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Impact of Selected Constituency Development Fund Activities on Education Development in Likuyani Constituency, Kenya

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Abstract
The purpose of the study was to determine the impact of selected Constituency Development Fund activities on education development in Likuyani Constituency. The study set out to achieve the following objectives: To establish how Constituency Development Fund has been used to facilitate the provision of physical facilities in public secondary schools in Likuyani constituency and to determine the influence of the fund on leaners' retention.The study used descriptive survey research design and simple random sampling technique. A sample size of ten (10) public secondary schools out of twenty four (24) schools was selected where ninety seven (97) respondents from students, teachers, headteachers and education officers provided data upon which the findings are based. Information was collected using Questionnaire and interview schedule. Instrument validity and reliability was determined through pilot study. Descriptive statistics was used to analyse and interpret data. The main findings of the study based on each of the research questions were as follows: Regarding the extent of CDF funded physical facilities in public secondary schools, it was found out that the projects which most benefited from CDF funds were the school land 4 (50%), science laboratory 3(37.5) and computer laboratory 3 (37.5%).The study also established that learners' retention and rates increased after the introduction of CDF fund although it was still below the expectation with all schools enrolling between 150-200 students ten years down the line and an average completion rate of 69%.Based on the foregoing findings, several conclusions and recommendations were arrived at: First, CDF funds have helped to facilitate the provision of physical facilities in public secondary schools in Likuyani Constituency to a small extent, 46.7% although the facilities were still not enough. Secondly, the number of learners' retention rate had significantly gone up with the introduction of CDF. The study recommended that the government should allocate enough funds to ensure that facilities constructed are enough and well equipped. Secondly, the government should increase funds allocated to CDF bursary so that learners' can fully pay school fee thus increasing the retention and completion rates of students.
Keywords: Constituency Development Fund, education development, impact, physical facilities, public secondary education, enrolment, retention and completion.

1. Introduction

Background of the study

Education is considered to be a pillar for economic development in both developed and developing countries. African countries have continuously emphasized the role of education for its citizenry as a means to social and economic development. Studies conducted by Psacharopoulus (1994) show that returns of education in Africa are higher than in other region. Economically, it is viewed as an investment in human capital and seen to have strong link to employment. In United States of America (USA), education is mainly provided by the public sector with funding coming from three levels: State, local and federal government.

Over the years, financing of secondary education has been a collective responsibility of parents and communities through user charges. The existing physical infrastructure in secondary schools was put up through communities, except the national schools which were constructed during the colonial period (Ngware et al., 2006). Strong partnerships are required with government providing clear guidelines on future plans on secondary education expansion and strengthening partnerships for efficient resource utilization particularly in rehabilitation of existing physical facilities and targeted construction of secondary schools (Ngware et al., 2006; Ohba, 2009).

Since 2003, the Government has also been implementing Free Primary Education, which has resulted in an increased enrolment of children from 5.9 million in 2002 to 7.6 million in 2007and currently at 8.6 million in 2010 (GOK, 2005). The number of candidates went up from 587,961 in 2003 to 746,080 in 2010. The effect has been pressure to secondary schools to increase the physical facilities to match the increased enrolment. Recent initiatives to improve access to students at this level include subsidizing of school fees by the government under the free secondary education Programme. The government also passed an act of parliament that saw introduction of CDF whose main focus was to promote development at the grass root level and alleviate poverty levels. It is within this frame work that education is embedded as one of the strategies of development and poverty reduction thus funding of education is one of the programme that CDF is involved in so as to adhere to human rights stipulation.

The CDF programme comprises of an annual budgetary allocation equivalent to 2.5 percent of the total national revenue. Allocations to the 210 parliamentary jurisdictions are clearly spelt out where 75 percent of the Fund is allocated equally among all 210 constituencies. The remaining 25 percent is allocated based on

constituency poverty levels, population size and the size of the constituency. A maximum 15 percent of each constituency's annual allocation is used for education bursary schemes, mocks and continuous assessment tests.

