CONTRIBUTION OF CONSTITUENCY DEVELOPMENT FUND TO STUDENTS’ ACCESS TO SECONDARY EDUCATION IN GITHUNGURI, KIAMBU COUNTY, KENYA

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REG. NO.: E55/CE/24105/2012

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTERS OF EDUCATION IN ECONOMICS AND PLANNING OF EDUCATION AT KENYATTA UNIVERSITY

MAY, 2015
DECLARATION

This is my original work and has not been presented for any other degree programme in any other University.

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This research project has been submitted with our approval as the University Supervisors.

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ACKNOWLEDGEMENT

During the conduct of this research, and throughout my post graduate studies, I have benefited immensely from the assistance and good will of many people. Although my benefactors are many, I can mention only a few here. Needless to say, my thanks go to all.

In preparing this research project, I am greatly indebted to Prof. Olembo and Dr. Ogeta as my supervisors, who found time to assess my work and provide necessary guidance. Kenyatta University’s department of Educational Management, Policy and Curriculum Studies for nurturing my vision in this project and in many cases putting their valuable time and other resources at my disposal.

I wish to express my deep appreciation to my mother who gave unstintingly her energy, money and moral support that enabled me to grow and move higher and higher in the academics horizons. I also owe a debt of heart- felt gratitude to my beloved husband John, my sons Allan and Dennis for their material and non-material support they accorded me during the hard economic times. Above all I sincerely appreciate them for their understanding during the entire academic struggle. May almighty lord bless them abundantly. Last but not least, my appreciation goes to all my friends, classmates and other well-wishers for their assistance during my study.

May the Lord shower all with ample blessings.
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## ACRONYMS AND ABBREVIATIONS

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<th>Acronym</th>
<th>Full Form</th>
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<tr>
<td>BoM</td>
<td>Board of Management</td>
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<tr>
<td>CMSF</td>
<td>Canadian Millennium Scholarship Foundation</td>
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<td>EFA</td>
<td>Education For All</td>
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<td>FDSE</td>
<td>Free Day Secondary Education</td>
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<td>IDA</td>
<td>International Development Association</td>
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<td>MOE</td>
<td>Ministry of Education.</td>
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<td>SPSS</td>
<td>Statistical Package for Social Science</td>
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ABSTRACT

Educational access is the ability to provide all students with appropriate educational institutions, materials and personnel. All students must have access to and complete a full course of schooling to eliminate social and economic barriers and gender disparity. This creates the need to expand schools, establish new schools and provide bursaries to increase enrolments and improve transition, retention and completion rates. The purpose of this study was to establish the influence of CDF on access to secondary school in Githunguri Sub-County. The objectives included: to examine the effects of expansion of schools through the CDF on students’ access to secondary school education; to determine the effects of establishment of secondary schools through CDF on students’ enrolment to secondary education; to establish how the provision of bursaries through the CDF affects the transition rates in secondary education; to examine how the provision of bursaries to students through the CDF affects completion rates in secondary education and to seek ways for which CDF should be properly managed to increase the sustainability of the school projects funded by CDF. This study used descriptive survey design to determine the relationship between the independent and dependent variables in a population. The target population for the study was all the thirty-three (33) secondary schools in Githunguri Sub-County. The targeted respondents were all the 33 principals, 345 teachers and 3,015 students in secondary schools in Githunguri Sub-County. Because of the big population, only 20 schools were randomly sampled. Stratified sampling was used to select a proportional number of all categories of schools; 8 mixed, 7 boys’ and 5 girls’ schools were selected. For this study purposive sampling were used to sample class teachers, while simple random sampling was used to select students in forms three and four. The principal, all the class teachers, 8 students in form four and 8 students in form three from each school participated in the study translating to 20 principals, 40 teachers and 320 students. This gives a sample size of 380 respondents. Questionnaires which consist of both open and closed ended questions were used to get the required information from the teachers and students. Interview schedules were also administered to the principals. A pilot study was carried out in a school in the neighbouring Sub-County whereby the research instruments were administered twice with a one week lapse between the first and second tests. The results of the two tests were compared and a correlation coefficient of 0.75 through computation using the Pearson product moment of correlation. Quantitative data were analyzed using frequencies and percentages with the aid of SPSS. Qualitative data were arranged thematically and discussed. Graphical methods were used to show frequency distributions by using, frequency tables, bar graphs, line-graphs and pie-charts. The findings of the study indicated that the Constituency Development Fund has influenced access to secondary education through several aspects. These include the expansion of schools and support in establishment of schools that has led to increased enrolments. The distance to schools however remains a major challenge to access since majority of the schools are day schools. The majority of the dropouts were in schools that did not receive bursaries for payment of fees. Those not receiving bursaries were therefore most likely to dropout due to lack of fees. The study concluded that the CDF has improved access to secondary education through the building of classes’, laboratories and dormitories. The fund however has not reduced the distance to school either by taking the schools near to the unreached. The study recommended that students should be allocated a bursary that can enable them remain in school and complete their education. The constituency development fund should be used to construct schools in the remote areas.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education represents both expenditure and investment. On the one hand it is valued for its immediate benefits, while on the other it creates income in future by providing educated workers with skills for high productive capacities thus receiving higher incomes. It’s both a private and social investment shared by individual students, their families, employers, governments and other groups. According to World Bank’s report the direct costs of education are financed by the tax payer rather than the individual student in most developing countries. It is also seen as government investment since governments subsidize education and in return get higher taxes from the educated (World Bank, 2012).

Educational access is the ability to provide all students with appropriate educational institutions, materials and personnel. All students must have access to and complete a full course of schooling and eliminate social and economic barriers and gender disparity (UNICEF, 2009). This creates the need to expand schools, establish new schools and provide bursaries to increase enrolments and improve transition, retention and completion rates.

The Constituency Development Fund (CDF) Bill was established through an Act of Parliament, CDF Act, in 2003. The aim of the CDF is to devolve national resources at the community level with the aim of spurring economic development at the grassroots level, which would then translate to overall national economic growth and poverty reduction (CDF Board, 2012). Ultimately, the CDF, as was envisaged,
would lead to poverty reduction, improved well-being of Kenyans and political empowerment of Kenyan communities. The fund intended to complement other existing funds being directed at community level. These include, Bursary Funds, HIV/AIDS Funds, Fuel Levy Funds and Roads Maintenance (World Bank, 2008).

The Constituency Development Fund (CDF) provides finance for expansion of schools through construction and improvement of classrooms and laboratories, establishment of new schools and bursaries to students (Simatwa and Ayodo, 2011). The constituency fund is the independent variable while access to education is the dependent variable affected by the constituency fund through financing of classrooms, laboratories, new schools, and bursaries. This would improve access by increased enrolments through new schools, improved quality of teaching and learning through classrooms and laboratories. The retention and completion rates would improve due to reduction of economic barriers and gender disparity through bursaries.

The expansion of schools involves the renovation of existing schools, construction of libraries, laboratories, classrooms and other infrastructure to improve access by admitting more students. It also involves the provision of grants to improve school programmes. In Uganda the government aided community schools by giving capitation and development grants to improve school programmes and infrastructure. This improved access by expanding post primary enrolments by 40%, reduced student book ratio from 37:1 to 3:1 and increased girls enrolments to equal boys between 1993 and 2003 (UNICEF, 2012).
In Chile, municipal schools receive financing for infrastructure such as classrooms, playgrounds and also for operating costs from the government so as to expand schools which increased participation of students in learning (Patrinos and Sosale, 2011). Availability of classrooms affects students’ participation in learning. According to Lunenburg (2012) classes of over one hundred students make the students feel that they do not belong to the student body, become isolated and despair. The students cannot participate in social programs. Students in large classes are also excluded from teachers and curriculum development since only a few receive attention and recognition from teachers in class (Lunenburg, 2012).

