

The Role Of Constituency Development Fund In Provision Of Secondary School Education In Kenya

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ABSTRACT: The purpose of this study was to investigate the role of the Constituency Development Fund (CDF) in the provision of secondary school education in Kilome constituency. The objectives of the study were; 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 employed a survey design. The target population was 35 headteachers from 35 secondary schools in Kilome constituency. It employed stratified sampling to obtain strata on the basis of the administrative divisions: Kilome (14 schools) and Kasikeu (21 schools). The researcher selected 6 schools from Kilome division and 8 schools from Kasikeu division making a total of 14 public secondary schools. The study randomly sampled 140 from three students, ten students from each school. The instruments of data collection were questionnaires and interview schedules. Reliability was ensured through the test retest method. Descriptive methods were employed in data analysis where frequencies and proportions were used in presenting the respondents' perception of issues raised in the questionnaires so as to answer the research questions. The study found out that success of CDF was being undermined by inadequate amount awarded, discrimination and mismanagement of funds and hence the amount awarded should be increased and cases of discrimination and corruption should be curbed. It is hoped that the findings of this study will contribute to the understanding of the role of the CDF in addressing the issue of provision of secondary school education in constituency.

KEY WORDS - Access, Enrolment, Constituency Development Fund, Provision of Education.

1 Background to the Study

Secondary education aims at preparing young people for responsibilities of adulthood, higher education and the world of work,"[5], [18]". Since independence in 1963, the government and the people of Kenya have been committed to expanding secondary education to enable its access, "[14], [10],"Government of Kenya, 2005; Republic of Kenya, 2005). As a result secondary education has attained tremendous growth over the last four decades. There has been worldwide focus on school enrollment problems and a number of policies devised to help increase school enrollment rates such as education subsidies. One of the key policy changes in most OECD countries after World War II was to introduce free secondary school education and to increase the compulsory school leaving age. The timing and pace of these reforms varied tremendously across countries. In the US the most important reforms actually occurred before the Second World War, "[6]". In the United Kingdom (UK) fees for state secondary schools were abolished by the Education Act 1944 (The Butler Act 1925), and the compulsory school leaving ages was increased from 14 to 15 in 1946 and then from 15 to 16 in 1974 where it remains today.

In the US today, the compulsory school leaving age ranges from 16 to 18 and for the remaining 28 OECD countries it ranges, from 14 to 18, "[6]". High rates of secondary education access, retention and completion in the developed countries such as the UK and the USA have been pegged to an education subsidy system that caters for the poor. Education subsidy rates for secondary education in the sub-Saharan Africa are lower than any region of the world, with access biased in favor of the wealthier populations "[6]". The lack of bursary fund for the poor to secondary education is increasingly seen to constraint countries' abilities to pursue effective economic growth and development strategies, which is leading governments and the funding community to lay increased emphasis on the expansion and access by all of secondary education "[18]". Governments in Sub-Saharan Africa and their financial partners are increasingly looking for ways to make secondary education more widely accessible, core relevant, and of higher quality through education subsidy and bursary funds. Secondary participation rates in Sub-Saharan Africa have increased from 9 percent in 1999 to 30 percent in 2004, "[4]". However, the region faces many challenges in meeting the goal of access and retention of students attending secondary schools. Only a handful of countries in the region-Botswana, Cape Verde, Mauritius, and South Africa for example - have achieved secondary education access rates as high as 70 percent for junior secondary through subsidy aimed at assisting the poor. The bursary funds of these countries are allocated at the grassroots and political leaders are not involved "[11]". Some countries, such as Burundi, Burkina Faso, and Rwanda, have not even achieved rates of 20%,"[18]". Kenya is in the category of countries, which have chosen a capitalist path to development, but at the same time, subscribing in its policy statements commitments to socialist principles. The Sessional Paper No. 10 of 1965 which provides guidelines about the aims of Kenyan society pointed out the most systematic policy statements on Kenyan egalitarian principles to be pursued