A study conducted by (Achilles, 1996), evaluated whether government and non-government based financial aid influenced Hispanic student retention at high school level. Both of these factors were found to be significant in retention. The findings indicate that Hispanic students withdraw from school because of financial reasons more than for academic reasons.

Subsidized Secondary Education improves retention and completion rates of students who because of poverty cannot afford to pay fee. The launch of subsidized secondary education programme marked a very important milestone in the government of Kenya's efforts towards securing a bright future for the children and the youth Secondary schooling is critical in the sense that it ensure that children leave school when they are more mature and better prepared to face the challenges of life (G.O.K 2008).

The availability of adequately equipped physical facilities like science laboratories, libraries, classrooms and sanitation blocks have a positive impact on students' academic performance. The Kamunge report (1988) had proposed that 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.

As indicated by R.O.K (2008), the number of secondary schools in 2007 was 6,485 with a student population of 1,180,300.This growth in secondary education is due to the high demand for this level of education by the increased large number of primary school leavers (R.O.K,1988). Consequently, owing to this growing demand for secondary education there has been a tendency to over-enroll classes beyond the approved 40 pupils per class. Such over-enrolment stretches the use of available physical and human resources, thus affecting the quality of teaching and learning.

Floyd (1996) found that, larger class sizes contributed to declining test scores and that one or two additional students made teaching significantly more difficult. Small classes made it possible for teachers to provide missing care and attention. Many policy oriented interventions and research studies considered a 40.1 reasonable in developing countries (Ochenje, 2008). The World Bank financed primary education projects were usually designed with an average pupil teacher ratio of approximately 41:1 .Educators in and administrators of private schools believe that a low pupil teacher ratio, which characterizes their schools, boosts pupil performance (Abagi, 1997). The study was guided by the following conceptual frame work.

2. Statement of the problem

Education is the key to the development of any country and as such a great amount of budgetary allocation has to be directed to it. 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. This would increase learners' retention and completion rates in public secondary schools. 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. However, most schools have do not have sufficient classrooms to provide ample environment for quality learning. The science and computer laboratories are either missing or ill-equipped. The study sets out to determine the impact CDF has had on education because if the discrepancy between the expected and the reality on the ground is not addressed in good time, there will be disastrous effect to the residents of Likuyani Constituency. There will be a high rate of drop-outs from schools and graduates with inferior qualifications. This will lead to slow development of the region and hamper the realisation of the Kenya Vision 2030.

2.1 Purpose of the study

The purpose of this study was to investigate the impact of selected Constituency Development Fund activities on education development in Likuyani constituency.

2.2 Research objectives

The study was guided by the following objectives:

i) to establish how provision of physical facilities by Constituency Development Fund has influenced education development in public secondary schools in Likuyani constituency.

ii) to establish the influence of provision of bursaries by Constituency Development Fund on leaners' retention and completion in public secondary schools in Likuyani constituency.

2.3 Research questions

i) How does the provision of physical facilities by Constituency Development Fund influence education development in public secondary schools in Likuyani Constituency?

ii) To what extend has the provision of bursaries by Constituency Development Fund had on learners' retention and completion in public secondary schools in Likuyani Constituency?

2.4 Significance of the study

The findings of the study may enhance effective and efficient utilization of the CDF funds. It may also influence policy formulation in planning and managing CDF for education development. In addition, it may provide a basis for further research on a larger population.

2.5 Limitations of the study

The data collected largely depended on the accuracy of records kept on CDF funded projects by school management. Where such records were not well maintained constituted a challenge which was dealt with through triangulation of data sources by use of interview schedules.