In the United States of America, the federal government provided 6.2% of the 2012 budget and an extra 4 billion dollars in grants for innovation and improved classroom standards in schools. This increased high school enrolments (Grades 9-12) from 14.6 million students to the expected population of 15.8 million students in 2013 (World Bank, 2008). The class sizes then reached fifteen students per teacher since class sizes were found to affect reading and mathematics in all levels since students must participate with the teacher attending all students (Lunenburg, 2012). One of the goals of Education For All (EFA) as agreed in the Dakar forum of 2000 is to ensure by 2015 all children have access to and complete free and compulsory basic education (UNESCO, 2008). This led to the establishment of schools in the small and remote villages to ensure enrolment and retention of learners in small and remote villages in school. The World Bank noted that in majority of South Sahara African countries enrolment and transition from primary to secondary was very low by 1996 for instance Tanzania 5%, Eritrea, Mali and Senegal between 10-25%. To increase transition African governments provided finance for establishment of new
schools and to support the students through bursaries. Most of the countries had increased enrolment and transition at the secondary level by 2005 e.g. Benin from 12% to 18%, Botswana from 43% to 65%, Cape Verde 21% to 55%, Malawi from 8% to 17% and south Africa from 15% to 95% (World Bank, 2008).

The construction of more schools improves access by helping to increase the number of learning institutions for general and specialized learning. The government of Britain through the education act of 2002 introduced new types of schools called specialist and independent trust schools. Specialist schools were in technology, language, sports, arts, with new specialism in business, science, engineering and enterprise. The government then gave each school a one off grant of 100,000 pounds in 2003 for their construction and 126 pounds per student extra for four years. By 2006, 90% of the schools had turned into specialist schools giving education a wide diversification in the curriculum in Britain (Kassem, Mufti and Robinson, 2010).

In Brazil, 12% of 7-14 year olds in 1995 did not attend school due to lack of schools and poor quality schools while only 40% finished secondary school. This signified low transition and completion rates. Eighty public corporations then started giving 400 million U.S dollars per year to improve education. Public funds were then used to build new public schools and other community schools pushing enrolments in the 7-14 years age to 97% as the secondary school enrolment rose by 22% in 2000 (Patrinos and Sosale, 2011).

According to Philipson (2008), all the students enrolled must be guaranteed retention and completion of education in order to expand access. Bursaries should be provided to benefit the needy children to ensure they stay on in school (UNESCO,
In Britain, the government pays maintenance allowances for children from poor families to encourage them to stay on in school. By 2005, 250,000 students were benefiting from the maintenance for staying on in school which improved retention by preventing students from dropping out of school (Kassem, et al 2010).

In Bangladesh, the International Development Association (IDA) launched a female secondary assistance programme in 1993 to improve access that provided tuition stipends to girls. The initiative increased girls’ enrolments from 1.1 million in 1991 to 3.9 million in 2005. The project also helped to achieve gender parity in education. The girls completion rate also increased from 39% to 62.8% in 2008 (IDA, 2010).

In Githunguri Sub-County, the CDF Board spent Ksh 5.2 million in 2008, 4.6 million in 2009 and 3.6 million in 2010 in rehabilitation and construction of classrooms and 1.3 million in the construction of laboratories (CDF Board, 2012). However, there are poor enrolment and high school dropout rates in secondary schools in Githunguri Sub-County. This is evident from the data collected by Githunguri Sub-County Development Plan Statistics Survey (2012) that gives the extent to which repetition is a problem at this level of education (GOK, 2012). Funds have also been allocated for the construction of new secondary schools and the allocation of bursaries to students in secondary schools. This study sought to find out what CDF had done towards students’ access to secondary school education in Githunguri Sub-County.
1.2 Statement of the Problem

Despite the rationale for introduction of CDF, there are concerns on its contribution to students’ access to secondary schools in areas where households and communities are unable to provide adequate funds to construct physical facilities particularly in Githunguri Sub-County. This provides the rationale of underdeveloped schools, poor enrolment and high school dropout rates in secondary schools in Githunguri Sub-County. The sample data give an average repetition rate of 15.4 per cent, with a rate of 15.25% for girls and 15.6% for boys. Similarly, the cycle completion rate has dropped from 60% in 1998 to 54%, and the dropout rate in grade one has been reduced from 19.2% to 13.9% in 2011.

There are shortcomings experienced in utilization of funds from CDF including inadequate allocation and disbursement to complete started projects including science laboratories, library, dormitories and staff houses in Githunguri Sub-County. This is due to lack of involvement of stakeholders and community members during decision making and monitoring of the CDF projects, inadequate skills and knowledge on project management by head teachers and BoM members.

1.3 Purpose of the Study

The purpose of this study was to establish the contribution of CDF on access to secondary school in Githunguri Sub-County.
1.4 Objectives of the Study

The study aimed at achieving the following objectives:

i) Examine the effects of expansion of schools through the CDF on students’ access to secondary school education.

ii) Determine the effects of establishment of secondary schools through CDF on students’ enrolment to secondary education.

iii) Establish how the provision of bursaries through the CDF affects the transition rates in secondary education.

iv) Examine how the provision of bursaries to students through the CDF affects completion rates in secondary education.

1.5 Research Questions

The research was guided by the following questions.

i) How has the expansion of schools through the constituency development fund affected students’ access to secondary school education in Githunguri Sub-County, Kiambu County?

ii) How has the establishment of secondary schools affected students’ enrolment in secondary school education in Githunguri Sub-County, Kiambu County?

iii) How does the provision of bursaries through the CDF affect students’ transition rates in secondary school education in Githunguri Sub-County, Kiambu County?

1.6 Significance of the Study

The study would generate a better understanding of CDF to the learners and this would provide important information that should help in design of other decentralization schemes that may be implemented and adopted by the new constitution of Kenya (2010).
The study would inform the county government on the status of students’ access to secondary education. This may form a basis for improvements in education or the need for a further evaluation of the county’s level of students’ access to education.

The findings of this study may also assist the fund’s committee in knowing the effects of their investment in education. This may help them in prioritizing the investments or reallocation of funds to areas that have more benefits to students.

Principals of secondary schools may also use the outcomes of this study to plan future projects in the school. They may also use the results to reorganize their schools to increase or improve students’ access to education by sourcing more funds from the CDF.

The national government may be informed of the impact the CDF has had on access to education. This may form a basis for review of the criteria for awarding of bursaries or CDF funds to ensure funds are targeted to the needy or where they are more economic benefit.

1.7 Limitations of the Study

The study faced the following limitations:

It was not possible to establish whether all funds for projects listed as CDF funded are only from the CDF. The researcher assumed that all funds used for the projects are provided by the CDF. It was also not possible to reach the students who dropped out of school to know the reasons for dropping. The researcher relied on the reasons given by their class teachers.
1.8  **Delimitations of the Study**

Although the issue of CDF is national, the study confined itself to secondary schools in Githunguri Sub-County. The projects funded through the CDF only in secondary schools were studied. The CDF finances the primary, secondary and tertiary levels of education; this study only concerned with physical facilities and bursaries in secondary schools. The CDF is also concerned with many areas and issues both within and outside the education system; the study was restricted to issues that affect students’ access to education in secondary schools in Githunguri Sub-County.

1.9  **Assumptions of the Study**

The researcher assumed that: All the sampled schools are aware of and receive financial support from the CDF. The funds are used for implementation of the projects they are provided for. Students are also aware of the availability of bursaries from the CDF and they do apply for the bursaries through the appropriate procedures.

1.10  **Theoretical Framework of the Study**

This study used the concept of Decentralization theory which is the transfer of responsibility for planning, management, resource raising and allocation from central government and its agencies (Rondinelli and Cheema, 1983). In this case, the financial responsibility is transferred to: field units of central government ministries or agencies; and subordinate units or levels of government in the in order to increase the efficiency of the CDF fund.
Decentralization is driven by several forces including: political, social and economic. This was emphasized basing on decentralization, delegation and devolution of the CDF. The theory of decentralization is found relevant for the study because CDF is a decentralization scheme providing communities with opportunity to make spending decisions to maximize their social welfare. It stimulates local involvement in development projects funded under the program. Efficiency results in the role community play in decision making and monitoring the use of funds.

1.11 Conceptual Framework

![Conceptual Framework](image)

**CONSTITUENCY DEVELOPMENT FUND**
- Expansion of schools.
- Establishment of new schools.
- Provision of bursaries

**Dependent variables**
- Improved access to education
  - Reduced dropouts
  - Increased enrolments
  - Increased retention rates
  - Increased transition rates
  - Increase completion rates

**Independent variables**
- Proper use of CDF Fund Resources

**Intervening variable**
- Improved access to education

Figure 1.1: Conceptual Framework showing the influence of CDF on access to education

Source: Researcher 2014
The influence of CDF on access to education was measured as a process of relationship between inputs and outputs. The CDF is the input which provides funds for expansion of schools, establishment of new schools and the provision of bursaries. Through the process of proper use of resources an output of increased enrolments, transition and retention and completion rates in secondary education is produced.

