

# Financing of Physical Facilities in Public Secondary Schools: An Investigation into the Role of Kenya's Constituency Development Fund, Lugari Constituency, Kakamega County

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**Abstract:** The general objective of this study was to investigate the role played by CDF in funding public secondary schools' physical projects within Lugari Constituency. Specific objectives of the study were: to determine the effect of CDF funding on physical projects; to establish the role of the school administrators on CDF funded projects; and to establish the challenges facing implementation of projects. Literature review focused on an overview of the CDF program. The study used a descriptive survey design. The study targeted 46 schools. Purposive sampling technique was employed to select 14 schools to participate in the study, representing a sample of 30.43 percent. Questionnaires were used for data collection. Results were analyzed using descriptive statistical techniques. The study established that CDF led to a marginal increase of facilities in schools. The study revealed that principals had attended workshops, which enabled them to be involved in project implementation. Interference from politicians was the main challenge in implementation of the CDF-funded projects. The study recommends that: all schools should be given an equal chance to CDF funds; CDF team should sensitize the community on CDF funding; further CDF funding should not be politicized.

**Keywords:** Constituency Development Fund; Financing; Physical Facilities; Public Secondary School.

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## I. INTRODUCTION

### A. Background to the Study:

Like other developing countries, Kenya has been haunted by the issue of equity in resource redistribution. Since independence in 1963, the Kenyan Government has formulated an array of decentralization programmes, among them the District Development Grant Programme (1966), the Special Rural Development Programme (1969/1970), District Development Planning (1971), the District Focus for Rural Development (1983-84), and the Rural Trade and Production Centre (1988-89). Though ingenious, these programmes suffered the same fate – a lack of funding and excessive bureaucratic capture by the central government (Mwangi, 2005). It is from this background that in 2003, the Kenya Government under the National Rainbow Coalition (NARC), created the Constituency Development Fund (CDF). The programme was designed to fight poverty through the implementation of development projects at the local level and particularly those that provide basic needs such as education, healthcare, water, agricultural services, security and electricity (Bagaka, 2008; Mwangi, 2005).

Since its inception, the CDF kitty has grown from a paltry Ksh 1.26 billion for 2003/04 fiscal year to Ksh 12.3 billion for 2009/2010 fiscal year. Under the Economic Stimulus Programme (GOK, 2009), a further Ksh 22 billion is to be disbursed to the constituencies through the line ministries geared towards projects aimed at reversing the current economic down-turn. Each of the 210 constituencies is to receive Kshs 105 million to finance infrastructure development, boost education and healthcare and revive other development projects at the grassroots (Wanja, 2009). In implementing

the fiscal stimulus package, focus will be on the following key sectors of the economy to generate maximum benefit; Education, Agriculture, Health, Local Authorities, Information, Industrialization and Communication and Technology. Through the 2009/2010 Medium Term Expenditure Framework (MTEF) budget, key objectives of the Economic Stimulus Programme among others is to improve infrastructure, provide quality education and healthcare for all Kenyans (GOK, 2009). A look at how the CDF funds have been allocated to Lugari Constituency alone over the last eight fiscal years, it can be discerned that the constituency received a total of Kshs 392.4 million. A further Kshs 105 million is to be received under the Economic Stimulus Programme during the fiscal year 2009/2010 giving a combined total of Kshs 497.4 million.

Given the mosaic of expenditure decisions on a myriad of local projects and because of the relaxed rules on how and where expenditure is to be incurred, the CDF can be construed as a delegated form of fiscal decentralization because the programme allows local people to make their own expenditure decisions that reflect their tastes and preferences that maximizes their welfare (Bagaka, 2008). With the above background in mind, it can be observed that a substantial amount of money has been channeled in the education sector through the CDF. Given its popularity among the Kenyan electorate in terms of helping the poor access basic needs, little research has been done to investigate the role played by CDF in financing physical infrastructure in public secondary schools in Kenya. The researcher sought to fill that void.

### ***B. Statement of the Problem:***

Since independence, Kenya has become well known for the scale of community involvement in education particularly in the secondary school sector (Bray, 1992) as cited by Kiveu and Mayio (2009). A key phenomenon since independence in 1963 has been the development and growth of “Harambee” (pulling together). Psacharopoulos and Woodhall (1985) as cited by Kiveu and Mayio (2009) noted that there has been a massive increase in spending in education all over the world due to rising costs of education because of inflation, the need for sophisticated equipment such as computers, laboratory equipment, home science materials and projectors and the ever-growing demand for education. However, the poor economic performance of the 1970s and 1980s which saw the decline in Gross Domestic Product (GDP) from 6.6% to 5.2% and then to 4.1% in 1979 coupled with increasing demand from direct productive sectors like agriculture made the Kenya government’s resources increasingly strained and forced it to cut back the share of the national budget that was being taken up by education (Olembo and Harrold, 1992) as cited by Kiveu and Mayio (2009).