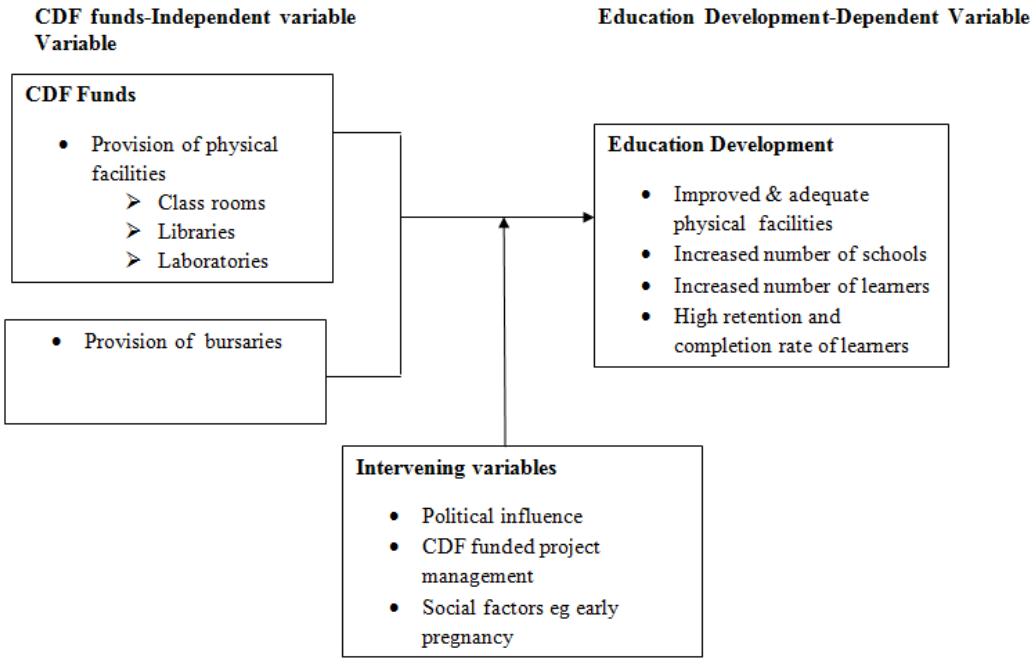
2.6 Delimitations of the study

The study on the impact of selected Constituency Development Fund activities on education development was carried out in ten public secondary schools in Likuyani Constituency, Kakamega County in Kenya; excluding all private schools and any other sources of information besides the cited sources.

2.7 Basic assumptions

This study assumed that respondents provided unbiased and reliable responses. It also assumed that the Constituency Development Fund affected Education Development and that all public secondary schools had at least received CDF funding for physical facilities and bursaries for students for the past one decade.

2.8 Conceptual Framework



In the conceptual frame work above, CDF is the independent variable. It is viewed in terms of bursaries offered to students as school fees and the physical facilities provided by CDF like classrooms. This independent variable affects the dependent variable which is education development viewed as improved physical facilities, increased number of schools, increased number of learners and high retention and completion rates. However, education development could also be affected by political influence, management of projects funded by CDF , social factors like early pregnancy which could led to school dropout among others. These are captured as intervening variables.

3. Research methodology

The researcher employed descriptive survey research design. The independent variable was CDF while the dependent variable was education development. The information was analyzed using qualitative and quantitative approaches and then interpreted the data using frequency distribution table and percentages

3.1 Research Design
The researcher employed descriptive survey research design. The independent variable was CDF while the dependent variable was education development. The information was analyzed using qualitative and quantitative approaches and then interpreted the data using frequency distribution table and percentages.

3.2 Target Population
This study was conducted in ten public secondary schools in Likuyani District, Kakamega County in Kenya. The researcher purposively targeted a group of people believed to be reliable for the study (Kombo & Tramp, 2009).This included 10 headteachers, 5 officers the District Education Office, 50 teachers and 60 form four students from 10 public secondary schools in Likuyani constituency.

3.3 Sample size and sampling procedure
Purposive sampling and simple random sampling procedures were used to obtain a sample of eight (8) head teachers ,forty three (43) teachers, forty three (43) students and three (3) education officers from a sampling frame of 830 learners ,150 teachers and 3 education officers. The study employed simple random sampling technique to sample the schools that participated in the study.