1.12 Definitions of Operational Terms

**Access:** the right or opportunity to have or use something (education in this case) that would bring you benefits

**Completion rate:** percentage of students who successfully go through a level of education or who graduate from a level of education after their enrolment.

**Enrolments:** the total number of students admitted in school or in the education cycle/level.

**Retention rates:** percentage of students /children who remain in an educational institution or level of education.

**Transition rates:** percentage of students who move from one level of education to another
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter looks at the issues and areas that affect access to education. It discusses how the expansion of schools, establishment of new schools, and the provision of bursaries contribute to access to education. In the chapter ways in which the constituency development fund may have influenced access were suggested with a view to establishing a basis and reasons for the evaluation of its impact on access and participation in secondary education.

2.2 Effects of Expansion of Schools on Students’ Access to Education
The expansion of schools involves the provision of infrastructure and facilities to accommodate a higher student population and to offer a wider curriculum. The infrastructure includes classrooms, laboratories, offices, dormitories, play grounds etc.

According to Mccraig, Cowie and Mackin (2009), classrooms improve learning achievements and reading comprehension. The classrooms should be well ventilated with good lighting with reduced destructions to provide conducive learning environment. This allows learners to concentrate to learning without unnecessary destruction. This is collaborated by the European Union which found that construction of classrooms and their furnishing promotes active participation in learning (European Union, 2012). In Bangladesh class sizes are limited to thirty three students by the Bangladesh rural advancement committee on access to education to ensure quality learning. This enables teachers to control the students and maintain class attention with small classes (UNESCO 2005).
The availability of laboratories affects the students’ performance in examination. A national focus group on teaching of science in India (2005) found that the main reason for poor performance by a large number of students and their limited understanding of concepts in mathematics and science was marginalization of experiments in the school science curriculum. The focus group suggested that investments were needed to improve laboratories and workshops to promote experimental culture. At least a science laboratory with the necessary equipment needed to be set up in each secondary school and at least three laboratories for science subjects in higher secondary schools (UNESCO, 2002).

Small schools are wasteful and uneconomical since they lack special facilities and teachers. Large schools, on the other hand, are well organized and have something for everyone through their diversified resources and facilities. The small schools however give students a chance to participate in leadership since the students are few and have a better chance of academic recognition (Lunenburg, 2012). This raises questions as to the economic benefits of starting new schools that remain small in the early years instead of expanding the already existing.

According to Singer and Hilton (2005) who studied schools in America, large schools result in counter-productive and administrative pre-occupation with control and order. Anonymity also tends to work against students sharing of ideas, learning and working together. The sense of community ownership is however easily obtained in small schools located in small towns and villages in America since they generate a lot of commitment, morale and interpersonal bonding among the students, teachers and parents since they are few. A school should therefore not be more than 250 students (Lunenburg, 2012). This study therefore sought to examine the effects of expansion of schools on students’ access to education in Githunguri Sub-County.
2.3 Effects of Establishment of School on Enrolment to Education

One area of educational access according to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2002) is reaching the unreached with educational opportunities. This is by establishing new schools in areas where they are not existing such as the remote rural areas and among the poor. In 2002, the UNESCO in Botswana developed a strategy of taking facilities to the people through construction of schools in remote settlements. The aim was to ensure that resources and infrastructure were equitably distributed so as to increase access in education (UNESCO, 2002).

The UNICEF (2012) noted that even if schools have adequate infrastructure parents may not allow girls to attend if schools are far away. The same was also observed in Bangladesh in a report on challenges and successes in primary education which noted that many of the schools are too far, discouraging parents from sending their children with parents over protective of girls and rather keeping them at home instead of making them travel long distances to school (McMillan and Schumacher, 2010). Schools therefore needed to be established nearer to allow the girls access education. This compares to North Eastern Kenya where distance to the nearest school is still a problem (Warigi, 2008).

Small schools are cheaper to operate since they do not need expensive cafeterias, fuel expenses, lighting, and large constructions that remain unoccupied yet they have to be maintained (Lunenburg, 2012). This justified the establishment of secondary schools through the CDF fund in Githunguri Sub-County hence
2.4 Impact of Bursaries on Transition and Completion Rates in Secondary Education

A bursary is a monetary award made to an individual to help pay for education. Bursaries are expected to benefit the needy child by guaranteeing completion of education (Davies, 2008). This is by availing funds for their expenses to enable the students to stay on instead of dropping out.

Bursaries are also needed to prevent in-equalities in education by aiding those unable to pay to get education (Patrinos and Sosale, 2011). This view is supported by Lunenburg (2012) who noted that in America the Federal government provides compensatory funding to the poor so as to equalize educational opportunities. The funding therefore depends on the local community’s ability to fund education.

McCaug et al., (2009) agree that funding groups are offering larger bursaries to the poor to help them access education than offering bursaries to all qualified applicants. Institutions and governments are providing bursaries to students from the unrepresented groups. Their studies noted that bursaries are for those unrepresented in the whole of the education system in the United Kingdom.

In the United Kingdom, an education maintenance allowance scheme and opportunity bursaries providing grants to students from poor backgrounds. This has increased participation among those eligible by 5.9 % (UNESCO, 2008). Bursaries ensure that people from poor backgrounds are not deterred from education in Britain.
In Canada the parliament created the Canadian millennium scholarship foundation (CMSF). This is an independent organization to distribute 325 million U.S dollars in bursaries to those with economic barriers to improve access to post-secondary education annually. It helps those facing economic and social barriers to encourage high level of achievement and engagement in Canadian education. The government is scaling the arrangement to the secondary schools also to improve retention and completion among those with economic barriers (Finnie, 2010).

Asayo (2009) noted that in Kenya bursaries existed before Free Day Secondary Education (FDSE) in 2008 but only for those already enrolled. The bursaries were sent directly to the secondary schools for allocation to needy students. After the introduction of the CDF and free day secondary education in 2008, bursaries are awarded through the constituency development fund. They are awarded only to those in boarding schools in most cases since day schools are free subsidized through free tuition fee by the government. The bursary is to help the poor send their children to boarding schools since day schools are free. The two systems kept out those not enrolled and the poor since admission was needed for one to benefit. It is also the poor who attend the low cost day schools since they cannot afford admission to boarding and then apply for the bursaries (Asayo 2009).

2.5 Summary of Literature Review

This section discusses the impact of the construction of classrooms, establishment of schools, the provision of bursaries and the construction of laboratories in access to education. A lot of literature by several scholars has exposed the influence of CDF to access to education e.g. the provision of bursaries has been cited in the chapter.
The review does not have adequate information on how bursaries are assisting those not yet enrolled. In most cases the funding was generally for all schools. There were few cases of funding for particular projects and only for particular schools. Most of the literature available was also from outside Kenya. There was a need to evaluate the Kenyan case which was the purpose of this study.

The review shows that the use of public funds in other countries had direct effect of improving access through increased enrolments, improved transition and completion rates. Public funds were also used to overcome the challenges of distance to school in Afghanistan by taking schools closer to the remote villages and expanding schools in Uganda and Chile. An increase in the number of schools should also reflect a proportionate increase in enrolments while bursaries in other countries improved transition and completion rates. This study aimed at assessing the use of public funds in Kenya through the CDF in relation to the findings in other countries.

The current study revealed that the Constituency Development Fund has influenced access to secondary education through several aspects. These include the expansion of schools and support in establishment of school; these aspects significantly led to increased enrolments of students even though CDF was still inadequate for establishment of enough secondary schools. The distance to schools however remains a major challenge to access since majority of the schools were day-school hence students had to walk over long distances which was prohibitive and led to dropout. Moreover, the findings of the current study revealed that only an average of 20% students received bursary for fees payment. The bursary only paid fees for one term or two terms in a year. This was not enough to retain the students in school
until completion. It was also found that despite the presence of bursaries students were still sent home every month to collect fees. This negatively affects the students’ retention in school and their completion of secondary education.