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within the framework of African Socialism,”[3]”. In the Development Plan of 1979 - 1983, the government stated that during this period, the educational opportunities would have to be substantially improved to reach target groups such as the pastoralists, small scale farmers, landless rural workers and urban poor.[19]. According to Bogonko “[5]”, the amount of money allocated for recurrent expenditure in education in 1987/1988 was 55 times what it was in 1963/1964, and that for development expenditure in education during the same year was 72 times. According to the government estimates of 1987/1988 financial year, education took over 40% of the total government expenditure,”[16]”.Such scenario is of concern as stated in the National Development Plan of 1989-1993 where it was posited that if this claim of the educational sector on national resources was allowed to continue along the same trend, it would seriously reduce the resources available to meet the growth targets set out in the plan “[18]”. However, as the budgetary allocation to the Ministry of Education, Science and Technology continued to increase, there was a general observation that access and participation levels in secondary schools by the needy had not kept pace, “[8]”. Claims have been advanced that although government expenditures on education are high, it rarely benefits the neediest and that most students with exemplary performance in the Kenya Certificate of Primary Education Examination (KCPE) are unable to proceed to secondary schools because their poor parents can hardly afford the required fees, “[1]”. Government of Kenya Report “[19]” reveals that the high cost of learning and teaching facilities have proved unaffordable for students from poor families thus leading to low participation rates and high dropout rates for the poor. This contrasts with the government policy to offer free secondary education which was touted as pro-poor to help academically talented students commensurate with their academic achievements in order to enhance their access and participation rates in secondary school education,”[2]”. Despite the rationale for the introduction of such safety-nets as bursaries in the education sector and the Free Secondary Education (FSE) policy, there are increasing concerns regarding their ability and sensitivity in cushioning the income poor and vulnerable groups against adverse effects of the escalating costs of secondary education in Kenya, “[2]”. Constituency Development Fund (C.D.F) was established in 2003 through an act of parliament (C.D.F Act 2003) and later gazetted on 9th January 2004 in Gazette supplement No. 107.C.D.F in Kenya is a form of subsidy in that the devolved funds to the constituency trickle down to finance education projects which in turn have an effect on provision of education to Kenyan secondary schools. At its inception in 2003 the annual allocation was 2.5% of the national budget but this has since been reviewed to 7.5% of the national budget.75% of this allocation is shared equally to all 210 constituencies and the balance 25% shared as per constituency poverty index level and ASAL consideration .10% of every constituency annual C.D.F allocation goes to education bursary and the rest is allocated to development projects. In 2003/2004 the total budgetary allocation was Kenya shillings 1.26 billion, in 2004/2005 this rose to ksh. 5.6 billion, 2005/2006 ksh. 7.25 billion. Major concerns are raised in regard to the role played by Constituency Development Fund in catering for all eligible needy students, weak administrative systems as evidenced by delays in communicating the disbursements to beneficiaries and questionable bursary eligibility criteria remain big challenges,