Kenya is a signatory to the Millennium Declaration of September 2000 whose main objective was to define a common vision of development by 2015. One of the Millennium Development Goals (MDGs) that Kenya committed itself to was to achieve Universal Primary Education (UPE) and attainment of Education for All (EFA). The introduction of Free Primary Education (FPE) by the NARC government in 2003 led to an extra 1.5 million children to access primary education thus increased the enrolments from 5.9 million in 2003 to 7.4 million in 2004 (GOK,2005; Kinyanjui,2007; Ohba, 2009; Ngware et al.,2006). The FPE further put pressure for expansion in secondary school enrolment. This led to achievement in the transition rate from primary to secondary from 47% in 2003 to 72 % in 2010 (GOK,2005; Ngirachu, 2010; Ngware et al., 2006).

Since 2003 secondary school enrolment has gone up. This massive enrolment has further been enhanced by Free Day Secondary Education (FDSE) policy by the government that was introduced in early 2008 (Ngirachu, 2010; Ohba, 2009). Due to FDSE, secondary school enrolment has increased from 1.2 million in 2007 to 1.6 million by 2010. Studies by Mobegi et al. (2010) show that most schools in Gucha District had inadequate physical, learning and teaching materials as a result of this massive enrolment. Hence the researcher sought to investigate the role played by CDF programme in financing physical infrastructure in public secondary schools in Lugari Constituency, Kakamega County, Kenya.

### ***C. Specific Objectives of the Study:***

The specific objectives of the study were;

- To determine the effect of CDF funding on physical projects in public secondary schools.
- To establish the role of the school administration on CDF funded physical facilities in the public secondary schools.
- To establish the challenges facing the effective implementation of the CDF funded physical projects in the public secondary schools in Lugari Constituency.

## II. LITERATURE REVIEW

### A. *An Overview of the Constituency Development Fund Act, 2003:*

The Constituency Development Fund Act, 2003 (GOK, 2003) became law on 31<sup>st</sup> December 2003 upon receiving presidential assent (Ongoya & Lumallas, 2005). The Act was expected to come into force by Notice. The CDF (Amendment) Act, 2007 (GOK, 2007) is divided into 10 parts and 53 sections. To the CDF (Amendment) Act, 2007 are also annexed six schedules.

Part One of the Act, is the preliminary part setting out the short title, the interpretation section and the application section. The application section provides that the provisions of the Act shall ensure that a specific portion of the national annual budget is devoted to the constituencies for purposes of development and in particular the fight against poverty at the constituency level.

Part Two of the Act established the Constituency Development Fund, the CDF National Management Board (NMB), Functions of the CDF Board, Chief Executive Officer of the Board (CEO), Disbursement from the Fund, funds to be retained in the Fund and the Emergency Reserve. Part Three deals with submission of constituency project proposals which are to be done by members of parliament, the submission deadline, submission form, projects descriptions form and procedure of approval of the proposals. Other sections in this part regard discretion of Constituency Development Fund, serialization of projects listed for each constituency, the basis for budget ceiling for each constituency and the criteria for projects for funding under the Act.

Part Four has sections 21 to 26 and it commences by setting out the type of projects to be funded as “community based in order to ensure that the prospective benefits are available to a widespread cross-section of the inhabitants of a particular area.” Other provisions under this part relate to the number of projects, the composition of the Constituency Development Committee, submission of cost estimates that are realistic, exclusion of personal awards, and permission for counter-part funding.

Part Five has sections 27 to 29. It establishes the Constituencies Fund Committee (CFC) as a committee of the National Assembly to consist of a chairman and not more than ten other members of parliament who are not ministers or assistant ministers of government. Monthly reports on projects and disbursement of the Board shall be submitted to the Constituencies Fund Committee as per section 28. Section 29 provides that the Board shall ensure that the list of projects forwarded to it by each constituency is upon approval, funded in accordance with the Act. Part Six deals with the implementation of projects under the Act, and it covers sections 30 to 38. Part Seven of the Act establishes District Project Committee (DPC), whose membership consists of members of parliament in the district whether elected or nominated, all chairmen and mayors of local authorities, district commissioner (DC) of the district, District Development Officer (DDO) of the district, chairpersons of the Constituencies Development Committee (CDC) and the District Accountant (DA) of the district. Part Eight is dedicated to the role of the District Projects Committee whereas part Nine deals with finance and administration. Finally Part Ten which covers Section 48 to the last Section 53 sets out miscellaneous provisions, particularly finances of the Board and transition from National Management Committee to the National Management Board.