3.4 Research instruments
Kothari (2008) defines a questionnaire as a tool that consists of a number of questions printed or typed in a definite order on a form or a set of forms. Questionnaires were administered to headteachers teachers and students. Open ended items gathered views on bursary provision and the closed ended items enabled the researcher get specific responses on provision of physical facilities. Interview schedule is a method of collecting data that involves presentation of oral verbal responses, (Oson and Onen 2005). The education officers were interviewed and responded to items about CDF education funding in his or her district. Document analysis involves critical examination of public or private recorded information related to the issue under investigation (Oso & Onen, 2005).This helped the researcher to collect information on students' enrollment and completion rate.

3.5 Instrument Validity
According to Mugenda G.(2011).Validity refers to the accuracy and meaningfulness of inferences which are based on the research results. The content validity of the instrument was determined by the researcher discussing the items in the instruments with colleagues and experts in the University of Nairobi in the Department of Extra –Mural Studies. The approved questionnaire was pre-tested to ensure that learners understood the content there in.

3.6 Reliability of the instruments
According to Kombo and Tromp (2009), reliability is a measure of how consistent the results from a test are: The spearman Brown's prophecy formula was used to obtain reliability of the instrument as expressed in the formula

$$\text{Reliability of the entire instrument} = \frac{2X \text{ Reliability of 0.5 test}}{1 \text{ X Reliability of 0.5 test}}$$

The computation yielded a reliability of 0.70 thus signifying a strong relationship of the test hence a questionnaire was found to be a reliable tool for measuring impact of selected Constituency Development Fund activities on education development. To test the reliability of the instruments, a pilot study was done in 3 public secondary schools which were not used in the final research. This was repeated after two weeks. Scores obtained from the first and second test was analyzed. The tools were later refined in terms of clarity of language and ambiguity detected was corrected. The reliability with the r value of 0.7 and 0.75 for learners and teachers was established respectively.

3.7 Procedure for data collection
Teachers and learners were given questionnaires to fill while education officers were interviewed. The coordinator collected them and handed them over to the researcher.The researcher administered both structured and semi-structured interview to the head teacher.

3.8 Data Analysis techniques
The data collected was tabulated basing on the research questions and objectives for analysis. Both qualitative and quantitative approaches were used in the analysis. Quantitative analysis involved presentation of statistical data in form of frequency distribution tables, charts, percentages, means and mode.

4. Findings and Discussion

Data was presented, analysed and discussed in line with research objectives: to establish how provision of physical facilities by CDF had influenced education development in public secondary schools and to establish the effect of provision of bursaries CDF on leaners' retention and completion rates in public secondary schools in Likuyani constituency.

Table 4.1 below shows the response rate of the target population issued with questionnaires and interview schedule.

Table 4.1 Distribution of respondents

	Frequency	Percentage
Number of respondents issued with questionnaires	94	77%
Number of respondents Interviewed	3	2%
Number of spoilt questionnaire	26	21%
Total	**123**	**100**

Table 4.1 shows that the total number of respondents was 97 out of 125 targeted population.

The above table indicate response of 78% which is considered satisfactory to make conclusions for a study,(Mugenda &Mugenda,2003). From the field, out of 120 questionnaires administered,94 questionnaires were filled and returned. The questionnaire represented 78.3% response rate while in the interview schedule, out of the 5 targeted, 3 were interviewed representing60% of the target population. A response rate of 50% is adequate, 60% is good and above 70% is rated very good, (Mugenda & Mugenda, 2003).

The demographic information of the respondents sought included: age, gender, level of education and the number of years the respondents had worked in the office or school.

Distribution of respondents by age and gender category

Table 4. 2 Respondents' Age and Gender

Age	Frequency	Percentage	Gender	Frequency	Percentage
12-25 years	42	43%	Male	42	43%
26-35 years	16	16%	Female	55	57%
36-45 years	21	22%			
46-55years	15	15%			
Over 55 years	3	4%			
Total	**97**	**100%**	**Total**	**97**	**100%**

Table 4.2 above shows that respondents aged 15-25 years were 42 (43 %.).On the other hand, head teachers and teachers between 26- 55 years collectively were 55 (56%) .It also shows that most of the respondents, 55 (57%) were female while 42 (43%) were male. The above percentage is so because most of the mixed schools targeted had high number of girls enrolment compared to boys. This observation is important because it is an indicator of the constituency's effort in promoting the girl child education although equal attention should be given to boys too.