“[11]”. It is thus more evident when seen against the background of more than half of Kenya’s population living below the poverty line, and the rising cost of secondary education. Majority of households especially among the poor and the vulnerable groups are still unable to access the benefits accruing from investment in the development of quality secondary education in Kilome constituency. CDF as a form of subsidy assists in bridging the investment gap left by poor parents and guardians. Like all major national projects CDF is faced with numerous challenges in its implementation. Some of these challenges are general in that they affect all constituencies in the country while others are specific to certain constituencies and in this case Kilome Constituency. It is necessary for these challenges to be addressed promptly and proper mechanisms put in place to ensure that they do not recur in future. There are a number of key issues in the implementation that have not been addressed by the CDF Act of 2003 and which should be looked into for smoother flow of the funds. Today, several years after the fund was first introduced the Constituency has undergone a lot of changes, some positive others negative, nevertheless these changes have contributed in one way or the other in the provision of secondary school education. It has been a journey marred with more hurdles than success but one whose initial objectives can still be realised and have even been realised at times. Kilome Constituency is in Eastern Province, it borders Makueni Constituency to the South and Kaiti constituency to the North. Due to its location it is faced with a lot of problems with regards to poverty and other challenges facing semi-arid areas in Kenya. Education is one of the key engines that drive development in the Constituency but on the contrary, most of the people here lack basic education to engage in life-sustaining activities and hence most of the people live below the poverty line mainly depending on food aid to survive. When the Constituency Development Fund was first introduced, it was welcomed by many residents in the Constituency. It was thought that at last, a cure to illiteracy, poverty and disease had at last come. In the first year of its implementation, very many students were able to enrol in secondary schools courtesy of CDF funding and bursary assistance. From then on the journey to a brighter future had begun and deserving students from the constituency were able to access new learning facilities like classrooms, dormitories, laboratories and libraries all funded by CDF and get bursary assistance. Kilome Constituency being our area of study serves as a sample constituency representing all those constituencies found in semi-arid areas and which face major challenges and hence should be given special attention when it comes to the allocation, dissemination and management of the CDF funds. However, few studies have been carried out in the Constituency to evaluate the disbursement procedures and the impact of the CDF funding on enrolment in the secondary sector of education. This study therefore proceeded to fill that research gap. CDF finances development projects in schools that are aimed at increasing the capacity of secondary schools to provide education to more students. However, there has been a concern that the funds are not equitably distributed to the recipients; concerns have also been raised on how students from poor families are still unable to access secondary school education despite the availability of the CDF fund, “[14], [8], [15]”. Although this implies that CDF funding to schools is not equitably distributed, empirical studies have not been documented on the actual status of the CDF

disbursement to the residents of Kilome Constituency in Kenya. As such, the purpose of this study was to find out the impact of the Constituency Development Fund in provision of secondary school education in Kilome Constituency. There are critical shortcomings and challenges facing the education sector, among them being the declining access and participation rates. To this end, the pertinent policy question is; How can the government of Kenya through the CDF satisfy the increasing demand for the limited number of secondary school places in order to enhance access to, and participation in secondary school education against the background of the apparent negative effects of cost-sharing? The purpose of this study was to fill the apparent gap in research.

1.2 Purpose of the Study

The purpose of this study was to investigate the impact of the Constituency Development Fund on provision of secondary school Education in Kilome Constituency in Kenya.

1.3 Objectives of the Study

The study attempted to achieve the following objectives:

- To assess the challenges encountered by secondary schools in accessing CDF funds in Kilome constituency,
- To investigate the role of CDF on provision of facilities in secondary schools.
- To establish the role of CDF in improving enrolment in secondary schools

1.4 Significance of the Study

It is hoped that the findings of this study will contribute to the understanding of the contribution of the Constituency Development Fund and its inbuilt bursary scheme. This will be significant to the recipients who have hitherto been unable to access and participate in secondary school education because of the unfair CDF bursary allocation criteria and uncoordinated choice of education projects to fund. It is also hoped that the study findings will provide relevant information for policy decisions on the issue of Constituency Development Fund in financing of education in the country. Further, it is hoped that the study will create new knowledge on financing of secondary school education. The study will also lead to the review of the criteria for CDF bursary allocation in the country so as to enhance equitable allocation of funds and access to secondary school education. Other researchers too might borrow a leaf from this study. The research was carried out in Kilome Constituency Mukaa district in Eastern Province in Kenya. Kilome was chosen by virtue of being an ASAL region and where the living standards are low. It borders Makueni Constituency to the South and Kaiti constituency to the North. With Mombasa road traversing the entire constituency from Konza to Sultan Hamud. Kilome has 2 divisions: Kilome and Kasikeu division.