The Act has six schedules. The first schedule has the list of organizations that can nominate persons to the Board; the second schedule has the standard Constituency projects submission form; the third schedule sets out the standard projects description form; the fourth schedule has the standard annual disbursement return form; the fifth schedule sets out re-allocation of unspent funds form and lastly, the sixth schedule sets out provisions as to the conduct of business and affairs of the Board.

### B. *Education in Kenya:*

Christian Missionaries laid the foundation for formal education in Kenya in the 19<sup>th</sup> century (Lusike, 2003). During this period, the school's primary purpose was to promote evangelism; hence reading was introduced to help spread Christianity (Lusike, 2003). As the education system developed, it became instrumental in producing skilled labour for the settlers' farms and clerical staff for the colonial administration. During the colonial period, education was racially stratified- that is there were separate schools and curricular for the Europeans, Asians and the Africans. As a result, there were great disparities in educational opportunities between races and also between different regions. However, Africans got the least advantage in the system.

In 1960, as independence became imminent, the discriminatory system of education was abolished and in 1963 after gaining independence from Britain, the Kenyan Government was faced with the need to train Africans for middle-level and upper-level government service positions. As a result, both the commercial and industrial sectors of the economy called for the restructuring of the secondary and higher education sectors (Lusike, 2003; Makori, 2005). The first changes were achieved through the Ominde Commission Report of 1964 (Lusike, 2003; Makori, 2005). The Ominde Commission became the first educational committee in the independent Kenya to look into the issues that affected the country and made recommendations for what they considered to be appropriate changes (Makori, 2005). This commission mainly focused on secondary education system, where among others, the 7-4-2-3 structure of education was adopted and the endorsement on the provision of Free Primary Education (FPE). The Ominde Commission was emphatic that economic development could only be accelerated through education. The Kenya African National Union (KANU), the party that ruled the country from 1963 to 2002, was committed to offering a minimum seven years of FPE, though intermittently. Another recommendation of the commission was the establishment of the Kenya School Equipment Scheme (KSES). The KSES was a government agency that provided educational materials to all primary schools countrywide. To facilitate this, the education sector has enjoyed a lion's share of Kenya's budgetary allocations (Kinyanjui, 2007).

Arising from the National Conference on Education and Training (GOK, 2003), the overall government policy is to achieve Education for All (EFA). The priority is to ensure equitable access and improvements in quality and efficiency at all levels of education. The ultimate goal is to develop an all inclusive and quality education that is accessible and relevant to all Kenyans. This is guided by the understanding that good education can contribute significantly to economic growth, improved employment prospects and income generating opportunities. Government policy also entails allowing a Sector Wide Approach to Planning (SWAP) and participation in the provision of education with all stakeholders taking responsibility for planning and implementation. The policy for the secondary school level is to expand the opportunities available in order to improve access and enrolments. The major policy concern for secondary education is therefore, to address the issue of low participation, with the Gross Enrolment Rate (GER) being as low as 22.2 percent in 2002. This poor performance by the sub-sector is partly attributable to the high cost of secondary education and increased household poverty. Strategies for realizing this policy desire include, providing targeted bursary schemes to benefit particularly those in the poorest quintile.

Regarding education financing, the long term policy goal of the government is to ensure that no potential student will be denied access to education or training for reasons of inability to afford. Under this policy framework, mechanisms will be established which will ensure equitability and which will take into account affordability by government, households and other contributions to the sector. Since 2003, the Government has 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 2007 and currently at 8.6 million in 2010 (GOK, 2005; Ngirachu, 2010). The number of KCPE 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.

Ngware *et al.* (2006) also note that sustainable secondary school education expansion requires building of sustainable partnerships and mobilizing of local resources. In part, regional disparities in access to secondary education could be addressed through collaborations between local communities, central and local government organs, and stakeholders such as civil society, private sector, and development partners. 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). This implies that with the escalating poverty levels and governance reforms on abolishing harambees, it could be difficult to achieve significant expansion in physical infrastructure in learning institutions unless feasible measures are identified. These measures may include channeling part of the CDF funds to education development projects. 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).

