THE IMPACT OF CDF ON SECONDARY SCHOOLS CURRICULUM
IMPLEMENTATION IN NYAHURURU DISTRICT, LAIKIPIA
COUNTY

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF
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KENYATTA UNIVERSITY

© JUNE 2013
DECLARATION

DECLARATION BY THE CANDIDATE
This research project is my original work and has not been presented in any other university for consideration for any other award.

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DEDICATION
I dedicate my research work to my family. To my dad Dominic Wakaba and mum Hellen. You inspired me throughout my studies, may you live long to enjoy the fruits of your patience. You are my angels.

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I acknowledge contributions made by different parties in my struggle to carry out my research. First to my lecturers at Kenyatta University, and in particular Dr. Levy Libese, for his great work during my coursework. I will live to remember your role in shaping my career. And to my supervisors Prof. John AlukoOrodro and Prof. Grace Bunyi for their availability and guidance during my research period.

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ABSTRACT

Although curriculum is the key to learning in every learning institution, there have been complaints about poor performance in certain schools, subjects and regions every year resulting from ineffective curriculum development and implementation. The purpose of the study was to find out the impact of CDF on secondary school Curriculum implementation in Nyahururu District. The objectives of the study were to find out the extent to which CDF has addressed the textbooks shortages, infrastructural shortages, teacher development, and co-curricular activities in secondary schools within the District. The study was carried out on a population of 39 respondents, composed of 7 members of Constituency Development Committee (CDC) and 32 secondary school principals. The researcher used saturated sampling method to collect data from the principals, and purposive sampling method used to the project manager of CDC. The researcher used questionnaires to collect data from the principals and in-depth interviews on the DEO and CDC. Instruments were first prepared and taken to two experts in the area from Kenyatta University to assess their content validity. Questionnaires were first piloted in 2 secondary school principals using Test Retest method in an interval of 2 weeks. The results of the piloted questionnaires were compared, and calculated to be significant at a Crowbatch alpha correlation coefficient of .75. The study was carried out using descriptive survey research design. The researcher secured an introductory letter from Kenyatta University that was used to apply for permission to carry out the study from the Ministry of Education through Nyahururu D.E.O. Questionnaires required the respondents to be anonymous for confidentiality. Qualitative data was analyzed using descriptive statistics, while in quantitative data, frequency counts were converted into percentages with the help of S.P.S.S computer package. The researcher found out that from 2003 to 2012, CDF has significantly contributed to curriculum implementation in secondary schools of Nyahururu District. CDF amounting to K.Shs. 350,000 was allocated to 14 schools to address textbooks shortages; K.Shs. 17,180,000 was allocated to different schools for the construction of laboratories, classrooms, dormitories, offices, libraries and furniture. On the other hand, CDF has improved the capacity of teachers in the district through seminars, and CDF bursaries worth K.Shs. 8000 each to 42 teachers on further studies. Finally on co-curricular activities, CDF has promoted games and sports, music and drama, clubs and societies through training, buying equipment and competitions. These findings was tabulated and presented through the project. The researcher therefore concluded that CDF has promoted secondary education in the district through addressing text book shortages, infrastructural development, teacher development and co-curricular activities. The researcher recommended that more CDF should be allocated to secondary education, community be sensitized on the role of CDF in promoting secondary education, and schools in the district to fund raise from other donors in order to improve secondary education. Further research should be carried out on environmental challenges facing curriculum implementation in Nyahururu District.
CHAPTER ONE
INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Background to the Problem

One of the reasons why education is financed by governments is to improve the country’s economy. Therefore, the national curriculum should concern itself with the requirements of the economy (Tanner & Tanner, 1995). The market forces dictate what should be included in the national curriculum. It also determines the quantity of learners at different levels. Constituency Development Funds (CDF) was introduced through CDF Act of 2003 and has perhaps become the most popular devolved funds in Kenya (Republic of Kenya, 2003). The use of CDF in education emanates from the Sessional Paper No. 6 of 1988 which introduced cost sharing in education, to reduce the financial burden from the government by giving parents a share of financing education. The government on its part paid for the teachers salaries while the parents, beneficiaries and donor organizations contributed by providing learning facilities and equipment. Cost sharing however led to high drop out rates of children from poor families who could not afford tuition fees besides buying uniforms and other indirect costs of education which are necessary for quality education (UNESCO, 1986).

To address the regional disparities in development, Kenya has attempted to decentralize her planning and funding which saw the introduction of District Focus for Rural Development (DFRD) in 1985 where the local people participated in proposing development projects in their districts (Republic of Kenya, 1985). In 2003, the government adopted devolved funds for development in its Economic Recovery Strategy.
For Employment and Wealth Creation. The government's objective was to provide funds to local communities, to empower them participate in development through identification of development priorities which will impact on their lives (Odhiambo and Anyembe, 2003). These devolved funds includes Constituency Development Funds (CDF), Constituency Roads Funds (CRF), Constituency Bursary Funds (CBF), Constituency Aids Control Funds (CACF) and Local Authorities Trust Funds (LATF).