1.5 Materials and Methods

The study employed a descriptive survey research design which sought to collect data without manipulating the research variables or the respondents in an attempt to investigate the effect of the Constituency Development Fund on enrollment in secondary schools in Kilome constituency. The study population was from 35 secondary schools, 21 public schools from Kilome division and 14 public schools from Kasikeu division. The units of analysis were head teachers and form three students. The study employed stratified and simple

random sampling technique. The strata were on the basis of the divisions: Kilome (14 schools) and Kasikeu (21 schools). From each stratum, the research randomly selected 40% of the schools. Neuman, "[13]" recognizes 40% as an adequate sample size in a case study. As such, the researchers selected 6 schools from Kilome division and 8 schools from Kasikeu division. The study used simple random sampling to select 140 form three students, taking ten students from each school. All fourteen headteachers were purposely selected. District Education Officer (DEO), Area Education Officer (AEO) and CDF fund manager were purposely chosen because by virtue of their offices they had a lot of information on CDF and education in their constituencies. A questionnaire was used to collect data from the students and the head teachers. An interview schedule was prepared to interview the D.E.O, the two A.E.Os and the CDF manager to solicit information regarding CDF disbursement and enrolment in the constituency. Validity was measured by giving the items in the instruments to researchers in the department and colleagues in order to determine the content validity of the research instruments. In order to test the reliability of the instrument to be used in the study, the test-retest method was used. Descriptive technique was employed in analyzing qualitative data where frequencies and percentages were used in interpreting the respondent's perception of issues raised in the questionnaires so as to answer the research questions. Quantitative data was analyzed using descriptive statistics. Graphs, Pie charts and tables were used for data presentation.

2.0 Research Findings and Discussion

2.1 Particulars of those who have received CDF

The researcher found it important to seek the particulars of those who have received CDF among the students in the constituency. Table 1.1 shows the findings.

Table 1 Particulars of those who have received CDF

		Frequency	Percentage
Amount of money received	1000-5000	18	61.5%
	6000-10000	11	31.5%
	11000-15000	0	0%
	16000-20000	0	0%
Level of satisfaction		Frequency	Percentage
	Very satisfied	0	0%
	Satisfied	0	0%
	Fair	22	76.9%
	Unsatisfied	2	15.4%
Number of application before Receiving money	Very unsatisfied	2	7.7%
	1-3 times	16	53.8%
	4-6 times	9	30.8%
	7-9 times	4	15.4%
Time taken before disbursement	10-12 times	0	0%
		Frequency	Percentage
	1-4 weeks	0	0%
	4-9 weeks	15	50%
Bursary assisted one to remain in school	10-14 weeks	7	25%
	Above weeks	7	25%
	Yes	16	53.8%
	No	13	46.2%
Total		29	100%

Furthermore, table 1.1 shows that among those who received bursary majority (61.5%) received between one thousand and five thousand. The remaining (31.5%) received between six thousand and ten thousand. None of the student sampled received more than ten thousand. This findings shows that the CDF allocated for the education bursaries is very small. This causes the needy students to find it difficult to raise school fees. Majority (76.9 %) believe that the amount they received was fair, 15% believe it was unsatisfactory while 7.7% were very unsatisfied. Majority of students who received bursary (53.8%) had to make one to three application before they received the money, 30.8% had to send between four and nine times and 15.4% had to make between ten and fourteen applications. Most application took four to nine weeks before disbursements (50%), while 25% had to wait for ten to fourteen weeks and more than fourteen weeks. Majority of students who have received bursaries (53.8%) believe that they would have been forced to drop out of school if they did not receive the bursaries. Among other development issues in the constituency 10% of the total C.D.F allocation is to be used to give bursary assistance to students based on their financial needs. At it's inception in 2003 the annual allocation was 2.5% of the national budget but this has since reviewed to 7.5% of the national budget.75% of this allocation is shared equally to all 210 constituencies and the balance 25% shared as per constituency poverty index level and ASAL consideration. 10% of every constituency annual C.D.F allocation goes to education bursary and the rest is allocated to development projects. In 2003/2004 the total budgetary allocation was ksh. 1.26 billion, in 2004/2005 it rose to ksh. 5.6 billion, 2005/2006 ksh. 7.25 billion.