### C. Summary of Literature Review:

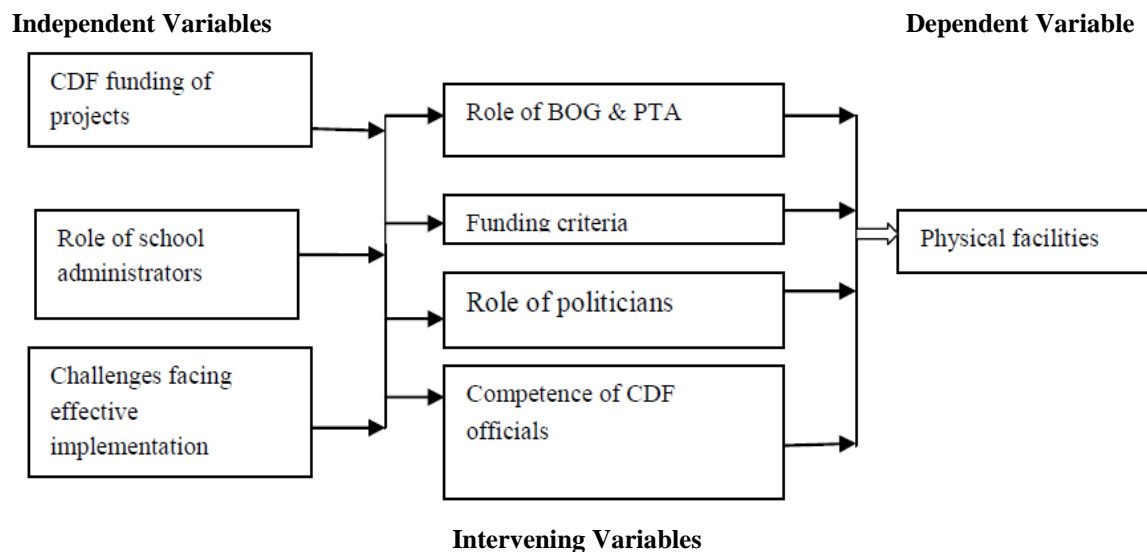
The Constituency Development Fund (CDF) is a programme that was established in 2003 through an Act of Parliament. The programme was designed to fight poverty through the implementation of development projects at the local level and particularly those that provide basic needs such as education, healthcare, water, agricultural services, security and electricity. A critical analysis of the CDF Act points out that involving Members of Parliament in the control and management of the CDF at the local level is a violation of the concept of devolution of power which demands that there be separate levels of governance. An appraisal of the CDF as a decentralization strategy in Kenya proposed strategies towards effective local level participation in the utilization of the Fund, in particular the need to re-examine the role of community in the utilization of the Fund aimed at making active community participation in choosing, implementing and evaluating development projects.

The allocation criteria for CDF funds has also been faulted on the grounds that the current criteria perpetuates inequality among the country's regions, as some constituencies have been receiving more than their due of CDF funds.

In conclusion, while some research has been made on the critical analysis of the CDF Act, an appraisal of the CDF and fiscal federation and the growth of government, little research has been done on CDF funding of physical facilities in Kenya's public secondary schools.

### D. Conceptual Framework:

A conceptual framework is a model of presentation where a researcher represents the relationships between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2004). It is therefore a hypothesized model identifying the variables under study and showing their relationships. The relationship between CDF funding and its contribution to secondary schools' physical facilities and cost of education are as depicted in Figure 1.



Source: Researcher (2015)

**Figure 1: The Effects of CDF funding on Secondary Schools Physical Facilities**

The above model in Figure 1 seeks to explain the correlation between Kenya's CDF programme and its effect on the number of physical educational facilities such as increased classrooms, science laboratories, dormitories, computer laboratories and workshops.

## III. METHODOLOGY

### A. Research Design:

This study used a descriptive survey design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Kombo & Tromp 2006, Orodho & Kombo



2002). In the study, there was description of the present incidences, frequencies and distributions of certain effects of the CDF programme among the target population.

### **B. Sample Size:**

A sample is a subset of a population. It should be carefully chosen such that through it, the researcher is able to see all the characteristics of the total population in the same relationship that it would be seen were the researcher to examine the total population (Leedy & Ormrod 2005). Generally, a researcher would need thirty cases or ten percent of the accessible population for descriptive research (Kombo & Tromp, 2006; Mugenda & Mugenda, 1999; Cooper & Schindler, 2008). 30.43% (n=14) of the public secondary schools were sampled. Simple random sampling will be employed to select 33.33% (n=1) boys schools, 28.57% (n=2) girls schools and 30.55% (n=11) mixed schools.

### **C. Sampling Strategy:**

A sample design is a definite plan determined before any data are actually collected for obtaining a sample from a given population (Orodho, 2004). In the study schools were selected through purposive sampling technique. This is a technique in which the researcher selects samples using set criteria and targets (Kombo & Tromp, 2006; Orodho, 2004). From the 14 secondary schools sampled, the sampling units included 14 principals and 56 teachers, four from each school. This gave a total of 70 participants.

### **D. Data Collection Instruments and Procedures:**

Data was collected using two questionnaires. A questionnaire is preferred as a suitable method of data collection because it allows the researcher to reach a large sample within limited time and it ensures confidentiality of the information given by the respondents (Kombo & Tromp, 2006). Two sets of questionnaires were designed, one for principals and the other for the teachers.

