate amount awarded, discrimination and mismanagement of funds and hence the amount awarded should be increased and cases of discrimination and corruption should be curbed. It is hoped that the findings of this study will contribute to the understanding of the role of the CDF in addressing the issue of provision of secondary school education in constituency.

### **2.1.1 Bursary Provision through Academic Development Funds**

A bursary is a monetary award made to an individual to help pay for education (Ontario Students Assistant Plan, 2013). Bursaries are expected to benefit the needy child by guaranteeing completion of education (UNESCO 2015). This is by availing funds for their expenses to enable the students to stay on instead of dropping out. Bursaries are also needed to prevent inequalities in education by aiding those unable to pay to get education (Patrinos, 2011). Bursaries improve access by reducing inequality in enrolments. It ensures that the needy are not denied access due to lack of funds or inability to pay. In Chile there are subsidized private schools that compete for enrolment with the state funded municipal schools. An aid system was also established for those unable to pay in the shared financial system to ensure they are retained in school. The aid prevented inequalities in education and increased enrolment in the private sector from 15% to 33% between 1994 and 2003 (Patrinos, 2011).

Bursaries also act as an affirmative action in education for the disabled. In America the government provided \$14 billion in 2008 and \$15.9 billion in 2009 for disabled children with a \$1000 grant per handicapped child through compensating acts. The total number of handicapped children enrolled in school increased from 6.0 million to 6.6 million and 13.0% to 13.4% of the total enrolments from 2006-2008 (Lunnenburgand, 2012). In Kenya 15% of each constituency annual allocation may be used for an Education Bursary scheme (CDF act 2007). The provision of the government funded scheme for poor students is a measure that has been taken to enhance participation of the poor in secondary education (Government of Kenya 2015).

Kwoko, (2016) conducted a study on the effectiveness of the bursary fund in enhancing equity in secondary education: a study of secondary education bursary fund (SEBF) in Kitui County, Kenya. The study findings revealed that the process of identifying the needy and deserving cases was hindered by nepotism, politics, flawed vetting process and inadequacy of fund. Therefore some needy and deserving cases failed to obtain the bursary funds. For instance, only a quarter of the applicants succeeded upon application of the bursary funds. The bursary funds also failed to enhance equity in its allocation due to the fact that the disbursement was indefinite and untimely.

Tanui, (2016) conducted a study on the effects of bursary scheme in the retention and completion rates of public secondary school students in Kamariny Division in ElgeyoMarakwet County, Kenya. The study established that bursary schemes slightly improved secondary school retention rates, which means that there may be other factors affecting retention rates other than the availability of funds. The study also found out that the most common challenges faced in the distribution of bursary funds were lack of transparency, lack of clear procedures, corruption and that the process was slow and cumbersome.

Onuko, (2016) conducted a study on the impact of bursary schemes on retention of students in public secondary schools in gem district, Kenya. The study findings revealed that majority of beneficiaries were funded from CDF and then followed by SESBAF. Further the study findings revealed that students were not assured of continuous funding and that the disbursements were not in line with the school calendar year.

### **2.2.2 Infrastructure Development through Academic Development Fund**

The availability of adequately equipped physical facilities like science laboratories, libraries, classrooms and sanitation blocks have a positive impact on students' academic performance. According to Mccaig, Cowie and Mackin (2012), classrooms improve learning achievements and reading comprehension. The classrooms should be well ventilated with good lighting with reduced distractions to provide conducive learning environment. This allows learners to concentrate to learning without unnecessary distraction.

In Curriculum Implementation, Debin and Olshtain (2016) suggested that the central government must also provide physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create an environment in which implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation. However, the cost sharing strategy in Kenya has left the role of infrastructural development especially the classrooms, laboratories, libraries, halls and other development facilities to the parents. CDF can be used to finance expansion of all schools and development of upcoming schools.