The CDF Act of 2003 provided for use of 3% of the national budget to alleviate poverty and equitable distribution of development resources at the constituency level (Republic of Kenya, 2003). Education is a major beneficiary of the devolved funds and is eligible to CDF, CBF and LATF. CDF is supposed to finance livestock and agriculture development like cattle dips and agricultural collection centers, electricity projects with potential to spur investment and improve the living standards of the people, establish a bursary scheme not exceeding 10% of the funds and the bursary to focus on the post primary institution, education projects like new primary and secondary schools (now referred as CDF schools), water projects to improve the people living standards, security issues like police posts, improvement of health facilities and infrastructures like rural access roads and bridges. Management of CDF is under Constituency Development Committees (CDC) at the constituency, and District Projects Committee (DPC) at the district level. The committees are dissolved upon the end of a parliamentary term.

Republic of Kenya (2003) say that CDF proposals are forwarded from the location development meetings called by the area Member of Parliament (MP) at least once per year to identify projects proposals in the location. Relevant government departments are consulted for costing and the ranking of these priorities is done by the CDC.
identified proposal are forwarded to the Parliamentary Select Committee on CDF, which considers them and recommend to the Clerk of the National Assembly for approval of funding by the National CDF Management Committee (NCDFMC). The national committee sends the constituency allocations to the Constituency Development Account (CDA) which is managed by the CDC. Due to complaints by the general public and civil societies on the mismanagement of the fund, CDF Amendment Bill of 2007 was introduced to parliament, to improve the management of the fund (Republic of Kenya, 2007). This led to the introduction of the Constituency Development Management Authority (CDFA) as a corporate body, thereby giving the fund organs the mandate to sue or be sued, receive and address complains related to the fund, to acquire, purchase and dispose movable and immovable properties and give it the rights to borrow money, make investments, perform other duties of corporate bodies and to establish a CDFA management board.

Curriculum refers to both general and specific plans for students learning (Akala, 2010). A good curriculum should be designed to meet the national objectives of every country’s development of a curricula that is designed to help individual students to attain cognitive, process skills and develop scientific attitudes to enable them think critically, manage and use available resources, to effectively adopt the environment, assume responsibilities and fulfill domestic, economic, social and political roles (Ajibora, 2008). A good curriculum should give schools the flexibility to actively involve the students in what they learn, how it is taught and how the learning is assessed. It should invite schools to embrace the challenges of designing relevant and meaningful learning programs that will motivate and engage all students. Students feel motivated when they are involved in decision making.
about school policies and practices. It takes time for teachers to understand a new curriculum documents and to change their practices.

Despite the importance of the curriculum, its development and implementation has been faced by many challenges all over the world (Hipkins et al, 2008). When any of the two curriculum stages is not done well, it affects the main objective of the curriculum, which is to facilitate effective learning. A good curriculum when poorly implemented will yield to poor results, just as a poor curriculum cannot be implemented well. The observable measure of effective curriculum implementation is academic performance and the internal efficiency of education (which includes transition, access, retention and completion). However, the main challenge facing curriculum implementation in Kenya has been finances. The government’s commitment to provide Education For All, has met a big constraint of finance rendering the available educational resources inadequate, and secondary education has therefore not been accessible to many Kenyans especially the poor.

The rising costs of living have also made many students from poor families fail to access to, and drop out of their secondary education. Even with the introduction of the Subsidized Secondary Education (SSE) also known as the Tuition Waiver in Kenya from 2008, the operational costs of secondary schools have remained high with an average cost of boarding secondary schools at Kshs. 30,000 and day schools at Kshs. 10,000 per year is still not affordable to many Kenyans. Where a family has more than one child of secondary school age, their education dreams are shattered due to inability to pay school fees. This has resulted to education being more developed in the urban areas than rural
areas, and more accessible to children from rich families than those from poor families especially those from the unproductive rural areas and urban slums (Ayodo, 2006).

Nyahururu is one of the two districts in Laikipia West Constituency and CDF has been used as a means of financing socio-economic developments at the constituency level since 2003, education has been one of the major sectors financed by the fund. The district is divided into seven locations which are Mwenje, Kinamba, Maina, Nyahururu Municipality, Marmanet, Igwamiti and Gituamba. There are 19 secondary schools in the district with a student population of 6,432 students. During the 2003 – 2007 parliamentary period, the constituency received CDF amounting to K.Shs. 117 million and K.Shs. 86 million was used for socio-economic developments (Laikipia West CDC, 2007). The allocations and financing of 86 CDF projects are summarized in Table 1.1 and Table 1.2 (appendix ii).