The study also sought to establish the respondents' level of education and experience

Table 4.3 Level of Education and experience

Education level	Frequency	%	Length of service in Office	Frequency	%
Form six	4	7.7%	Less than 5 years	12	12%
Diploma	24	46.2%	Between 5-10years	15	28%
Degree	18	34.6 %	Between 11-15years	14	26%
Masters	6	11.5 %	Between 16 -20years	9	17%
Doctorate	0	0 %	Over twenty years	4	7%
Total	**52**	**100%**	**Total**	**54**	**100**

Table 4.3 table above shows that teachers and headteachers with diploma qualification were 24(46.2%) representing the highest population. Those with post graduate qualification were only 6 (11.5%). So, although majority of the teachers were graduates,18(34.6%) very few of them, 6 (11.5%) had post-graduate qualifications .This upgrade of skills could be vital for the management of CDF funds in the education sector and overall management of CDF funded projects for enhanced education development in Likuyani constituency.

Also, 12 (22%) of the respondents had a working experience of less than 5years , 15 (28%) had been in service for between 5-10years. Out of the 54 respondents, 14 (26%) had serviced for over 11 years. From these results we can infer that the respondents have enough experience as per the length of service.

Provision of Physical facilities and Education Development

As indicated by R.O.K (2008), the number of secondary schools in 2007 was 6,485 with a student population of 1,180,300.This growth in secondary education was due to the high demand by the increased large number of primary school leavers (R.O.K,1988).Owing to this growing demand for secondary education there has been a tendency to over-enroll classes beyond the approved 40 pupils per class thus stretching the use of available physical facilities. The study thus sought to establish how CDF funds have been used to facilitate the provision of physical facilities so as to cope up with this challenge.

Table 4.5: Facilities and their sources of funding

The study sought to find out sources of funding of physical facilities in public secondary schools. Table 4.5 gives responses from questionnaires on this question.

Facility Sources	CDF		PTA		GoK		LATF		Other
	F	%	F	%	F	%	F	%	F	%
Classrooms	2	25	3	37.5	1	12.5	1	14.3	1	12.5
School land	4	50	3	37.5	1	12.0.	0	0.0	0.0	0.0
Libraries	2	25	3	37.5	1	0.0	1	12.5	1	12.5
Dormitories	1	50	1	50	0	0.0	0	0.0	0	0.0
Science laboratory	3	37.5	1	12.5	1	12.5	2	25.5	1	12.5
Computer laboratory	3	37.5	2	25	1	12.5	1	12.5	1	12.5

Table 4.5 shows that most of the facilities in schools were funded by the PTA. Over 50% of the headteachers indicated that the projects which most benefited from CDF funds were the school land, 4 (50%), science laboratory 3(37.5%), and computer laboratory 3 (37.5%).The other facilities were funded by GoK, LATF and other bodies. This implies that schools did not entirely rely on CDF funds for facilities. It also shows that the CDF funds were inadequate, thereby making it necessary to seek funds elsewhere.

Table 4.6 Availability of physical infrastructure

The study also sought to establish the availability of physical facilities in public secondary schools in Likuyani constituency .The following were the responses:

Item responded about		SA	A	U	D	SD	Rank
Class rooms are enough	Frequency	7	24	2	9	8	4
	Percent	14	48	2	20	16	3
Laboratories are enough	Frequency	8	12	2	10	18	2
	Percent	16	24	4	20	36	1
Desks, chairs & lockers are enough	Frequency	8	19	2	17	4	7
	Percent	16	38	4	3	8	4
There are adequate laboratory equipment	Frequency	25	18	0	3	4	7
	Percent	50	36	0	6	8	4

From the above table, majority of the respondents agreed that; classrooms were enough 24 (48%), desks, chairs and lockers are enough, 17 (34%), playing grounds were enough, 28 (56%) and there were enough laboratory equipment, 25 (50%). The above findings indicate that there are adequate classrooms as well as other major amenities. However majority of the respondents disagreed that; laboratories were enough, 18 (36%), there were enough computers, 17 (34%).These results indicate that majority of the schools have concentrated on the

provision of the basic school amenities and neglected other essential resources such as adequate provision of new technology such as computers and despite the fact that they have enough laboratory equipment, they do not have adequate laboratories in the schools. This would result in the students acquiring inadequate skills at school and it indicates that they would be ill equipped in sitting for the examination and even in their career choices that would have an impact on education development in the constituency.