The development and maintenance of physical facilities in educational institutions by communities, parents, and sponsors should continue to be encouraged. This is because lack of such facilities interferes with learning process (Republic of Kenya, 2015). DFID (2017) indicates the importance of school facilities in relation to quality education. Difference in school facilities would be seen to account for difference in achievement. Physical facilities include classrooms, lecture theatres, auditoriums, administrative block, libraries, laboratories, workshops, play grounds, assembly halls, and special rooms like clinics, staff quarters, students' hostels, kitchen, cafeteria, and toilet amongst others.

Learning experiences are fruitful when there are adequate quantity and quality of physical resources; and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance. Fonseca and Conboy (2016) posit that the physical conditions and organization of schools facilitate or inhibit construction of a culture of success. Ministry of Education Science and Technology, MOEST (2015) explains the importance of ensuring that there are adequate and appropriate facilities for teaching and learning so that educational programmes could be implemented effectively

## **2.2 Theoretical Review**

The study was anchored on resource-based view theory.

### **2.2.1 The Resource-Based View Theory**

This theory was developed by Birge in 1984 and involves identification and analyzing business's management strategic advantages that are founded within the investigative and its different grouping of skills, assets, intangibles and capabilities as an organization. The basic principle of RBV theory premise is that any given specific organization is fundamentally different from each other because each firm has a "unique" package of funds intangible and tangible resources and abilities of the organization so as to use of those resources.

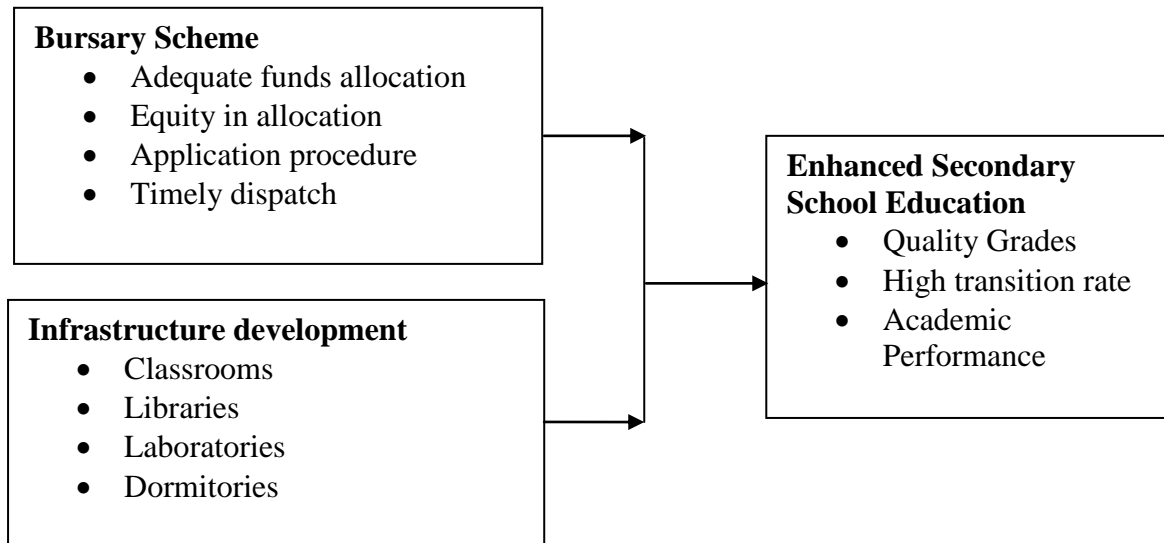
Resource-based view is based on the idea that the effective and efficient application of all useful resources that Institutions can muster helps determines its competitive advantage and performance (Srivastava& Christensen 2011). Institutional resources are vital to all varieties of organizations; and Secondary Schools are no exception. Strategic management of organizations involves the leveraging of resources to achieve objectives (Barney, 2001; Kong and Prior, 2008). Access to education is seen as a central plank in development strategies linked to the most governments vision goals associated with Education for All.

This headline the achievement of universal secondary education across all developing countries as an essential component of efforts to reduce poverty and transform the developmental prospects of individuals and nation states, (UNESCO, 2005). The theory is relevant to the study in the way that the secondary school uses the available resources which are the bursary funds to make the schools competitive through development of the school amenities, purchasing of the necessary books which makes the secondary schools more competitive.