### **E. Reliability of Research Instruments:**

For the measurements to conform to the theoretical expectations, the researcher ensured that the possible items to be used in measuring the concept were contained in the questionnaire. The researcher conducted a pilot test of the instruments before using them in the study. Piloting was done in one school not selected in the study sample but with similar characteristics to those selected in the study sample. This was done to determine whether the instruments can yield the data needed, identify the problems that the participants might encounter in responding to the questionnaire and to find out if the questions are clear. These were then analyzed and the scope, comprehensiveness and content of the questionnaire accordingly improved.

## **IV. DATA ANALYSIS AND DISCUSSION**

### **A. Contribution of CDF on the Physical Facilities in Public Secondary Schools:**

The first research objective was to determine effects and the contribution of CDF funding on physical facilities in public secondary schools in Lugari constituency, Kakamega County. To establish this, the respondents were given a table containing five items measured in a likert scale regarding the sources of funding for facilities in schools. The respondents were required to state their satisfaction levels with the role played by CDF funds in schools. The views discussed were expressed by teachers and principals as shown in Table 1 below.

**Table 1: Principals' Level of Satisfaction on Role Played by CDF in Schools**

CDF Aspects	Very Dissatisfied		Dissatisfied		Neutral		Satisfied		Very Satisfied	
	F	%	F	%	F	%	F	%	F	%
The stage of completion of the CDF projects in your school	3	21.4	6	42.9	0	0.0	5	35.7	0	0.0
Public awareness on CDF funding of projects in your school	1	7.1	5	35.7	5	35.7	1	7.1	2	14.3
The management skills of project implements	1	7.1	6	42.9	4	28.6	3	21.4	0	0.0

Community participation in project monitoring & evaluation	5	35.7	5	35.7	3	21.4	2	14.3	1	7.1
Community involvement in project implementation	1	7.1	2	14.3	2	14.3	9	64.3	0	0.0
The amount allocated per project in your school	7	50.0	3	21.4	1	7.1	1	7.1	2	14.3
Utilization of completed projects	1	7.1	1	7.1	4	28.6	4	28.6	4	28.6
Community participation in decision making	3	21.4	5	35.7	1	7.1	3	21.4	2	14.3

Source: Researcher (2015)

Table 4.3 shows that 50% of the principals were very dissatisfied with the CDF amount allocated to each project in their schools. Over 40% of them were dissatisfied with the stage of completion of the CDF projects in their schools and the management skills of project implementers. 35.7% of them were satisfied with the public awareness on CDF funding of projects in their schools. The highest percentage, (64.3%) of the principals was satisfied with the community involvement in project implementation in their schools while 28.6% were very satisfied with the utilization of completed projects. This implies that CDF funds given to schools were not enough to meet the need of projects in schools.

#### **B. Role of the School Administration on CDF funded Physical Facilities in the Public Secondary Schools:**

The second objective of the study was to establish the role of the school administration on CDF funded physical facilities in the public secondary schools. In order to address this objective, the respondents were given a series of questions whose answers are discussed below.

The principals were asked whether they had attended any workshop on the implementation of CDF-funded projects in secondary schools. 11(78.6%) indicated they had attended workshops on the implementation of CDF funded projects while the other 3(21.4%) indicated they had never. This implies that the principals were aware of the CDF funds policies and were therefore expected to abide by them.

The principals were further asked to state the subject areas covered in the workshops, and their responses are shown in Table 2.

**Table 2: Subject areas covered in CDF workshops**

Subject areas covered	Frequency	Percent
Funding, implementing and reporting	7	63.6
Procurement procedures, record keeping, community involvement in CDF projects	8	72.7
Management of CDF project	8	72.7
Procurement procedures, planning, accountability	9	81.8
Financial management of the CDF projects	5	45.5

Source: Researcher (2015)

Table 2 shows that the most covered subject area on the implementation of CDF-funded projects was procurement procedures, planning and accountability. The other frequent areas were management of CDF projects and procurement procedures, record keeping, community involvement in CDF projects. This implies that the school heads were well equipped with knowledge on CDF funds and its implementation.

Upon being asked who organized the course, the principals responded as shown in Table 3.

**Table 3: Course organizers**

Course organizer	Frequency	Percent
KESI	5	45.4
Constituency Development Committee	9	81.8
D.D.C District Development Committee	7	63.6
CDF management	6	54.5

Source: Researcher (2015)

Table 3 shows that 9 (81.8%) of the principals indicated that the course organizers were the Constituency Development Committee, 7 (63.6%) indicated the District Development Committee while 54.5% indicated CDF management as the organizers. KESI were the least organizers. The principals were asked to rate the relevance of the courses they had undergone. They responded as shown in Table 4.