According to Laikipia West C.D.C, (2008), Table 1.1 shows that education sector benefitted the highest with 62 projects which represented 43% of all the CDF projects and were worth K.Shs 25,976,428 and represented 22% of all the CDF allocation in the constituency.

Table 1.2 shows that in secondary education, there were 29 projects out of the 62 CDF projects in the education sectors. It is notable that since the introduction of CDF, there is high enrolment of students, retention and completion of schools. These has led to high literacy levels in the county. The number of skilled personnels have also gone up. There is also notable development on infrastrure as modern libraries, classrooms and student participation in co-curricular activies has improved. However, poverty still remains the
cause for alarm in this county. The present study was therefore aimed at evaluating ways in which C.D.F has promoted curriculum implementation in secondary schools of Nyahururu district.

1.2 Statement of the Problem

As stated in the background to the problem the main challenge facing the implementation of the curriculum in secondary schools is inadequate finances due to widespread poverty and inadequate government financing. Curriculum is the key to learning in every institution, yet its implementation is open to these financial challenges that affect the final learning output. It involves what is learnt, how it is learnt, when it should be learnt and who should teach who. In Kenya, complains about poor performance in certain schools, subjects and regions every year results from ineffective curriculum implementation. One of the methods of financing curriculum implementation is through CDF. With secondary education being part of basic education in Kenya and its importance to students who wish to train for careers, more CDF financing should therefore be allocated to secondary education than in other levels of education. In Nyahururu district, out of a CDF of K.Sh. 120 million disbursed from 2003 to 2007, education benefitted from 62 CDF projects which were the highest compared to other government sectors but received over K.Sh. 24 million in form of education facilities and equipments and K.Sh. 4.5 million in form of bursaries, which was the second highest amount of the funds allocated to a department. The researcher therefore investigated the extent to which C.D.F has addressed textbooks shortage, schools infrastructural development, teacher development and shortages, and co-curricular activities in secondary schools of Nyahururu district.
1.3 Purpose of the Study

The purpose of the study was to investigate the impact of C.D.F on secondary schools curriculum implementation in Nyahururu district.

1.4 Objectives of the study

The objectives of the study are;

a) To find out the extent to which CDF has addressed the textbooks shortages in secondary schools of Nyahururu district.

b) To find out the extent to which CDF has addressed the infrastructural development in secondary schools of Nyahururu district.

c) To identify the extent to which CDF has addressed the teacher development and shortages in secondary schools of Nyahururu district.

d) To determine the extent to which CDF has addressed the co-curricular activities in secondary schools of Nyahururu district.

1.5 Research Questions for the Study

The following are the Research Questions for the study:

a) To what extent has CDF addressed the textbooks shortages in secondary schools of Nyahururu district?

b) To what extent has CDF addressed infrastructural development in secondary schools of Nyahururu district?
c) To what extent has CDF addressed teacher development and shortages in secondary schools of Nyahururu district?

d) To what extent has CDF addressed co-curricular activities in secondary schools of Nyahururu district?

1.6 Significance of the Study

The study findings will be useful to the local community, local leaders, education planners, curriculum implementers, C.D.F committees and other stakeholders in understanding and utilizing C.D.F in addressing the challenges facing the implementation of the curriculum in the secondary schools in the district.

1.7 Theoretical and Conceptual Framework

The following are theoretical and conceptual frameworks for the study;

1.7.1 Theoretical Framework

The present study was guided by production function theory. According to Schultz in Vaizey (1972) production function theory states that every output is a function of land, capital and labour. In this respect, the land includes the physical area upon which educational institutions are located, while labour refers to the curriculum implementers in form of teachers, students and other stakeholders in the education sector. Capital is the financial requirements for curriculum implementation to take place. For this reason, the present study is based on the role of C.D.F as a financial input in the implementation of secondary school curriculum in the district.
1.7.2 Conceptual Framework

The relationship between C.D.F and curriculum implementation in the secondary school in the district is illustrated in Figure 1.1

Fig 1.1 Contributions of C.DF in Curriculum Implementation

Figure 1.1 shows that CDF in the district is used to develop school infrastructures like classrooms, laboratories, dormitories, libraries, water and electricity. It is also used in staff development like giving bursaries to student teachers in universities and colleges,
employing BOG teachers, and motivating teachers through seminars and workshops. Different types of text books are also bought including class texts, revision materials, and joint examinations. Finally, the fund is used to finance co-curricular activities through buying games equipments and levelling play fields. This will translate into improved performance, increased school facilities, developed co-curricular activities, increased enrolment and access rates, and increased retention rates.

1.8 Scope and Limitations of the Study

The following was the scope and limititons of the study;

1.8.1 Scope of the Study

The study was delimited to;

a) Curriculum implementation in secondary schools.

b) Secondary schools in Nyahururu district.

c) Use of C.D.F in secondary schools from 2003 when it was introduced.