The above results agree with R.O.K (1988) which proposed that rather than over-enroll in existing classes, extra streams should be established in existing secondary schools and commensurate resources are provided in order to maintain high standards of education. However, they further point out a gloomy picture by stating that secondary education has tended to negate this proposal as over-enrolments tend to be the order of the day and expansion of infrastructure has not been realized (R.OK, 2008).

Increase of physical facilities as result of CDF funding and Education Development

The study also sought to establish the extent to which physical facilities had increased in public secondary schools. Table 4.9 shows the response of teachers and students on this issue.

Table 4.7 : Increase of facilities as result of CDF funding

	Students		headteachers		
	Frequency	Percent	Frequency	Percent	Rank
Strongly agree	4	9%	0	0.0%	4
Agree	20	47.6%	5	62.5%	1
Undecided	2	4.8 %	1	12.5%	3
Disagree	14	33.3%	2	25 %	2
Strongly disagree	2	4.8 %	0	0.0%	4
Total	**42**	**100.0**	**8**	**100.0**	

Table 4.7 shows that the majority of the respondents (57.1% students and 62.5 headteachers) agreed with the statement that the number of physical facilities increased as a result of CDF funding. Over 25% of the respondents also disagreed with the statement. This implies that CDF funds were of benefit to schools to an average extent.

The adequacy of physical facilities after CDF funding

The respondents were also asked to rate the extent to which CDF funds was adequate after the introduction of CDF funding of physical facilities in public secondary schools. They responded as shown in table 4.8.

Table 4.8 shows the response to the questionnaire administered to students and teachers in regard to this question.

Table 4.8: Extent of adequacy of physical facilities after CDF funds

	Students		headteachers	
	Frequency F	Percent %	Frequency F	Percent%
To a great extent	2	4.8%	2	25%
To a moderate extent	20	47.5%	2	25%
To a minimal extent	2	4.8%	1	12.5%
Not adequate at all	14	33.3%	3	37.5%
I can't tell	4	9.5%	0	0.0%
Total	**42**	**100.0**	**8**	**100.0**

Table 4.10 shows that 2(25%) headteachers indicated that facilities adequacy had increased with a moderate extent after introduction of CDF, 3(37.5%) indicated they were not adequate at all, 2(25%) indicated the rate increased to a great extent while 1(12.5%) could not tell. Out of 42 students, 20(47.5%) indicated that there was

a moderate increase of physical facilities in public schools, 2(4.8%) indicated that the increase rate was minimal, 14(33.3%) indicated they were not adequate at all while 4(9.5%) could not tell.

Bursary provision and Education development

The first objective of the study was to determine the extent to which CDF fund has been used to provide bursaries to deserving students in public secondary schools in Likuyani constituency. To establish this, the respondents were given a table containing five items measured in a likert scale in relation to the level of agreement regarding the extent of provision of bursaries to students. The views discussed were expressed by principals, teachers and students as shown in Table 4.5 below:

Table 4.9 The extent of bursary provision

The table below shows the responses on the extend of bursary provision in public secondary schools.