**Table 4: Relevance of course**

Relevance of course	Frequency	Percent
Irrelevant	3	27.3
Relevant	6	54.5
Very relevant	2	18.2
<b>Total</b>	<b>11</b>	<b>100.0</b>

Source: Researcher (2015)

Table 4 shows that 3 (27.3%) of the principals who had attended workshops indicated that the courses were irrelevant, 6 (54.5%) indicated they were relevant while 2 (18.2%) reported that they were very relevant. This implies that principals benefited from the workshops, and were therefore expected to implement what they had learnt in their schools.

To establish their role on CDF-funded projects, the principals, being school managers, were asked to rate the extent to which they were involved in projects. Their responses are shown in Table 5.

**Table 5: Extent of involvement in projects**

Extent of involvement	To a great extent		To a moderate extent		To a minimal extent		Not Involved at all	
	F	%	F	%	F	%	F	%
Project identification	3	21.4	6	42.9	2	14.3	3	21.4
Project selection	3	21.4	9	64.3	2	14.3	0	0.0
Project implementation, monitoring and evaluation	12	85.7	2	14.3	0	0.0	0	0.0

Source: Researcher (2015)

Table 5 shows that 12(85.7%) of the principals were involved to a great extent in project implementation, monitoring and evaluation, 9(64.3%) were involved in project selection and 6(42.9%) were involved to a moderate extent in project identification while the rest responded as shown in the table. Very few of the principals were involved to a minimal extent or not at all. This implies that the principals played an active role in the implementation of CDF-funded projects.

### **C. Challenges that Face the Effective Implementation of the CDF funded Physical Projects in the Public Schools:**

The third objective was to determine challenges facing the effective implementation of the CDF funded physical projects in the public secondary schools in Lugari Constituency. To address this objective, the respondents were asked some questions whose answers are discussed below.

Upon being asked whether their schools had experienced any problems with the CDF, 10 (71.4%) indicated that they had while 4 (28.6) had not. They further reported that the problems they experienced were; not all schools are funded, lack of enough funds, non-payments of school levies by parents inhibiting further development, CDF funding committee always wants their people to be directly involved even in supply of substandard materials and also delay in fund disbursement. The teachers were given a list of facilities in a table, and were required to rank the ones that lacked in their schools since the introduction of the CDF funding of physical facilities. They were required to rank the facilities in number, the most lacking at 5 while the least lacking at 1. Their responses are shown in Table 6.

**Table 6: Ranking of lacking facilities**

School facility	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
Science laboratories	13	16.1	12	21.4	8	14.3	15	14.3	22	33.9
Classrooms	9	12.5	14	21.4	14	21.4	17	16.1	24	28.6



Toilets facilities	8	14.3	24	26.8	13	23.2	16	19.6	9	16.1
Dormitories	8	10.7	8	14.3	12	21.4	10	3.6	32	50.0
Dining halls	15	21.4	10	12.5	9	8.9	10	14.3	26	42.9
Libraries	10	17.9	10	17.9	6	7.1	9	12.5	35	44.6
Administration block	8	14.3	13	23.2	13	23.2	7	12.5	15	26.8
Water	11	19.6	17	21.4	11	12.5	11	14.3	20	32.1
Electricity	18	23.2	15	23.2	3	5.4	8	5.4	16	25.0
Staff quarters	2	14.3	0	0.0	0	0.0	6	42.9	6	42.9
Playgrounds	13	19.6	16	19.6	7	7.1	9	16.1	25	37.5
School bus	24	37.5	7	12.5	5	5.4	7	8.9	20	35.7
School land	13	23.2	13	23.2	9	16.1	7	12.5	16	25.0

Source: Researcher (2015)

Table 6 shows that over 30% of the teachers reported that the most lacking facilities since the introduction of CDF funding of physical facilities were: science laboratories, dormitories, dining halls, libraries, water, staff quarters, playgrounds and school bus. The school bus was the least lacking facility according to 37.5% of the teachers. This implies that CDF funding did not have a big impact on the physical facilities in schools.

The principals were asked to give their views regarding the participation of various stakeholders in CDF by stating their agreement levels. Their responses are shown in Table 7.

**Table 7: Principals views on participation of various stakeholders in CDF**

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Politicians should not be involved in the choice of CDF committee members	9	64.3	5	35.7	0	0.0	0	0.0	0	0.0
Politicians should play role in the choice of projects to be funded in schools	0	0.0	4	28.6	0	0.0	2	14.3	8	57.1
Politicians should participate in determining the amount of CDF funds to be allocated projects in schools	0	0.0	2	14.3	0	0.0	6	42.9	6	42.9
The school Board of Governors to manage the CDF projects in schools instead of the project Management Committees	10	71.4	2	14.3	0	0.0	2	14.3	0	0.0
PTAs should be the ones to identify projects to be funded by CDF in secondary schools	11	78.6	3	21.4	0	0.0	0	0.0	0	0.0
Parents should co-fund CDF projects in Secondary schools	6	42.9	8	57.1	0	0.0	0	0.0	0	0.0
The Ministry of Education should be involved in monitoring and evaluation of the CDF funded projects in schools.	9	64.3	5	35.7	0	0.0	0	0.0	0	0.0