In the literature review, bursaries had not assisted the poor before 2008 as found by Asayo (2009) to enroll in school or remain in school and complete their secondary education. This study assessed the new system of disbursing bursaries through the CDF to find its effect on students’ transition and completion rates in secondary education. The current study found that even though CDF was available, bursaries were the preserved for a small group of students in boarding schools. The students who never benefited in CDF are however periodically sent home to collect school fees negatively affecting retention and completion rates in the secondary schools.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter deals with the techniques that were used in carrying out the study. It highlights the research design, target population, sample size and the sampling procedure, research instruments, validity and reliability of research instruments, data collection procedures and the data analysis.

3.2 Research Design
This study used descriptive survey design. Descriptive designs determine the relationship between the independent and dependent variable in a population (Hopkins, 2008). This design observes and explains the association between variables without any attempts to change behaviour or conditions. The study established the relationship between the constituency development fund which is the independent variable and access to education through investigating the number of schools which were established since the operation of the CDF). Thus descriptive survey design was appropriate.

3.3 Target Population
The target population for the study was all the thirty-three (33) secondary schools in Githunguri Sub-County; the targeted respondents were all the; thirty-three (33) principals, three hundred and forty-five (345) teachers and three thousand three hundred and ninety three (3,393) students in secondary schools in Githunguri Sub-County (DEO, Githunguri Sub-County, 2013). The research was done in Githunguri
Sub-County since no research concerning CDF’s contribution and variability of students’ access had been done in the area.

3.4 Sample Size and Sampling Procedure

A sample is a smaller group attained from the accessible population (Mugenda & Mugenda 2004). Kothari (1990) also defines a sample as a smaller, but hopefully representative, collection of units from a population used to determine truths about that population. It is better to define the sampling frame first in selecting a sample from which the sample is to be drawn. Orodho (2010) describes sampling as the process of selecting a sub-set of cases in order to draw conclusions about the entire set. Because of the big population 20 schools were randomly sampled. Stratified sampling was used to select a proportional number of all categories of schools; 8 mixed, 7 boys’ and 5 girls’ schools. This enabled the schools to be equally selected without biasness. For this study purposive sampling was used to sample class teachers since they were more informed based on the contributions of CDF towards learning among students, and finally, simple random sampling was used to select students in forms three and four. The principal, all the class teachers, 8 students in form four and 8 students in form three from each school participated in the study translating to 20 principals, 40 teachers and 320 students. This gave a sample size of 380 respondents translating to 10.1% of the target population which is the minimum percentage for a larger population. According to Best and Kaln (2006) the ideal sample should be small enough to be selected economically. They state that a sample of 10% for larger population is considered while for a smaller population, a sample of 20% is considered. The following table describes the population and sample size of the study.
The reason for this sample is due to the limited resources and time constraints that the researcher experienced. A small manageable sample therefore offered the researcher with the information needed and at the same time enabled her to complete this study in a timely manner.

### Table 3.1: Target population and Sample Size

<table>
<thead>
<tr>
<th>Nature of schools</th>
<th>Target Population (N=3,771)</th>
<th>Sample size (N=380)</th>
<th>Percentage of the total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed schools</td>
<td>1579</td>
<td>159</td>
<td>10.07</td>
</tr>
<tr>
<td>Boy’s school</td>
<td>1246</td>
<td>126</td>
<td>10.11</td>
</tr>
<tr>
<td>Girls’ schools</td>
<td>946</td>
<td>95</td>
<td>10.04</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,771</strong></td>
<td><strong>380</strong></td>
<td><strong>10.08</strong></td>
</tr>
</tbody>
</table>

**Source:** DEO, Githunguri Sub-county (2013).

#### 3.5 Research Instruments

In this study, interview schedule and questionnaire were used.

##### 3.5.1 Questionnaire for Students and Teachers

Questionnaires which consist of both open and close ended questions were used to get the required information. With questionnaires, there is greater uniformity hence greater compatibility in the responses. Orodho (2009) opines that a questionnaire allows measurement for or against a particular viewpoint and that a questionnaire has the ability to collect a large amount of information in a reasonably short time. The questionnaire was chosen because it is easy to administer and the researcher can simultaneously collect information from the respondents hence saving time (Mugenda & Mugenda, 2004). Orodho (2009) adds that, they also permit greater
response, giving a respondent an opportunity to give an insight into their feelings, background hidden and deeper motivations, interests and decisions.

3.5.2 Interview schedule for principals

This is a set of questions an interviewer asks when interviewing respondents, (Orodho, 2009). Here, the researcher seeks answers to a set of pre-conceived questions through personal interviews. They usually yield high response rates. Thomas (2009) points out that a great deal is provided by this personal contact, because the interviewees respond to the interviewer in bodily presence, unlike the way they would react to the questionnaire. It enables the interviewer have the freedom to follow up points if necessary. This was administered on the principals of the sampled schools, so as to get data on the CDF contribution in schools, since they might be having little time to fill the questionnaire.

3.6 Validity and Reliability of Questionnaires and Interview Schedule

3.6.1 Validity of the Questionnaires and Interview Schedule

Validity refers to the extent to which a test measures what it is supposed to measure (Kerlinger, 1979). This is collaborated by McMillan and Schumacher (2010) that it is the truthfulness of findings and the degree of accuracy of explanations. For any instrument to be valid it must be written to cover all areas of study or should have questions from all the objectives of the study. The questionnaire contained questions covering the effect of establishment of schools on access to secondary education, the effect of expansion of schools on enrolments and the effect of the provision of bursaries on transition and completion rates in secondary education.
The research supervisors are experts and were consulted to advice on the validity of both the questionnaire and interview schedule, and their advice followed before collection of data.

3.6.2 Reliability of the Questionnaires and Interview Schedule

Reliability is the degree to which a research instrument yields consistent results after repeated tests (Mugenda & Mugenda 2004). Test-retest is a technique of applying the same test twice to the same group (Mugenda & Mugenda, 2004). The researcher selected a school in the neighbouring Sub-County and administered 5 questionnaires each for teachers and students. The research instrument was administered twice with a one week lapse between the first and second tests. Spearman rank order correlation was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaires are consistent in eliciting the same responses, every time the instrument was administered. A correlation coefficient of 0.75 was obtained and hence the instruments were considered reliable and accepted.

3.7 Procedure for Data Collection

The researcher obtained a letter from the graduate school Kenyatta University to enable her to get a permit from National Commission for Science, Technology and Innovations (NACOSTI) and letter of Authority from the D.E.O Githunguri sub-county to allow her carry out research in public secondary schools. The researcher then visited schools to establish a rapport and sought permission from the head teachers to collect data from their respective schools. On the second visit, the researcher personally administered questionnaires to both the teachers and students; and the principals were also interviewed. The filled questionnaires were then collected.
3.8 Data Analysis

The data was first edited, coded and prepared by checking for accuracy before entering it into the computer. The edited data were entered in the computer for analysis with the aid of Statistical Package for Social Sciences (SPSS). The data were analyzed descriptively by calculating measures of central tendency including the mean, the median and the mode occurrence of the different variables such as construction of classrooms, new schools and laboratories. A review of records in the Sub-County education office on number of schools and change in the total enrolment in secondary schools in Githunguri Sub-County was also done.

Descriptive statistics enabled the researcher to present the data in a more meaningful way, which allowed simpler interpretation of the data. Orodho (2003) and Kothari (2004) describe a descriptive analysis as the one that seeks to portray accurately the characteristics of a particular individual, situation or a group. Qualitative data analysis was done by describing the distribution of single variables e.g. bursaries within the Sub-County. The relationship and links between the independent and the dependent variables were discussed and logical conclusions made. Quantitative measures of dependence and relationship between the variables were explained, for instance availability of constituency development funds and access to education through provision bursaries. The data were presented through tabular representations of frequency tables, graphs and charts for each variable. Graphical methods were used to show frequency distributions by using frequency tables, line-graphs, pie-charts and bar graphs. This was convenient in giving a general overview of the problem under study. They also made it easy to draw conclusions and make recommendations for the study.
3.9 Ethical Considerations

Permission was sought from the relevant authorities, after which the researcher visited the schools to establish a rapport and explain the purpose of the study. She then made appointments for the administration of the research instruments and data collection. All participants were informed that their responses are for academic purpose with utmost confidentiality and were never be used against them.