## 2.3 Conceptual Framework

### Independent Variable

### Dependent Variable



**Figure 1: Conceptual Framework**

## 3.0 RESEARCH METHODOLOGY

### 3.1 Research Design

The study adopted a descriptive research design. A descriptive research design describes the state of affairs as it exists in the present. A descriptive research design was appropriate as the study involves fact finding and documenting the findings.

### 3.2 Location of the Study

Data was conducted in secondary schools Kuresoi North Constituency. According to the county director of education Nakuru County, Kuresoi North constituency has 23 secondary schools and they are all enrolled in the bursary scheme programs. The study sought to find out the utilization of the bursaries awarded to the same schools. Kuresoi North constituency was selected since it was one of the most marginalized constituencies in Nakuru County. According to Nakuru County Education records Kuresoi North Constituency recorded very low academic grades compared to other sub-counties in the county, the poor academic performance is attributed to lack of basic learning materials such as books and basic infrastructure facilities such as laboratories therefore necessitating the need conduct the study in the constituency.

### 3.3 Target Population

The unit of observation was 23 public secondary school in Kuresoi North Constituency, Nakuru County which have been funded by CDF while the unit of analysis was 23 school principals, 23 Board of Management (BOM) Chairpersons, 240 BOM members and 7 Constituency Development Fund Committee (CDFC) members. The total respondents who participated in the study therefore were 283.

**Table 1: Target Population**

<b>Target Group</b>	<b>Number of the target group</b>
School Principals	<b>23</b>
Board of Management (BOM) Chairpersons	<b>23</b>
BOM members	<b>240</b>
Constituency Development Fund Committee (CDFC) members	<b>7</b>
<b>Total</b>	<b>283</b>

**Source: Kuresoi Sub-County Education Officer (2019)**

### 3.4 Sampling Technique

Sampling is the process of selecting a sufficient number of elements from a population. Sampling technique is the process of selecting a sample size. Nassiuma's (2000) formula was used to get a sample size of 80 respondents.

Where

n = Represents sample size,

N = Represents study population

C = Represents coefficient of variation ( $21\% \leq C \leq 30\%$ ), and

e = Represents error margin ( $2\% \leq e \leq 5\%$ ).

Calculating the sample size,

$$n = \frac{283 (0.21)^2}{0.212 + (283-1)0.022}$$

$$n = 79.54$$

$$n = 80$$

Purposive sampling was used where public secondary schools that had been funded with CDF funds in Kuresoi North Constituency was investigated and all the CDF committee members were selected. Simple random sampling was applied to select samples of BOM members to be included in the study from the 23 CDF funded Public schools. Purposive sampling enabled the researcher to use the respondent as required based on the objectives of the study and the respondents were clearly predetermined and their inclusion justified. Simple random sampling ensured that each BOM member had an equal chance of being selected

### 3.5 Data Collection Instruments and Procedure

Primary data was collected through questionnaires and interview schedule. Questionnaires were used to collect data from the school principals, Board of Management (BOM) Chairpersons and BOM members. The study used an interview schedule to collect data from the Constituency Development Fund Committee (CDFC) members. Interview schedule enabled Constituency Development Fund Committee (CDFC) members to give their account of situations which they have lived, gone through or seen. Interview schedule also enabled the researcher to acquire detailed information from the respondents. The researcher administered the questionnaire individually to all respondents of the study. The questionnaire was administered using a drop and pick later method. The researcher personally administer the interview schedule to the respondents in order to give explanations

### 3.6 Pilot Testing

A pilot study was carried out in Njoro Girls, Njoro Constituency, Nakuru County. Njoro Girls was selected because it's the neighboring constituency and it's affected by the same social political factors regarding bursary disbursement and allocation. The researcher distributed 8 questionnaires to BOM chairpersons and members in 3 secondary schools in Njoro



Constituency. In order to keep the instruments valid with regard to construct validity, the researcher ensured that every questionnaire items and the contents of the interview guide were related to utilization of constituency development fund in enhancing. The researcher critically discussed the research instruments with supervisors to ensure that the information sought was clear and the questionnaire specifically sought the information relevant to the research objectives.