Source: Researcher (2015)

Table 7 shows that over 50% of the principals agreed with the statements that: the Ministry of Education should be involved in monitoring and evaluation of the CDF funded projects in schools, parents should co-fund CDF projects in secondary schools, politicians should not be involved in the choice of CDF committee members, PTAs should be the ones to identify projects to be funded by CDF in secondary schools and that the school Board of Governors to manage the CDF projects in schools instead of the Project Management Committees. On the other hand, 42.9% of them disagreed with the statement that politicians should participate in determining the amount of CDF funds to be allocated projects in schools. This is an implication that the CDF projects should be school-based, with the school stakeholders having reign over the implementation of CDF-funded projects in schools.

## V. SUMMARY, CONCLUSION AND RECOMMENDATIONS

### A. Summary:

The purpose of this study was to investigate the role played by CDF in Financing Physical Facilities in Public Secondary Schools in Lugari Constituency, Kakamega County, Kenya. The study participants comprised 14 principals and 56 teachers from 14 public secondary schools in Lugari Constituency. The data was therefore analyzed based on 70 respondents. Given below is a summary of the main study findings.

The study established that 50% of the principals were very dissatisfied with the CDF amount allocated to each project in their schools. Over 40% of them were dissatisfied with the stage of completion of the CDF projects in their schools and the management skills of project implementers. 35.7% of them were satisfied with the public awareness on CDF funding of projects in their schools. The highest percentage, (64.3%) of the principals were satisfied with the community involvement in project implementation in their schools while 28.6% were very satisfied with the utilization of completed projects. This implies that CDF funds given to schools were not enough to meet the needs of projects in schools. Over 30% of the teachers were very dissatisfied with the CDF aspects, especially 67.9% of them who expressed a lot of dissatisfaction with the performance of the current MP as the CDF Committee patron. Very few teachers were satisfied with the CDF aspects. This implies that the CDF contributions to physical facilities in schools were inadequate, as most of the respondents expressed dissatisfaction with it. A lot of dissatisfaction emerged from the amount of money allocated to schools. The majority 11 (78.6%) of the principals indicated that they had received CDF funding in the past six years while 3 (21.4%) of them had not. The majority of the respondents (42.9% principals and 46.4% teachers) indicated that the CDF funds allocated to schools were insufficient. On the other hand, a few of the respondents reported that the funds were adequate.

The majority of the respondents (37.5% teachers and 42.9% principals) agreed with the statement that the number of schools' 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, even though the benefit may be minimal. It was established that 5(35.7%) principals indicated that facilities adequacy had increased to a moderate extent after introduction of CDF, 4(28.6%) indicated they were not adequate at all, 2(14.3%) indicated the rate increased to a great extent while 2(14.3%) could not tell. Out of 56 teachers, 20(35.7%) indicated that there was a moderate increase of physical facilities in public schools, 12(21.4%) indicated that the increase rate was minimal, 22(39.3%) indicated they were not adequate at all while 2(3.6%) could not tell. Most of the facilities in schools were funded by the PTA. Over 40% of the principals indicated that the projects which most benefited from CDF funds were the school land, office furniture, computers, administration block and workshops. The other facilities were funded by GOK, LATF and other bodies. This implies that schools did not rely on CDF funds alone for facilities. It also shows that the CDF funds were inadequate, thereby making it necessary to seek funds elsewhere.

Regarding the role of school administration on CDF-funded physical projects, the principals were asked whether they had attended any workshop on the implementation of CDF-funded projects in secondary schools. 11(78.6%) indicated they had attended workshops on the implementation of CDF funded projects while the other 3(21.4%) indicated they had never. This implies that the principals were aware of the CDF funds policies and were therefore expected to abide by them. The most covered subject area on the implementation of CDF-funded projects was procurement procedures, planning and accountability. The other frequent areas were management of CDF projects and procurement procedures, record keeping, community involvement in CDF projects. This implies that the school heads were well equipped with knowledge on CDF funds and its implementation. 9 (81.8%) of the principals indicated that the course organizers were the Constituency Development Committee, 7 (63.6%) indicated the District Development Committee while 54.5% indicated CDF management as the organizers while KESI were the least organizers. 3 (27.3%) of the principals who had attended workshops indicated that the courses were irrelevant, 6 (54.5%) indicated they were relevant while 2 (18.2%) reported that they were very relevant. This implies that principals benefited from the workshops, and were therefore expected to implement what they had learnt in their schools. It was discovered that 85.7% of the principals were involved to a great extent in project implementation; monitoring and evaluation, 64.3% and 42.9% were involved to a moderate extent in project selection while the rest responded as shown in the table. Very few of the principals were involved in projects to a minimal extent or not at all. This implies that the principals played an active role in the implementation of CDF-funded projects. 78.6% of the principals indicated that the availability of CDF funds led to an increased retention rate while 57.1% indicated that it led to an increased transition rate from one class to another. However, 71.4% of the principals denied that the availability of CDF led to the reduced cost of education.