The researcher avoided deception in case of limited finances or situations which may lead to inadequate collection of data. The researcher at all cost avoided plagiarism which might erode the integrity of the researcher and leads to serious professional repercussions. The researcher also avoided fraud, in terms of researcher faking data.
CHAPTER FOUR

DATA, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This study was an evaluation of the influence of the CDF on students’ access to secondary education in Githunguri Sub-County. This section focuses on the analysis of data, interpretation and discussion of findings. The data was collected with the aim of establishing the influence of CDF on students’ access to secondary education in Githunguri Sub-County, Kiambu County. The researcher used secondary school principals, teachers and students to collect the required data for the study. The collected data was first coded then fed into the computer for analysis using Statistical Package for Social Sciences (SPSS) programme.

4.2 Questionnaire Return Rate and Data Analysis

This is the proportion of questionnaires that are returned to the researcher from the sample that participated in the study. All the respondents returned their questionnaires making a return rate of 100%.

The study was guided by four objectives. These were: to evaluate how the expansion of schools through the CDF affects students’ access to secondary education in Githunguri Sub-County; to assess how the establishment of secondary schools through the CDF affects students’ enrolment to secondary education in Githunguri Sub-County; to establish how the provision of bursaries through the CDF for students affects transition rates in secondary education in Githunguri Sub-County; and to examine how the provision of bursaries through the CDF for students affects completion rates in secondary education in Githunguri Sub-County.
4.3 Demographic Information of the Respondents

4.3.1 Distribution of Respondents by Gender

The respondents were asked to give information about their gender. The results are as given in table 4.1.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Principals</th>
<th></th>
<th>Teachers</th>
<th></th>
<th></th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Males</td>
<td>16</td>
<td>80</td>
<td>26</td>
<td>65</td>
<td>180</td>
<td>56.25</td>
</tr>
<tr>
<td>Females</td>
<td>4</td>
<td>20</td>
<td>14</td>
<td>35</td>
<td>140</td>
<td>43.75</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>40</td>
<td>100</td>
<td>320</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 indicates that males dominate the principals’ position at 80% and also among the teachers at 65%. Among the students boys are slightly more at 56.25%. This concurs with the report made by the Republic of Kenya (1964) which revealed that gender disparity continued to exist in Kenyan education sector. Githunguri Sub-County is therefore not an exception.

The students were asked to give their age. The aim was to establish if any of them were outside the official secondary school age bracket of 14-18 years that would affect mobilization and allocation of CDF resources. The results are given in table 4.2.
4.3.2 Distribution by Age

Table 4.2: Age of form four and form three students

<table>
<thead>
<tr>
<th>Years</th>
<th>15 – 16</th>
<th>16 – 17</th>
<th>17 – 18</th>
<th>&gt; 18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>17</td>
<td>9.44</td>
<td>76</td>
<td>42.22</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>9.29</td>
<td>59</td>
<td>42.14</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>9.38</td>
<td>135</td>
<td>42.18</td>
</tr>
</tbody>
</table>

Information in table 4.2 shows that majority 143 (44.69%) of form three and four students were aged between 17-18 years. While, 7.46% of form three and four students are above the age 18 years. This implies that they may have been at secondary school for more than four years.

4.3.3 Duration served as Principals

The principals were asked to indicate how long they had served as principals and the number of years they had served in their current schools. The aim was to establish whether the principals had served long enough to be conversant with the operations of the CDF in schools, the history of the school’s establishment, CDF projects in the school, availability of bursaries to students in the school and their effects on access to secondary school education. The results are shown in Figure 4.1.
Majority of the principals 12 (60%) had served as principals and in the current station for between 0 and 5 years. This implies, 60% had been at the station for between 0 and 5 years. Since this was the shortest time of service, the majority principals of the had no enough time and experience to know the operational structure of the CDF in their schools.

4.4 The Influence of Expansion of Schools through CDF on Students’ Access to Secondary Education

The first objective was to establish the effect of the expansion of schools on students’ access to secondary education. The Principals and teachers were asked to indicate the projects in their schools that are funded by the CDF. The aim was to establish whether the CDF had contributed to the expansion of schools. The results are as in figure 4.2
The information in figure 4.2 shows that 58.33% of the schools had administration blocks, 23.33% classrooms, 10.00% laboratories while 8.33% dormitories. The finding is that the CDF influenced access through the construction of administration blocks, classes and laboratories. Construction of classes provides enough space in the class for quality teacher student interaction as argued by Ayodo and Simatwa (2005) that classrooms should have enough space for quality and quantity teacher student interaction.

The total percentage indicates that some schools had more than one project funded by the CDF as reported by the principals. However, the largest proportion of funds was used to construct administration rather than classrooms. This implies that classes in majority of schools were congested and crowded leading to lack of establishment of child friendly schools. Child friendly schools as advocated by the Ministry of Education should have adequate classrooms for interactive learner centred methods (Ministry of Education, 2003)
4.4.1 Category of Schools by Size

The principals were asked to indicate whether the schools were registered as single, double, three or more than three streams. Their responses are shown in figure 4.3.

![Figure 4.3: Categories of schools by stream](image)

The finding from the above figure shows that the majority of the schools 15 (75%) were single stream. This implies that even though there were disbursed CDF funds, the funds were not carefully budgeted since majority of schools showed little signs of expansions, as most of the schools had single streams. The students were then asked if there were any classes that were not in use in their schools. The responses are as shown in figure 4.4.

4.4.2 Benefits of CDF Projects in Schools

The Principals and teachers were also asked to state how the projects had benefited the school. The results are as in table 4.3.
Table 4.3: Benefits of CDF projects in schools

<table>
<thead>
<tr>
<th>Response</th>
<th>% of Principals</th>
<th>% of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expansion to more streams</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Enrolment of more students</td>
<td>34</td>
<td>38</td>
</tr>
<tr>
<td>Reduced class congestion</td>
<td>42</td>
<td>46</td>
</tr>
<tr>
<td>Reduced distance to school</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The result from the table above implies that reduced congestion in classes was the greatest influence from the CDF according to 42% of principals and 46% of teachers. Enrolment of more students also took place according to 34% of principals and 38% of teachers. The finding agrees with the World Bank assertion that since 2005 third world countries had increased enrolments at the secondary level by providing finance to improve infrastructure, construct new schools and support students (World Bank, 2008).

4.4.3 Average Class Sizes

The principals were asked to give the enrolments and number of classrooms per class. The students were asked to give the total number of students in their classes. The average class sizes are as in figure 4.4
Figure 4.4: Average numbers of students per class

The most common class size is 41 – 50 students constituting 63.2% of classes. Such classes are overcrowded as observed by the European Union (2008) that class sizes should be limited to 35 students to ensure quality learning. According to European Union (2008), CDF must either establish more schools or expand the existing ones to bring the class size to the government recommendation of 40 – 45 students.

The students were asked if any classes in their schools were not being used. As well, 98% said no while only 2% said yes. A visit to the schools established that four of the schools that started after 2003 did not have science laboratories and were still using classrooms borrowed from the mother primary schools. Probably, resources from the CDF funds were not carefully mobilized and allocated.
4.5 Effect of Establishment of Schools through the CDF on Students’ Enrolment in Secondary School Education

The second objective was to assess the effect of the establishment of secondary schools through the CDF on enrolments in secondary schools. The Principals of the schools that started after 2004 were asked to give the reasons for establishment of the schools. The results are shown in figure 4.5.

Figure 4.5: Reasons for establishment of schools

Distance to schools is still a problem with majority 8 (40 %) of the schools established due to the long distance that students walk to school. This compares to North Eastern Kenya where Kremer (2011) found that enrolment rates were low due to lack of schools that made students to walk long distances to school. Many of the students dropped out or did not enroll in school. To solve this problem CDF should endeavour to establish more schools to reach the unreached with educational facilities.
The study sought to find out the effects of the establishment of schools on enrolment. A review of records in the Sub-County education office on number of schools and change in the total enrolment in secondary schools in Githunguri Sub-County revealed the data in table 4.4.