### 3.7 Data Analysis and Presentation

Data collected were both qualitative and quantitative in nature. Qualitative data was collected from research questionnaire while quantitative data were collected from interview schedule. Qualitative data was analyzed by use of content analysis and presented in a prose form. Quantitative data were analyzed by use of Statistical Package for Social Sciences (SPSS) version 24. Both descriptive statistics and inferential statistics were employed to analyze the data. Descriptive statistics comprised of frequencies, percentages, means and standard deviations. Inferential statistics includes correlation analysis. Presentation of the results was done in form of tables, charts and graphs which facilitated clear interpretation of results and assisted in drawing of conclusions. The study conducted a preliminary diagnostic tests

### 3.5 Ethical consideration

The researcher first sought an introduction letter from Kenya Methodist University which assisted her to acquire permit from the National Council of Science and Technology and Innovation (NACOSTI). The researcher used the permit to seek permission to collect data from the respondents. The researcher then formally contacted the respondents through the sub-county education offices and explained to them the purpose of the study in order to seek their authorization.

## 4.0 FINDINGS AND DISCUSSIONS

### 4.1 Response Rate

The study administered 80 questionnaires for data collection. However, 62 questionnaires were properly filled and returned. This represented 78% overall successful response rates.

### 4.2 Descriptive Findings

**Table 2: Type of the Secondary School**

Type of School	Frequency	Percentage
Girls Boarding	12	19
Boys Boarding	9	15
Mixed Boarding	2	3
Girls Day	15	24
Mixed Day & Boarding	3	5
Mixed Day	10	16
Boys Day	11	18
<b>Total</b>	<b>62</b>	<b>100</b>

According to the findings, 12(19%) of the respondents indicated that they are working in girls boarding secondary school, 9(15%) of the respondents indicated that they are working in boys boarding secondary school, 2(3%) of the respondents indicated that they are working mixed boarding secondary school while 15(24%) indicated that they are working in girls day school, 3(5%) indicated that they working in mixed day & boarding secondary school, 10(16%) of the respondents indicated that they are working in mixed day school while

11(18%) indicated that they are working in boys day school. This implies that majority of the schools are girls day schools

**Table 3: Utilization of CDF Fund in Bursary Scheme**

<b>Statement</b>	<b>SA</b> %	<b>A</b> %	<b>U</b> %	<b>D</b> %	<b>SD</b> %	<b>Mean</b>	<b>Std</b>
Late disbursement of CDF funds in bursary scheme has contributed to borrowing in schools	26	47	17	10	0	3.887	0.907
The process of vetting the most deserving students for the CDF bursary scheme is not transparent	37	45	13	5	0	4.113	0.870
All the necessary stakeholders are actively engaged in the vetting process of the most deserving students	55	42	3	0	0	4.516	0.565
Corruption in the vetting process of the most deserving students result to drop out of students from financially unstable families	57	37	6	0	0	4.500	0.621
In most cases CDF funds are not allocated to the most deserving students which result to drop-out	39	44	11	6	0	4.145	0.866

According to the findings, majority of the respondents 45(73%) agreed that the late disbursement of CDF funds in bursary scheme has contributed to borrowing in schools with a mean of 3.887 and the standard deviation of 0.907. The study findings are in line with Jimene, and Pinzen, (2013) who noted that some government officials have been accused of dishing out bursaries to their relatives, friends and close associates who do not deserve it. This goes against the reasons as to why Constituency Development Fund Bursary was created. Due to misallocation of funds some of secondary schools have been forced to borrow money for their upkeep.

The findings further indicated that majority of the respondents 51(82%) agreed that the process of vetting the most deserving students for the CDF bursary scheme is not transparent with a mean of 4.113 and the standard deviation of 0.870. The study findings is in line with Orera, (2017) who found that the government bursary fund was yet to achieve its main objective of ensuring access and quality education as the deserving beneficiaries did not fully participate in applying for the bursary owing to lack of transparent and honesty in vetting process. In addition majority of the respondents 60(97%) agreed that the all the necessary stakeholders are actively engaged in the vetting process of the most deserving students with a mean of 4.516 and the standard deviation 0.565. Onyango and Njue (2014), observed that, the Constituency Bursary Fund was not serving its purpose as it was under the direct control of MPs and had been transformed into a political instrument hence compromising its effectiveness. They observed that the MPs gave bursaries to their friends, family and political supporters who were not necessarily needy. The funds were also split into tiny amounts so as to reach as many people as possible thus making the fund inadequate resulting to lowered retention rate. This makes students from poor families to drop out of school a situation that warrants research.