2.2 Challenges faced by Secondary Schools in Accessing CDF Funds in Kilome Constituency

The study attempted to find out the challenges encountered by secondary schools in accessing CDF funds in Kilome constituency. Table 1.2 shows the problems experienced while applying for bursaries by students.

Table 2 Problem Experienced while Applying for Bursaries

	Strongly disagree	Disagree	Agree	Strongly agree	Total
Complicated application form	21 15%	83 60%	28 21%	5 4%	137
Hard to get chief and pastors to fill form	30 20.7%	51 36.2%	41 29.3%	17 12.1%	139
No clear information on when to fill bursary	7 5.4%	12 9%	59 42.9%	59 42.9%	137
Inadequate amount allocated	7 5.3%	33 24.6%	43 31.6%	53 38.6%	136
Irregular bursary disbursement	12 8.6%	14 10.3%	47 34.5%	63 46.6%	136
Forms not readily available	5 3.5%	24 17.5%	66 49.1%	40 29.8%	135
No clear guidelines for identifying needy students	12 8.8%	14 10.5%	54 40.4%	54 40.4%	134
Inequality in bursary disbursement	10 7	24 17.5%	45 33.3%	57 42.1%	136
Disbursement takes too long	2 1.7	5 3.4	61 45.8	66 49.2	134

Table 3 Sample Statistics of Problems Experienced while Applying for Bursaries

	Mean	Std. Deviation
Complicated application form	2.12	.703
Hard to get chief and pastors to fill form	2.86	4.136
No clear information on when to fill bursary	4.93	7.545
Inadequate amount allocated	3.04	.925
irregular bursary disbursement	3.19	.945
Forms not readily available	3.76	5.433
No clear guidelines for identifying needy students	3.12	.927
Inequality in bursary disbursement	3.11	.939
Disbursement takes too long	3.42	.649

Majority of students disagree that the bursary forms are too complicated; this is shown by the mean which is less than 4. They are also not of the opinion that it is difficult to get in contact with the chiefs or pastors as shown by the mean. However most students feel that there is no clear information on when the forms should be filled and that the amount allocated is irregular and inadequate. They also feel that bursary forms are not readily available. The result is shown by the mean that is more than 2. Students feel that there is discrimination in allocation of bursaries and there are no clear guidelines for identifying needy students. This concurs with an earlier finding: "[19], [14], [8],[9],[17]", who said that there are no guidelines given to identify the needy students and the funds only benefitted enrolled students exempting those transiting from primary to secondary school. The students were also of the opinion that the process of bursary disbursement takes too long. Figure 1 below shows severity of problems faced by students while accessing bursary funds.