Statement		SA	A	U	D	SD	
Students who receive bursaries are less than 50%	F	56	27	6	4	1	94
	%	60	29	6	4	1	100
Students who receive bursaries are more than 50%	F	2	6	5	24	57	94
	%	2	6	5	26	61	100
Bursaries are given to poor but bright students	F	5	44	3	36	6	94
	%	5	48	3	38	6	100
Poor &bright students receive enough bursaries	F	0	2	2	60	30	94
	%	0	2	2	63	30	100
Poor& bright students receive bursary every year	F	0	1	1	62	30	94
	%	0	1	1	65	33	100

From the findings in table 4.5 above, most respondents;83 in total (89%) said that the number of students who receive bursary is less than 50% while those who felt that the number of students who receive bursary is more than 50% a were 8 representing 8%. This implies that although respondents are in agreement that students receive bursaries, students who benefit from bursaries are few. Besides this, the researcher found out that indeed poor and bright students receive bursaries from CDF and the response was 44 (48%). This is slightly below average.However,3(3%) were not sure while 36 (38%) felt that the CDF bursary fund did not get to the intended people who are the poor and bright students. 90 (96%) of the respondents said that the bursary is hardly enough to pay school fee. These points at a very significant issue that need to be addressed by the government if CDF education funds have to have a major impact in education development.

Lastly when respondents were requested to give their level of agreement on how frequent the poor and bright students receive the CDF bursary funds, only one respondent, representing one percent of respondents felt that these students receive CDF bursary fund every year while the majority; 92 (98%) gave an impression that these students do not receive CDF bursary fund every year. This means they receive these funds sporadically either once, twice or at most thrice during the entire secondary education life cycle of four years. This again is a major setback to the objective of CDF in Education sector that needs argent attention because this trend could lead to high number of dropout rates.

CDF funds and learners' enrolment, retention and completion rates

The second objective of the study was to establish the effect of CDF funds on learners' retention, enrolment and completion rates. To determine this, the researcher analysed academic documents of targeted schools. The trend of learners' enrolment, retention and completion population before and after CDF was introduced in 2003 was traced.

Table 4.10 Form one school enrolment in Likuyani Constituency from 2000-2013

The table below gives a comparison of the rate of enrolment, retention and completion rate before and after the introduction of CDF funds.

YEAR	2000	2001	2002	2003	2004	2005	2010	2011	2012	2013
St Ann's Girls'	87	90	84	87	93	94	102	109	115	120
Binyenya Sec	34	37	33	34	60	75	89	87	94	105
St Henry's Sec	78	73	74	76	84	89	98	102	101	102
St Peter Machine	54	53	64	65	97	102	98	105	110	120
St Joseph's Kogo	34	33	40	40	59	65	75	89	102	106
F.S Mbururu Sec	45	47	46	45	68	72	98	101	103	110
F.S Kongoni Sec	78	76	78	79	104	107	104	109	110	112
Eshikulu Sec	78	79	82	84	95	102	105	107	110	112
Moi Girls Nangili	102	108	95	96	120	95	104	105	110	120
Matunda SA sec	84	82	83	84	102	105	120	121	123	120

Source: Likuyani District Education Office, Kenya.

Table 4.11 shows that the number of form one enrolment for the past years has seen the number of students on the rise. Whereas the study appreciates the increase in enrolment rate as a result of CDF funds, it also reveals that the enrolment is still below the expectation with all schools enrolling below 200 students ten years down the line. However the researcher is also conscious of the fact that there are other factors that influence enrolment rate like political influence, school management among others which in this study are regarded as intervening variables.

Learners' retention and completion rate in public secondary schools

In Kenya; secondary education comes to an end when learners sit for their KCSE at the end of four years. For the learner to sit for KCSE, he or she must have been retained in school thus retention and completion was investigated concurrently. These are key factors in education development for one cannot proceed to higher education without the secondary school. Thus there was a comparison between the number of students who enrolled and sat for KCSE before and after the introduction of CDF funds in ten public secondary schools.

Table 4.11 Learners' completion rate before and after the introduction of CDF funds.