The findings further indicated that majority of the respondents 58(94%) agreed that the corruption in the vetting process of the most deserving students result to drop out of students from financially unstable families with of mean 4.500 and the standard deviation of 0.621. In

addition majority of the respondents 52(83%) agreed that the in most cases CDF funds are not allocated to the most deserving students which result to drop-out with a mean of 4.145 and the standard deviation of 0.866. The standard deviation ranged from 0.565 to 0.907 indicating that the dispersion of the respondents from the mean was minimal. The findings are in line with Okoth, (2014) study which noted that in three constituencies in Nairobi, thousands of poor learners, particularly in the slums, do not benefit from the kitty, which was set up to help those who cannot raise school fees access education. In the current financial year for instance, in Makadara constituency, only twenty five (25) of four thousand two hundred, (4,200) applicants got partial or full bursaries. The report by the Centre for Economic and Social Rights blames political manipulation for the failures.

**Table 4: Utilization of CDF Fund in Infrastructure**

<b>Statement</b>	<b>S</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>Std</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>		
Bureaucracy in the utilization of CDF Fund in infrastructure has resulted to stalled infrastructural projects in schools	52	39	9	0	0	4.419	0.667
The government conduct an audit of CDF Funded infrastructure	37	31	19	13	0	3.887	1.073
Schools are awarded CDF funds on infrastructure depending on their needs	44	40	6	10	0	4.177	0.932
CDF committee tours schools to assess their needs before issuing funds on infrastructure	37	39	10	14	0	3.984	1.032
In most cases CDF funds on infrastructure are allocated to classrooms projects	42	39	11	8	0	4.145	0.921

According to the findings majority of the respondents agreed 56(91%) that bureaucracy in the utilization of CDF Fund in infrastructure has resulted to stalled infrastructural projects in schools with a mean of 4.419 and the standard deviation of 0.667. The findings are in line with Wachiye (2014) who established that the fund was experiencing a number of set-backs namely; the amount of bursary disbursed to the constituency was insufficient and could not meet the demands of the high number of the needy applicants. There was political interference by the local Parliamentarians. The government delays to disburse these funds, a condition that inconveniences many the completion of the secondary school infrastructure projects leading to stalled projects.

The findings further indicated that majority of the respondents 42(68%) agreed that the government conduct an audit of CDF funded infrastructure with a mean of 3.887 and the standard deviation of 1.073. Also, the findings indicated that majority of the respondents 52(84%) agreed that schools are awarded CDF funds on infrastructure depending on their needs with a mean of 4.177 and a standard deviation of 0.932. Further majority of the respondents 47(76%) agreed that CDF committee tours schools to assess their needs before issuing funds on infrastructure with a mean of 3.984 and a standard deviation of 1.032. The study findings disagrees with Otieno, (2012) study which found that since the bursary from CDF is under direct control of Members of Parliament, it has been transformed into a political instrument thus compromising its effectiveness because MPs give bursary to their friends and supporters who are not necessarily needy, and that the money is usually split into tiny amounts so as to reach as many people as possible. This therefore raises serious concerns and jeopardizes the chances of those who have accessed schooling to remain within the

school gates. The views are supported by Oyugi (2014), who estimated that the average amount of money received through CDF by beneficiaries was very low and the bursary officials do not assesses the school needs before disbursing the funds. The bursary funds are disbursed based on the supporters of the constituency leader.