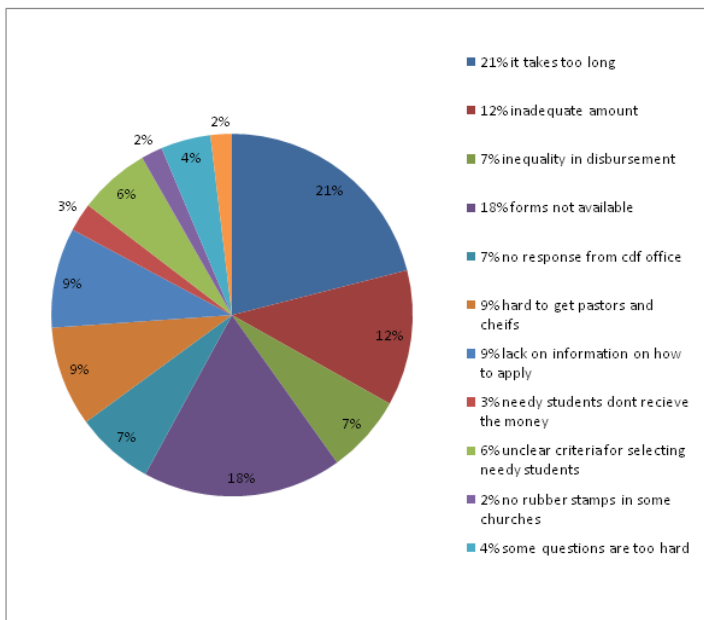


Fig.1. Problems Faced by Student when Applying for Bursary

Majority 21% of students complained that it takes too long to mature, others 12% complained of inadequate amount. Most 18% of the students again complained of inequality in disbursement of the fund. The application forms are not readily available was another problem raised by 18% of the students and the other 17% that the process takes too long. There is also a problem of there being inadequate amount of money. All these problems cause the CDF fund management and benefits difficult and unreliable. The management should be changed so that the disbursement can run smoothly to the advantage of the students' education. However, the CDF bursary disbursement has had its shortcomings, for example, no guidelines were given to identify the needy students and the funds only benefitted enrolled students exempting those transiting from primary to secondary school, "[19], [14], [8], [9],[17]". The scheme was thus prone to abuse by those charged with managing the funds at school level. The time frame set by the government requires that majority of students need to pay up their school fees by term one, "[2]", (Aduda 2003, Rono 2006, Siringi, 2006). The justification here is that schools are able to plan. Majority of students who fail to adhere to this are sent away leading to low enrollment.

Table 4 Challenges Encountered in Accessing CDF by Schools

	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
Increasing number of students applying for CDF bursaries	0 0%	1 7.1%	0 0%	7 50%	6 42.9%
Interference by top ranking government officials	0 0%	0 0%	2 14.3%	5 35.7%	7 50%
Weak administrative system	1 7.1%	6 42.9%	3 21.4%	2 14.3%	2 14.3%
Mismanagement of CDF funds	0 0%	1 7.1%	0 0%	6 42.9%	7 50%
Inadequate amount awarded	0 0%	0 0%	1 7.1%	7 50%	6 42.9%
Irregular consistence in bursary disbursement	1 7.1%	2 14.3%	1 7.1%	5 35.7%	5 35.7%
Unclear criteria for awarding bursaries	4 28.6%	5 35.7%	1 7.1%	3 21.4%	1 7.1%
No clear guidelines for identifying needy students	5 35.7%	4 28.6%	2 14.3%	2 14.3%	1 7.1%
Inequality in bursary disbursement	3 21.4%	2 14.3%	3 21.4%	3 21.4%	3 21.4%
Time for disbursement too long	1 7.1%	1 7.1%	1 7.1%	5 35.7%	6 42.9%

Furthermore, from table 1.4, majority(92.9%) of the head teachers are of the opinion that the challenges encountered in accessing CDF for school include increased number of students applying for CDF this is because there are many needy students who cannot afford to raise their own school fees, 85.7% said there is interference from top government officials that most probably makes disbursement of the CDF difficult, mismanagement of CDF funds was observed by 92.9% of the respondents; the management might be favouring their relatives or friends, inadequate amount awarded and irregular consistence in bursary disbursement was highlighted by 71.4% of the student respondents this can be as a result of poor management. This concurs with earlier studies that showed that some bursary allocation procedures are flouted in some areas, "[17]".They disagree that weak administrative systems, unclear criteria for awarding bursaries and lack of guidelines for identifying needy students are challenges when accessing CDF. However the head teachers are undecided on whether or not inequality in bursary disbursement is a challenge.

Role of CDF in Provision of Facilities in Secondary Schools

The study sought to find out the role of CDF in provision of facilities in secondary school. Table 1.5 below shows the

perspectives of students on the role of CDF provision of facilities in secondary schools.