Before introduction of CDF				**After introduction of CDF**		
	Enrolment 1998	**Completion 2001**		**Enrolment 2009**	**Completion 2012**	
	F	F	%	F	F	%
St Ann's Girls	75	60	80%	76	63	83%
Binyenya Sec	22	13	59%	27	17	62%
St Henry Sec	65	44	68%	74	54	73%
St Peter's Sec	60	44	73%	63	50	79%
St Joseph Kogo	25	15	60%	70	45	64%
F.S Mbururu	33	18	55%	42	28	67%
F.S Kongoni	65	45	69%	70	51	72 %
Eshikulu sec	68	45	66%	68	45	66%
Moi Girls Nangili	89	61	69%	98	70	71%
Matunda SA Sec	23	13	57%	76	50	66%

Table 4.11 shows comparison between learners' enrolment and completion before CDF funds were

introduced in and after its introduction in 2003.From the table ,it is evident that before introduction of CDF funds ,the enrolment rate was low and so was the completion rate with most schools registering less than 70%.With the introduction of CDF funds ,the enrolment and completion rate went up slightly with most schools registering a high completion rate of over 70 % .This shows that CDF has led to high enrollment and completion rates .However, this rise cannot be wholly attributed to CDF funds since there are other sources of funding like PTA that could have played an equally important role. CDF funds have enhanced learners enrolment, retention and completion rates but to a minimal extent.

Summary

The purpose of this study was to investigate the impact of selected Constituency Development Fund activities on education development in Likuyani constituency as measured by the number of physical facilities built, students' enrollment, and retention and completion rates and below is a summary of the findings of the study.

There has been a significant improvement in the number of physical facilities in Likuyani Constituency since the initiation of CDF to support education as indicated by the results .Over 50% of the headteachers indicated that the projects which most benefited from CDF funds were the school land 4 (50%) and science laboratory 3(37.5%) .However, most of the facilities in schools (50%) were funded by the PTA and other bodies.

In regard to bursary provision by CDF, this study observed that most of the students 90 (93%) did not receive enough bursaries to enable them pay fee charged by the school. The frequency distribution tables and percentage analysis indicated that CDF had a positive impact on learners' enrollment, retention rates in public secondary schools in Likuyani Constituency. This was indicated by the results which showed that with the introduction of CDF; learners' enrollment and completion rates went high to 70%.The findings are in line with those of Anane (2008) which established that there was a significant relationship between subsidized secondary education and learners' retention and completion rates.

5. Conclusion

Based on the foregoing findings, several conclusions were arrived at : Constituency Development Fund has indeed helped in Education Development. This is as a result of provision of physical facilities but most significantly the science laboratories that have helped learners to improve in performance of science subjects. The construction of the libraries and classrooms has also led to positive impact of learners' performance. However, this is only to a small extent, 46.7% thus the funds are not enough hence learners' academic performance in relation to CDF education funding is still low .The areas most affected were laboratories and classrooms.

The study also established that the number of learners' enrolment, retention and completion rate .had significantly gone up with the introduction of CDF that offers the poor but bright students bursary. However, very few poor but bright students receive bursary from CDF education fund and for the few who receive, it is hardly enough to keep them in school for the whole year in accordance to the fee charged. Besides, the funding is also not guaranteed on yearly basis for these deserving students for some are funded only once or twice for the entire secondary education cycle of four years.

5.1 Recommendations

From the findings and conclusions, the study recommends the following in order to improve the provision and management of CDF funds in education so as to realize significant education development. First, the government should allocate enough funds to schools to ensure that the facilities constructed are enough ,completed and adequately equipped. Secondly, the government should increase funds allocated to CDF bursary so that the deserving students can fully pay their school fees thus increasing the retention and completion rates. Head teachers should also involve the community around them to aid in school development programmes and projects to supplement CDF education funding. The schools should also initiate income generating projects to subsidize CDF education funding. The researcher wishes that further studies to be conducted in the following areas: Factors affecting the implementation of CDF funded projects in secondary schools and effects of lack of adequate facilities on the performance of students in secondary schools in Kenya.

5.2 Suggestions for Further Research

The researcher wishes further studies to be conducted in the following areas

1. The strategies being employed school administrators to cope with the challenges faced by headteachers when implementing CDF funded projects in secondary schools.
2. The factors affecting the implementation of CDF funded projects in secondary schools.
3. Effects of lack of adequate facilities on the performance of students in secondary schools in Kenya.

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