Upon being asked whether their schools had experienced any problems with the CDF, 10 (71.4%) indicated that they had while 4 (28.6) had not. They further reported that the problems they experienced were; not all schools are funded, lack of enough funds, non-payments of school levies by parents inhibiting further development, CDF funding committee always wants their people to be directly involved even in supply of substandard materials and also delay in fund disbursement.

The teachers were given a list of facilities in a table, and over 30% of the teachers reported that the most lacking facilities since the introduction of CDF funding of physical facilities were: science laboratories, dormitories, dining halls, libraries, water, staff quarters, playgrounds and school bus. The school bus was the least lacking facility according to 37.5% of the teachers. This implies that CDF funding did not have a big impact on the physical facilities in schools. The teachers were asked to list the strengths and weaknesses of CDF in their schools. The strengths were established thus; improvement of school dormitories, classrooms, labs and dining halls and the levies charged to parents especially the PTA levy for projects were reduced. However the weaknesses were more and they were identified as follows; misappropriation of funds , incomplete projects due to fund inadequacy , poor management, less transparency in handling of CDF funds due to lack of follow up, lack of communication, poor recording of expenditures and vague auditing.

The study found out that 12 (85.7%) of the principals reported that the local politicians interfered with the running of the CDF committees while 2 (14.3%) did not. This shows that politicians interfered with CDF committees, which may impede the implementation of CDF funds. Further, the principals reported that the politicians interfered by including themselves in CDF committees in order to give funds to their constituencies and also by choosing members of the CDF committees who are aligned to them without considering efficiency qualification, transparency and accountability. This implies that the CDF committees were not at liberty to make decisions without interference, hence not being efficient and effective in their duties. Over 50% of the principals agreed with the statements that: the Ministry of Education should be involved in monitoring and evaluation of the CDF funded projects in schools, parents should co-fund CDF projects in secondary schools, politicians should not be involved in the choice of CDF committee members, PTAs should be the ones to identify projects to be funded by CDF in secondary schools and that the schools' Board of Governors to manage the CDF projects in schools instead of the Project Management Committees. On the other hand, 42.9% of them disagreed with the statement that politicians should participate in determining the amount of CDF funds to be allocated projects in schools. This is an implication that the CDF projects should be school-based, with the school stakeholders having reign over the implementation of CDF-funded projects in schools.

The respondents were asked to give suggestions on the best way to improve the management and efficiency of CDF-funded projects in schools. They gave the suggestions that; CDF is a kitty that is not really being used for the intended purposes, all stake holders should be involved so that all schools are involved, projects started should always be completed before the start of a new one, CDF funding should not be politicized but address needs of various schools the most needy being given more allocation and attention, CDF team should help in sensitizing the community on the need to continue supporting schools development morally, materially and financially. Further more all schools should be given equal chance to CDF funds, the amount should be sent directly to the school account instead of giving it to the CDF committee who involves the MP giving room for corruption, to introduce frequent auditing of project records, budget monitoring and evaluation of expenditures, there should be transparency at every stage of the disbursement of the fund and that CDF fund should be handled by BOG in management and allocation of projects.

### ***B. Conclusion:***

Based on the findings of the study as summarized above, it can be concluded that most of the schools which participated in the study had received CDF. It however emerged that the amount allocated to the schools was insufficient, therefore necessitating the outsourcing of funds from other sources. The study established that the PTA funded most of the projects in schools, as opposed to CDF. Despite the fact that CDF fund was inadequate, it was established that it caused an increase in the number of facilities in schools, though not by a big margin. The study revealed that most of the principals had attended CDF workshops, which enabled them to be involved in project implementation, monitoring and evaluation. Challenges that faced the effective implementation of CDF-funded projects were: lack of funds, interference from local politicians in the running of CDF committees and corruption.

**C. Recommendations:**

- All stake holders should be involved so that all schools are involved to enhance transparency and do away with corruption.
- Projects started should always be completed before the start of a new one.
- CDF funding should not be politicized but address needs of various schools, the most needy being given more allocation and attention.
- CDF teams should help in sensitizing the community on the need to continue supporting schools' development morally, materially and financially.
- All schools should be given equal chance to CDF funds and the amount should be sent directly to the school account instead of giving it to the CDF committee which involves the MP giving room for corruption.

**D. Areas for Further Research:**

- A study should be conducted on the factors affecting the implementation of CDF funded projects in secondary schools.

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