Table 4.4: Total number of schools and enrolment in secondary schools in Githunguri Sub-County

<table>
<thead>
<tr>
<th>Year</th>
<th>Total schools</th>
<th>Number of Total enrolment in the Sub-County</th>
<th>Change in enrolment (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>13</td>
<td>2286</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>13</td>
<td>2286</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>14</td>
<td>2468</td>
<td>0.34</td>
</tr>
<tr>
<td>2008</td>
<td>15</td>
<td>2472</td>
<td>0.07</td>
</tr>
<tr>
<td>2009</td>
<td>15</td>
<td>2505</td>
<td>0.6</td>
</tr>
<tr>
<td>2010</td>
<td>19</td>
<td>2505</td>
<td>0</td>
</tr>
<tr>
<td>2011</td>
<td>20</td>
<td>2730</td>
<td>4.6</td>
</tr>
<tr>
<td>2012</td>
<td>20</td>
<td>3204</td>
<td>1.29</td>
</tr>
<tr>
<td>2013</td>
<td>20</td>
<td>3324</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,393</td>
<td>7.2</td>
</tr>
</tbody>
</table>

Table 4.4 above shows that the changes in enrolment are less than 1% except in year 2011 with an increase of 4.6% and year 2012 with an increase of 1.29%. The schools established may only have improved access through transfer of students from one school to another reducing distance that students walk to school but also overcrowding in the classroom. This is because the enrolments did not show a proportional change with change in number of schools as shown by year 2009-2010.
when schools increased from 15 to 19 but the Sub-County enrolment remained the same at 2505 students.

The principals were asked whether the schools started before 2003 or between 2003 and 2013. The results from the interview schedules show that majority 8 (40%) of the schools started between 2004 and 2013.

Day scholars were asked to state the distance from home to school. The aim was to establish whether the establishment of schools through CDF had improved access to secondary education by reducing distance students walk to school. The results are shown in figure 4.6.

![Distance from home to school](image)

**Figure 4.6: Distance from home to school**
The findings from figure 4.6 indicates that majority 81 (90) % of day scholar students walk between 3km and 10 km to school. This distance is prohibitive since students have to walk in the rural areas that lack roads and matatus for transporting them to school. This group of students is likely to drop out unless the CDF takes schools closer to improve access as observed by the UNICEF (2012) that the distance students have to walk to school affects attendance and may lead to their dropping out of school.

The students were then asked if there were any other schools between their home and the school they are currently. Their responses are shown in figure 4.7

![Pie Chart: Availability of schools]

**Figure 4.7: Availability of schools**

The finding is that majority 204 (63.75%) of the students did not have alternative schools around where they could enroll. The CDF has not solved the problem of schools being too far for the students. There is a possibility of many students remaining out of school due to schools being too far away or dropping out due to the challenge of distance as found in Afghanistan by UNESCO (2005).
The principals were asked to state the enrolment during the first year of establishment and the current enrolment. The responses were then grouped into schools with CDF Assistance and those without. The outcome is shown in table 4.5.

**Table 4.5: Enrolment in schools that were established after 2004**

<table>
<thead>
<tr>
<th>Schools with C.D.F assistance</th>
<th>Schools without C.D.F assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment at start</td>
<td>Current enrolment</td>
</tr>
<tr>
<td>55</td>
<td>252</td>
</tr>
<tr>
<td>20</td>
<td>106</td>
</tr>
<tr>
<td>17</td>
<td>293</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
</tr>
</tbody>
</table>

From table 4.5 the CDF has led to an average growth of 618% in the school. The CDF assistance seems to be attracting new enrolments but there growth is lower than those without assistance. The availability of CDF funds seems to promote dependency than commitment to spearheading own development as advocated by the constitution of Kenya 2010.

4.6 **Effect of Provision of Bursaries through CDF on Transition Rates in Secondary School Education in Githunguri Sub-County**

The third objective was to establish the effect of bursaries on transition rates in secondary education.
Table 4.6: Reception CDF based on Number of Students

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools receiving CDF (n=20)</td>
<td>6</td>
<td>458</td>
</tr>
<tr>
<td>Number of students not receiving CDF (n)</td>
<td>320</td>
<td>20</td>
</tr>
</tbody>
</table>

The Principals were asked if the students in their schools receive bursaries from the CDF; only 14% aid yes. When asked about the approximate number who receive bursaries the principals gave an average of 320 students per school per year. This translates to 9.43% of the total population of students. The form three and four students were asked if they had ever received bursaries for payment of school fees only 20% of students responded yes. This shows that the number receiving bursaries is too small with all found in the schools with a boarding section. The outcome is in line with Asayo’s finding that bursaries are awarded to students only in boarding schools because day secondary education is free (Asayo, 2009). This system of bursaries locks out the poor who are the majority in Githunguri Sub-County. The practice is contrary to the system in the United Kingdom where according to Davies (2009) bursaries are provided to ensure that people from poor backgrounds are not deterred from education.

The students were asked how many terms or years the bursary has been paying school fees. Their responses revealed that 77% received a bursary for one term and 23% for two terms. This implies that the bursary cannot be relied upon to enable a student remain in school for a whole year. The ability of the CDF to affect the students’ transition through secondary education or enable them remain in school is wanting.
The students were also asked whether they were send home due to failure to pay school fees. 88% said yes and 12% no. The students were then asked how frequent they were sent home for fees. The responses are shown in figure 4.8.

![Frequency with which students are sent home for school fees](image)

**Figure 4.8: Frequency with which students are send home for school fees**

The figure shows that majority 247 (65.3%) are sent home every month. Since students are in school due to availability of bursaries then they will be able to move through the secondary level to completion without dropping out. This applies to all students since among the sample were students from boarding schools receiving bursaries. This implies that the bursary awarded is not enough to keep the students in school as by Philipson (2008) that in Venenzuela bursaries are used to promote transition and reduce drop outs by subsidizing education using public funds.
Based on the findings of Relationship between type of school and availability of bursaries from the interview schedules, it is clear that only students in boarding schools receive bursaries. Asked if they were boarders or day scholars 41% said they were boarders while 59% said they were day scholars. It is this 41% of boarders who may have received bursaries leaving out the majority day scholars. This compliments the finding of Ohob’a (2009) that bursaries in Kenya are only awarded to students already enrolled in boarding schools since day secondary schools are free. This locks out the poor in low cost day schools since they could not afford admission to boarding schools and then qualify for the award of a bursary.

4.7 Effect of Provision of Bursaries through CDF on Completion Rates in Secondary Education in Githunguri Sub-County

The fourth objective was to establish the effect of the provision of bursaries through the CDF on completion rates in secondary education in Githunguri Sub-County. The teachers were asked if the number of students admitted to form one in their classes remained the same throughout the years. 76% answered yes and 14% no. They were asked to indicate the causes of change in the enrolments. The responses are shown in table 4.6.
Table 4.7: Causes of change in enrolment in secondary schools in Githunguri Sub-County as reported by students

<table>
<thead>
<tr>
<th>Causes of change in enrolment</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>154</td>
<td>48.12</td>
</tr>
<tr>
<td>Drop out</td>
<td>98</td>
<td>30.63</td>
</tr>
<tr>
<td>Repetition</td>
<td>56</td>
<td>17.50</td>
</tr>
<tr>
<td>Others</td>
<td>12</td>
<td>3.75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>320</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The finding is that the highest cause of change in enrolments is transfer from school to another. It accounts for 48.12% of the causes of changes in school enrolments. The students were then asked to state the category of school they transferred from; 75% said they had transferred from boarding to day schools due to cost. However, only 25% transferred from day to boarding schools. The students gave reason for transfer from boarding to day school as inability to pay school fees. The high rate of the transfer and drop outs shows low retention rates within the schools. The bursary scheme has not addressed the dropout as is done the United States of America where the Federal government provides compulsory funding to the poor to equalize and improve access to education.

The students were then asked to give the reasons for transfer or drop out among students in their classes. The responses are shown in table 4.7.
Table 4.8: Reasons for transfer and drop out among secondary school students in Githunguri Sub-County

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High fees</td>
<td>179</td>
<td>55.9</td>
</tr>
<tr>
<td>Indiscipline</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Distance from home</td>
<td>93</td>
<td>29.1</td>
</tr>
<tr>
<td>Lack of facilities</td>
<td>47</td>
<td>14.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>320</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From table 4.7 the highest cause of transfer and drop out was high fees accounting for 55.9% and long distance from home to school. This is likely to be a cause of low completion rates which negatively affects participation in secondary education.