Table 5 Role of CDF Sponsored Facilities in Provision of Secondary School Education

	Very effective	Effective	Undecided	Ineffective	Very Ineffective	Total
Classrooms	44 32.8%	41 30.6%	33 24.6%	12 9%	4 3%	134
Laboratories	41 30.8%	50 37.6%	22 16.5%	13 9.8%	7 5.3%	133
Games equipment	38 27.9%	26 19.1%	39 28.7%	25 18.4%	8 5.9%	136
Food stuffs	37 28.5%	39 30%	20 15.4%	20 15.4%	14 10.8%	130
Staff quarters	28 20.3%	17 12.3%	19 13.8%	28 20.3%	46 33.3%	138

Majority 63.4% of the students said that the CDF fund has helped improve classrooms, the other 68.4% said the CDF has been effective in building laboratories for their schools, 47% said it has been effective in developing games equipments while 53.3% said it's been ineffective in developing the staff quarters. In general, students believe that CDF has been used effectively to improve school facilities such as classrooms, laboratories, games equipment and staff quarters and also improvement of food stuffs.

Table 6 Impact of CDF on Provision of Facilities in Secondary School

	Huge improvement	Some improvement	Undecided	Small improvement	No improvement	Total
Classrooms	8 61.5%	3 23.1%	0 0%	1 7.7%	1 7.7%	13
Laboratories	5 35.7%	6 42.9%	0 0%	2 14.3%	1 7.1%	14
Dormitories	0 0%	6 42.9%	1 7.1%	2 14.3%	5 35.7%	14
Games equipment	0 0%	0 0%	4 28.6%	3 21.4%	7 50%	14
Food	0 0%	0 0%	2 14.3%	5 35.7%	7 50%	14
Transport	1 7.1%	2 14.3%	3 21.4%	5 35.7%	3 21.4%	14
Staff quarters	3 21.4%	4 28.6%	2 14.3%	3 21.4%	2 14.3%	14
Toilets	1 7.1%	2 14.3%	1 7.1%	4 28.6%	6 42.9%	14

Majority 84.6% of the students said that the CDF fund has helped improve classrooms, the other 78.6% said the CDF has been effective in building laboratories for their schools,

71.4% said it has been ineffective in developing games equipments while 57.1% said it's been ineffective in developing the transport section of the school. Most head teachers were of the opinion that CDF helped make major improvements to classrooms, laboratories and staff quarters but little improvement to games equipments, food, transport and toilets. The Kamunge report of 1988 recommended that secondary schools be provided with appropriate physical facilities and equipment to improve quality and relevance and of teaching and increase enrolment in secondary schools.

Role of CDF on Enrollment in Secondary Schools

The study attempted to find out the role of CDF on enrollment in secondary schools. Both students and head teachers were interviewed on their views regarding the role of CDF on enrollment in secondary schools. Table 1.7 below shows the results of the study.

Table 7 Role of CDF in Enrollment of Students in Secondary Schools

	Strongly agree	Disagree	Undecided	Agree	Strongly disagree	Total
Bursaries have little effect in addressing students enrollment	14 10.4%	52 38.8%	0 0%	46 34.3%	22 16.4%	134
CDF has increased enrollment in secondary schools	12 9.1%	16 12.1%	2 1.5%	68 50%	37 27.3%	136
Irregular bursaries has led to irregular enrollment	19 13.8%	19 13.8%	5 3.4%	59 43.1%	35 25.9%	137
More classrooms funded by CDF has increased enrollment	12 8.3%	14 10%	12 8.3%	56 40%	46 33.3%	139
Most orphans depend on CDF for enrollment	14 10.4%	12 9%	4 3%	44 32.8%	60 44.8%	135
Without CDF many students would not have enrolled	19 14.3%	43 32.9%	2 1.4%	28 21.4%	40 30%	132