Majority of the respondents 50(81%) also indicated that in most cases CDF funds on infrastructure are allocated to classrooms projects a mean of 4.145 and a standard deviation of 0.921. The standard deviation ranged from 0.667 to 1.073 indicating that majority of the respondents agreed with the issues raised. The study is in agreement with Debin and Olshtain (2016) study which found that the bursary funds are allocated to provide physical facilities such as classrooms, laboratories, and workshops, libraries and sports fields in order to create an environment in which learning can take place. CDF can be used to finance expansion of all schools and development of upcoming schools.

**Table 5: Test for Multicollinearity**

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Utilization of CDF fund in bursary scheme	.741	1.350
Utilization of CDF fund in infrastructural development	.757	1.321

a. Dependent Variable: Enhance quality secondary education

From the findings, the variable utilization of CDF fund in bursary scheme had a tolerance of 0.741 and a VIF of 1.350, utilization of CDF fund in infrastructural development had a tolerance of 0.757 and a VIF of 1.321 and utilization of CDF fund in provision of textbooks had a tolerance of 0.675 and a VIF of 1.345. Since the tolerance for all the variables was more than 0.1 and the VIF was not more than 10 therefore there was no need of further investigations.

**Table 6: Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.038	.145		.260	.796
Bursary Scheme	.596	.107	.548	5.578	.023
Infrastructural Development	.233	.081	.245	2.877	.016

The interpretations of the findings indicated follow the following regression model.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon \dots\dots\dots$$

Therefore,

$$Y = 0.038 + 0.596X_1 + 0.233 X_2 + \epsilon \dots\dots\dots$$

According to the intercept ( $\beta_0$ ), when the three independent variables are held constant, the value of enhancing quality secondary education in Kuresoi North Constituency, Nakuru County will be 0.038. In addition, holding all the other independent variables constant, a unit utilization of bursary scheme would lead to a 0.596 improvement enhancing quality secondary

education in Kuresoi North Constituency, Nakuru County, Kenya. The findings agrees with Onuko (2012) who found out that despite several challenges, bursary schemes would be a good government initiative to ensure retention as it increases access to secondary education while reducing the cost burden on parents. He further argued that bursary schemes had helped students finance their education but had not totally exonerated students from dropping from school.

Further, holding on the other independent variables constant, a unit increase in utilization infrastructural development would lead to 0.233enhancing quality secondary education in Kuresoi North Constituency, Nakuru County, Kenya. The findings agrees with Mokaya (2013) who found out that improved academic achievement was associated with more adequate classrooms sizes and improved locker spaces. Enrolment of students was proportional to the adequacy of classrooms in the schools. he study also found that most schools had few toilets compared to the number of learners and this affected the learners efforts to access quality education due to delays and time wasting at the toilets, the study also found that learners' participation in co-curriculum activities was associated with improved academic performance the study however found that most schools had few co-curriculum activities.

## **5.0 CONCLUSION AND RECOMMENDATIONS**

### **5.1 CONCLUSIONS**

From the findings the study concluded that corruption in the vetting process of the most deserving students result to drop out of students from financially unstable families. Moreover, in most cases CDF funds are not allocated to the most deserving students which result to drop-out. The study also concluded that there was a positive and statistically significant correlation between bursary schemes and enhancing quality secondary education in Kuresoi North Constituency, Nakuru County. ( $r = 0.443$ ;  $p < 0.05$ ).

Regarding the second objective the study concluded that CDF committee tours schools to assess their needs before issuing funds on infrastructure. Moreover it was concluded that in most cases CDF funds on infrastructure are allocated to classrooms projects. The study also concluded that there was a positive and statistically significant correlation between utilization of CDF fund in infrastructural development and enhancing quality secondary education in Kuresoi North Constituency, Nakuru County. ( $r = 0.441$ ;  $p < 0.05$ ).

### **5.2 RECOMMENDATIONS**

CDF funds should be utilized in development of the infrastructure, the availability of adequately equipped physical facilities like science laboratories, libraries, classrooms and sanitation blocks have a positive impact on students' academic performance. Rather than over- enrolling existing classes, extra streams should be established in existing secondary schools and commensurate resources provided in order to maintain quality, relevance and high standards of education. The study also recommended that the amount of the bursary awarded should be increased. The also recommended that an independent committee should be formed to audit the distribution and utilization of CDF to ensure it achieve the intended goals.

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