The class teachers and Principals were asked to indicate whether student in their classes and schools dropped out of school due to poor fees payment 76 % said yes and 24 % no. They were then asked to state which category of students drop out due to fees payments. The results show that the majority of the students who drop out of school do not receive bursaries accounting for 65% of the drop outs. 40% of students also dropped out even after getting the bursary. This is wastage of resources and the CDF needs to control the allocation of funds to avoid giving bursary to those who have dropped or are likely to dropout. The bursary system has not prevented the culture of dropping out as found out by Kassem et al (2010) that in Britain the government paid maintenance allowances for students to prevent them from dropping out of school.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter gives a summary of the findings of the study, the recommendations and suggestions for further study.

5.2 Summary of the Findings
From the analysis the study found that the Constituency Development Fund has influenced access to secondary education through several aspects. These include the expansion of schools and support in establishment of school that led to increased enrolments. The distance to schools however remains a major challenge to access since majority of the schools are day schools. Students have to walk over three kilometres to school which is prohibitive and may lead to dropout. Though available, bursaries are the preserve of a small group of students in boarding schools. The students are however periodically sent home to collect school fees negatively affecting retention and completion rates in the secondary schools.

The study found that only 23.33% of schools had classrooms funded by CDF, 10.0% Laboratories, while 58.33% of schools had administration block funded by CDF. This has contributed to the existence on large classrooms with over 50 students in one class. The study further established that 90% of the day scholars walked over 3km to school which may cause students to drop out or deny others access to education. Majority of the school are day schools and are not likely to provide space for those far away. The study revealed that schools that received CDF funding during their establishment increased their enrolments faster than those which did not
receive CDF funds. This is supported by the findings of UNESCO (20002) that resources and infrastructure should be equitably distributed to increase access in education (Botswana National Commission for UNESCO 2002 Annual Report).

The study found that only an average of 20% students received bursary for fees payment. The bursary only paid fees for one term or two terms in a year. This was not enough to retain the students in school until completion. It was also found that despite the presence of bursaries students were still sent home every month to collect fees. This negatively affects the students’ retention in school and their completion of secondary education.

The study revealed that the main cause of transfer or drop out was high fees at 55.9% of the classes while 29.1% transferred or dropped out due to the long distance they had to walk to school every morning or evening. The study discovered that majority of the dropouts were in schools that did not receive bursaries for payment of fees. Those not receiving bursaries were therefore most likely to dropout due to lack of fees.

5.3 Conclusion of the Study

From the study it can be concluded that the CDF has improved access to secondary education through the building of classes, laboratories and dormitories. The fund however has not reduced the distance to school either by taking the schools near to the unreacheds who still have to walk over long distances to school. Congestion in classes remains high with classes having over 50 students. The fund therefore has not created enough school places in Githunguri Sub-County.
Bursaries have also not assisted in improving retention, transition and completion in secondary schools. This is because a majority of teachers reported that students still drop out due to lack of fees and the long distance they have to walk to school. Majority of the students are also sent home regularly to collect fees which should have been taken care of through bursaries.

5.4 Recommendations of the Study

Based on the findings the researcher recommends the following:

- Students should be allocated a bursary that can enable them remain in school and complete their education.
- The constituency development fund should be used to construct schools in the remote areas. This should be done by fully financing the construction of schools rather than supporting the communities’ initiatives to increase educational access.
- The procedure and legal guidelines on the awarding of bursaries should be reviewed to allow students from day schools to access bursaries that will help them pay other additional fees for school activities and development. If not assisted through bursary allocation such students are likely to dropout.
- More schools should be established in Githunguri Sub-County to increase student’s success to secondary education and reduce the long distances that the students walk to school.
5.5 Suggestions for Further Studies

Based on the findings of the study the researcher suggests the following studies to be carried out to complement this study.

- The process of identifying the financial needs of the students during the allocation of bursaries should be studied to establish the reasons why students who receive bursaries are sent home to collect fees.

- The study should be replicated in other Sub-Counties to find out the impact of CDF on access of students to education in order to generalize the findings for the whole County.

- There is also a need to carry out a study on the non-fee costs in day secondary schools to establish the cause of high dropout rates and transfer from one school to another.
REFERENCES


European Union (2012). *European Union Intervention in Education*; received from euro.eu.


UNESCO (2002). *A Scheme for Universalizatin of access to and improvement of quality at the end of Secondary and higher Stage*. UNESCO, New Delhi India.


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APPENDICE

Appendix I: Letter of Introduction

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/24105/12

The Principal Secretary,
Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Date: 2nd October, 2014

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS.RUKWARO MUTHONI - REG. NO.E55/CE/24105/12

I write to introduce Ms. Muthoni who is a Postgraduate Student of this University. She is registered for a M.Ed. Research degree programme in the Department of Educational Management, Policy & Curriculum Studies in the School of Education.

Ms. Muthoni intends to conduct research for a thesis Proposal entitled, “Contribution of Constituency Development Fund to Students’ Access to Secondary School Education in Githunguri, Kiambu County, Kenya”

Any assistance given will be highly appreciated.

Yours faithfully,

[Signature]

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

ST/cao
Appendix II: Questionnaire for Student

I kindly request you to assist with some information by filling this questionnaire. The information you will give will be treated with utmost confidentiality and will be used for this study only. Please answer the questions as honestly and truthfully as possible by choosing the appropriate responses or writing your honest responses to the open ended questions.

School

SECTION A
1. What is your gender?
   Male [ ]    Female [ ]

2. Form

3. How old are you? (years)

SECTION B
4. State the total number of students in your class

5. Select the total number of classes in school.
   4 Classes [ ]    5-8 Classes [ ]    More than 8 classes [ ]

6. a) Are there any classrooms that are not used for teaching and learning?
    Yes [ ]    No [ ]
    b) If yes, how many?

7. a) Are you a day scholar or a boarder?
    Boarder [ ]    Day scholar [ ]
    b) If day scholar what is the approximate distance from your home to school in Kilometres?
8. a) Are there any other schools between your home and this school?
   Yes [ ]  No [ ]
   b) If yes why didn’t you enroll in the school near your home? (Give own reasons)

9. a) Have you ever been awarded a constituency bursary to pay your school fees since form one?
   Yes [ ]  No [ ]
   b) If yes how many years or terms has the bursary been paying your fees? ......
   c) If no why do you think you were not awarded a bursary? (Tick the appropriate ones)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Tick (√)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. I did not apply</td>
<td></td>
</tr>
<tr>
<td>ii. I am not aware of the existence of any constituency bursaries</td>
<td></td>
</tr>
<tr>
<td>iii. Students in our school are never awarded bursaries even after applying</td>
<td></td>
</tr>
<tr>
<td>iv. I do not know why I was not awarded a bursary</td>
<td></td>
</tr>
</tbody>
</table>

Any other reason (please state) .................................................................

10. a) Have you ever been absent from school due to failure to pay school fees?
    Yes [ ]  No [ ]
    b) If yes how often are you sent home for fees?
       Every week [ ]  Every month [ ]
       At least once per term [ ]  Rarely [ ]

11. a) Was your joining this school due to transfer from another school?
     Yes [ ]  No [ ]
b) If yes what was the cause of transfer?

<table>
<thead>
<tr>
<th>Cause</th>
<th>Tick (√)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. School was too far from home</td>
<td></td>
</tr>
<tr>
<td>ii. School fees was too high</td>
<td></td>
</tr>
<tr>
<td>iii. Lack of enough facilities</td>
<td></td>
</tr>
<tr>
<td>iv. Lack of enough teachers/ some subjects not being taught</td>
<td></td>
</tr>
</tbody>
</table>

v. Any other reasons (state)........................................................................

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Tick (√)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Boarding to day</td>
<td></td>
</tr>
<tr>
<td>ii. Day to boarding</td>
<td></td>
</tr>
<tr>
<td>iii. Day to day</td>
<td></td>
</tr>
<tr>
<td>iv. Boarding to boarding</td>
<td></td>
</tr>
</tbody>
</table>

c) What type of school did you transfer from?

12. a) Does your school have a laboratory/ laboratories?