Most 50.7% of students believe that bursaries do increase enrollment of student to secondary school. This is because bursaries have helped in improving classes and support orphan in paying their fees. Students 69% also believe that

irregular disbursement has led to irregular enrollment. Majority 73.3% of the students said more classrooms funded by CDF has increased enrollment. The 77.6% of them said most orphans depend on CDF for enrollment and 51.4% agreed that without CDF many students would not have enrolled. This shows that CDF is important for increase enrollment of students in schools. The fund eases the pressure of looking for school fees by parents and therefore encourages them to take their children to school hence increase in enrollment. This is a reflection of early studies by Njeru and Orodho, Monchari, Odebero et.al, “[14], [8],15]” indicate that bursary disbursement to schools is not regular and this leads to irregular attendance by students from poor families. This outcome is also a reflection of early Studies by Njeru and Orodho, Monchari, Odebero et.al, “[14], [8], 15]” indicate that bursary disbursement to schools is not regular and this leads to irregular attendance by students from poor families. Majority of students (77.3%) and head teachers (92.9%) agree that CDF has increased enrollment of students in secondary schools. This is because they believe that more classes constructed through CDF and the support CDF offers to orphaned students has increased enrollment.

Conclusions

According to the finding of the study students face certain challenges when accessing bursaries. The biggest problem is the time taken for bursary forms to be processed. The students complained that the forms are not readily available and information on when and where to get them is scarce. The students also feel that there are no clear guidelines for identifying needy students and hence the money is usually allocated to students who are not very needy leaving those that is most needy out. Head teachers on the other hand feel that major challenges in accessing CDF funds are interference by top government officials, inadequate amount of money and mismanagement of the funds. The students felt that CDF funds have been of major importance in improvement of various facilities in the school. Such facilities include classrooms, laboratories, games equipment and staff quarters. However they felt that more money should be allocated for construction of new schools and improvement of existing facilities. Head teachers on the other hand feel that CDF has been inadequate in improvement of toilets, transport, food and games equipments but has played a major role in improvement of classroom laboratories and dormitories. Most students believed that bursaries do increase enrollment of students to secondary schools. This is because bursaries have helped to improve classes, construct new classes and enable orphaned students who would not have been able to pay school fees to enroll. Most head teachers are of the opinion that bursaries have increased enrollment since more students have been able to pay school fees and more class rooms have been established. Majority of students felt that amount awarded should be increased. They also feel that there is corruption in awarding and expenditure of CDF which should be eliminated more schools established. A small number of students feel that the money awarded is not used for the intended purposes and propose that Parents Teachers Associations be empowered to take a more active role in the management of schools to create checks and balances and to ensure efficiency and cost effectiveness in the use of resources.

Recommendations

Due to the challenges experienced during application of bursary funds certain changes need to be enacted and existing procedures should be enforced. First information on when to apply for bursaries should be made more available and bursary forms should be circulated in all school to make them more available. The forms should be revised to make sure that students understand the questions contained. The bursary forms should be processed faster and information on which students have been allocated funds made more available. Guidelines on identifying needy students should be clearly stated and known to everyone to reduce corruption. Politics should be kept out of matters concerning CDF allocation and officials concerned with allocation should be of high moral integrity. Both head teachers and students agree that CDF funds have been helpful in improvement of various facilities in school but the amount is too small. For this reason amount allocated for CDF should be increased. To avoid mismanagement of funds, the funds should be regularly audited by independent auditors and reports on how money was spent made available to the public. This will go a long way in ensuring that the money is used for the intended purposes. CDF alone cannot provide the entire infrastructure needed in secondary schools. There should be stress on income generation projects by schools. Some educational institutions in Kenya have such assets as large pieces of land for real estate, conference halls, free playing grounds, including swimming pools, all of which can be used to generate extra income. Funds should be allocated on regular basis without any inconsistencies to ensure that the gains achieved are not reversed by students having to drop out of school due to lack of school fees. Projects that have already been started should be funded to the end to avoid wastage. All stake holders should be involved in project identification to avoid white elephant projects and duplication of existing projects like building a school near an already existing school.

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