Yes [ ] No [ ]

13. How often are sciences taught in the laboratory?

Every week [ ] Every month [ ]
At least once per term [ ] Rarely [ ]

14. Are students allowed to perform experiments on their own in the laboratory during their free time?

Yes [ ] No [ ]

15. If the school does not have a laboratory how do the teachers perform the experiments?

They carry apparatus to class [ ] Experiments are not performed [ ]
Any other (Specify)................................................................................................

Thank you for your cooperation
Appendix III: Questionnaire for Secondary School Teachers

I kindly request you to assist with some information by filling this questionnaire. The information you will give will be treated with utmost confidentiality and will be used for this study only. Please answer the questions as honestly and truthfully as possible by choosing the appropriate responses or writing your honest responses to the open ended questions.

SECTION A

1. Name of the school

2. Department

3. Subjects taught

4. Number of years taught in school

5. When was the school started?
   Before 2006 [ ] 2006-2014 [ ]

SECTION B

6. (a) Was the starting of the school financed by the constituency development fund? Yes [ ] No [ ]

   (b) Which facilities were funded by the constituency development fund during the beginning?

<table>
<thead>
<tr>
<th>Project</th>
<th>Tick (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Construction of offices.</td>
<td></td>
</tr>
<tr>
<td>ii. School electrification.</td>
<td></td>
</tr>
<tr>
<td>iii. Construction of science laboratories</td>
<td></td>
</tr>
<tr>
<td>iv. Construction of classrooms</td>
<td></td>
</tr>
<tr>
<td>v. Purchase of land for school establishment</td>
<td></td>
</tr>
</tbody>
</table>

   Any other (specify).................................................................

7. (a) Has the constituency development fund financed any projects during your period of teaching in the school? Yes [ ] No [ ]
b) If yes, name the projects financed

<table>
<thead>
<tr>
<th>Project</th>
<th>Tick (√)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Construction of dormitories.</td>
<td></td>
</tr>
<tr>
<td>ii. School electrification.</td>
<td></td>
</tr>
<tr>
<td>iii. Construction of library or computer rooms</td>
<td></td>
</tr>
<tr>
<td>iv. Construction of science laboratories</td>
<td></td>
</tr>
<tr>
<td>v. Construction of classrooms</td>
<td></td>
</tr>
<tr>
<td>vi. Purchase of land for school establishment</td>
<td></td>
</tr>
</tbody>
</table>

Any other (Specify)........................................................................................................


c) How have the projects financed benefited the school?

i. Increased enrolments [ ]

ii. Expansion of school from single to double stream [ ]

iii. Reduced congestion in classes [ ]

iv. Any other (Specify)........................................................................................................

8. a) How many students were admitted to form one in your class? ......................

b) How many are in the class today?......................................................................................

c) What are the reasons for the increase or decrease in number of students in the class?
...........................................................................................................................................

9. a) Do students receive bursary for fee payment?

   Yes [ ] No [ ]

b) If no why don’t they receive bursaries?..............................................................................

10. a) Are the students in your class send home due to failure to pay school fees

    Yes [ ] No [ ]

b) If yes, how often are they sent home?

    Oftenly [ ] Rarely [ ]

11. a) Have any of the students dropped out due to lack of school fees?

    Yes [ ] No [ ]

b) If yes can you tell the number?............................................................................................

  Thank you for your cooperation

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Appendix IV: Interview Schedule for Principals

I kindly request you to assist with some information by sparing sometime for an interview. The information you will give will be treated with utmost confidentiality and will be used for this study only.

SECTION A

1. Give the type and the category of the school. (Please tick appropriately)

<table>
<thead>
<tr>
<th>TYPE</th>
<th>Tick (✓)</th>
<th>CATEGORY</th>
<th>Tick (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td></td>
<td>Mixed Boys</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mixed Girls</td>
<td></td>
</tr>
<tr>
<td>Boarding</td>
<td></td>
<td>Mixed Boys</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mixed Girls</td>
<td></td>
</tr>
<tr>
<td>Day and Boarding</td>
<td></td>
<td>Mixed boarding and mixed day</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boarding boys day girls</td>
<td></td>
</tr>
</tbody>
</table>

2. Year of establishment (tick one)
   - Before 2004 [    ]
   - 2004-2014 [    ]
   - Give the actual year .................................................................

SECTION B

3. What was the main source of funding for establishment of the school? ........
   ........................................................................................................

4. a) Do you know of any projects that were funded by the Constituency Development Fund during the establishment of the school?
   - Yes [    ]
   - No [    ]
   b) If yes, which projects? ...........................................................................
   ........................................................................................................
   ........................................................................................................

5. What was the enrolment in the first year of establishment of the school? ........
   ........................................................................................................
6. What is the current enrolment of the school by class and number of classrooms available? ................................................................. .................................................................

7. (a) Are there any projects funded through the CDF in the school since the year 2003?
   Yes [ ] No [ ]
   b) If yes which ones? ................................................................................................................................. ................................................................. .................................................................

8. (a) Does the school receive bursaries for students’ fees from the constituency development fund?
   Yes [ ] No [ ]
   b) If no what are the reasons for not getting any bursaries? ................................................................. ..................................................................................................................................................
   c) If yes: How many students receive the bursary per year? ................................................................. ..................................................................................................................................................

9. Is the bursary adequate to keep the students in school the whole year?
   Yes [ ] No [ ]

10. Are students sent home for failure to pay fees?
    Yes [ ] No [ ]

Thank you for your cooperation.
## Appendix V: Work Schedule

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review and modification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix VI: Budget Estimates

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
<th>Total cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection of preliminary information</td>
<td>4 X 2000</td>
<td>8,000.00</td>
</tr>
<tr>
<td>Typing services and correction (project)</td>
<td>4 X 1000</td>
<td>8,000.00</td>
</tr>
<tr>
<td>Photocopy services</td>
<td>4 X 40 X 2</td>
<td>320.00</td>
</tr>
<tr>
<td>Binding of 4 copies of project</td>
<td>1,000</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Piloting and data collection</td>
<td>8,000</td>
<td>8,000.00</td>
</tr>
<tr>
<td>Typing and correction services (project)</td>
<td>4,000</td>
<td>4,000.00</td>
</tr>
<tr>
<td>Photocopy services</td>
<td>2,000</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Binding 4 copies</td>
<td>6,000</td>
<td>6,000.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>6,000</td>
<td>6,000.00</td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td>43,200.00</td>
<td>43,320.00</td>
</tr>
</tbody>
</table>
Appendix VII: Research Authorization (NACOSTI)

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2211371,
2241349, 310571, 3219420
Fax: +254-20-318245, 318249
Email: secretary@nacost.go.ke
Website: www.nacost.go.ke
When replying please quote

Ref. No. ____________________________ Date: ____________________________

NACOSTI/P/14/9883/3794

24th November, 2014

Teresiah Mutahi Rukwaro
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on
“Contribution of Constituency Development Fund to students access to
secondary school education in Githunguri, Kiambu County Kenya,” I am
pleased to inform you that you have been authorized to undertake research in
Kiambu County for a period ending 31st December, 2014.

You are advised to report to the County Commissioner and the County
Director of Education, Kiambu County before embarking on the research
project.

On completion of the research, you are expected to submit two hard copies
and one soft copy in pdf of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
PORT. SECRETARY/CEO

Copy to:
The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.
Appendix VIII: Research Authorization Letter (County Commissioner)
Appendix IX: Research Authorization Letter (County Director of Education)

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
State Department of Education

Telephone: Kiambu (office) 020-2044686
FAX NO: 020-2090948
Email: director.education@kiambu.gov
When replying please quote

KBU/CDE/HR/4/Vol.1/(49) 15th December, 2014

Teresiah Muthoni Rukwaro
Kenyatta University
P.O Box 13446 00100
Nairobi

RESEARCH AUTHORIZATION
Reference is made to the National Commission for Science Technology and Innovation letter Ref. No. NACOSTI/P/14/9883/3794 dated 24th October 2014.

This is to inform you that the above named has been authorized to carry out research on “Contribution of constituency development fund to students access to secondary school education in Githunguri, Kiambu County,” for a period ending 31st December, 2014.

Wish you success.

WILFRED KUNG’U
FOR COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
Appendix X: Research Permit

CONDITIONS:

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do so may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaires will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

SIGNATURE:

RESEARCH CLEARANCE PERMIT

Serial No. A 3719

CONDITIONS: see back page.