1.8.2 Limitations of the study

The study had the following limitations:

a) Data from some teachers and parents was difficult to obtain. In this case, the researcher respected only collected the information that the respondents were ready to give.
b) Transport to some parts are of the district was difficult due to poor transport network. The researcher used the services of local motorbikes called bodaboda to access the remote areas.

1.9 Assumptions of the Study

The assumptions of the study;

a) There is an existing national curriculum for secondary schools.

b) There are accurate records and supportive documents for curriculum implementation, fees records, and enrolment in the concerned offices.
1.10 OPERATIONAL DEFINITION OF TERMS

**Curriculum:** Refers to both general and specific plans for students learning.

**Curriculum implementation:** Activities involving effecting curriculum issues in the learning process.

**Economic factors:** Factors related to income related abilities of people or government on curriculum issues.

**Political factors:** Factors related to government policies and programs on curriculum issues.

**Poverty Index:** A country’s number of people below the poverty line in every 100 people.

**Rote Learning:** The practice of memorizing by students in the process of learning.

**School factors:** Factors related to school based resources on curriculum issues.

**Social factors:** Factors related to community on curriculum issues.

**Wealth gap:** The difference in income between the poor and the rich people in a society or country.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this section, available literature is reviewed from the literature read by the researcher. It was reviewed along subheadings related to the objectives of the study; extent CDF addresses textbooks shortages, extent CDF addresses infrastructural development, extent CDF addresses teacher development, and extent CDF addresses co-curricular activities.

2.2 Extent to Which CDF Addresses Textbooks Shortages

No meaningful teaching and learning take place without adequate resource materials (Urevbu, 1985). This applies to curriculum implementation as well. For the officially designed curriculum to be fully implemented as per plan, the government or Ministry of Education should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. According to Farrant (1980), teachers require classroom supplies such as: textbooks, charts, equipment, and chemicals for science experiments. These materials are products of industry. Without these materials, learning is compromised. The computer is the latest technological innovation that will have a significant impact on education and society. A number of schools have introduced computing as one of the subjects. The intention is to equip the learners with the requisite computer skills and knowledge. In addition to computers, other forms of electronic media are being used in teaching. These have provided a variety of learning experiences and have facilitated individualised learning (Bennie and Newstead, 1998).
According to Vanderlinde (2009), curriculum development and implementation in secondary schools is mainly achieved through the use of textbooks. In Nigeria, only 30% of secondary school students have access to textbooks that limits their arousal of curiosity to knowledge acquisition. The primary function of most educational policies is to provide schools with funds or resources that address school needs like equipments, infrastructures and to a lesser extent, teacher professional development. Schools have the greatest role in the curriculum implementation. Secondary school curriculum is faced by the challenges of implementation, evaluation, development, distribution and use of teaching materials. During its development and implementation, its relevance to society needs should be considered (Ajibora, 2008). Text books are important vehicles for the transmission of cognitive and social development of pupils.

Curriculum evaluation should suit the level of learners’ therefore the type of questions and science practicals used at each level of education should be appropriate to that level of education. However these are often hurriedly done making curriculum implementation fail to meet its intended objectives. In this regard, memorization is often emphasized at the expense of creativity. This is possible in schools where text books are available, but where they are not, curriculum implementation is affected. Kenya is groaning under the weight of poverty, unemployment, corruption and violence. The Economic Recovery Strategy for Wealthy and Employment Creation 2003 – 2007 acknowledges these crises yet the education sector has not put forward policies responsive these crisis (I.P.A.R, 2008). The recent national economic growth in Kenya has not reached every level of society with many people in the country burdened by high food prices, rising electricity
and gasoline prices, and their impacts on the prices of essential goods. In schools, these problems are attended at the expense of text books. These pressures are part of the reasons behind the recent violence in Kenya and in schools. To confront these challenges, Kenya needs a paradigm shift in its leadership and CDF can fit well in supplementing text books in secondary schools.

Curriculum implementation is often difficult to implement in schools where learning materials such as books and science equipments are either unavailable or inadequate (Bella, 2009) Even with the government policy of cost sharing in secondary education, the cost of education still remains higher than the economic ability of majority parents in Kenya. The researcher therefore assessed the contributions of CDF in the curriculum implementation in the secondary schools of Nyahururu district.

2.3 Extent to Which CDF Addresses Infrastructural Development

In Curriculum Implementation, Dedin and Olshtain (2000) suggested that the central government must also provide physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create an environment in which implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation. However, the cost sharing strategy in Kenya has left the role of infrastructural development especially the classrooms, laboratories, libraries, halls and other development facilities to the parents. CDF can be used to finance expansion of all schools and development of upcoming schools.
Interest groups like parents, parents’ and teachers’ associations, sponsors, religious organisations and local authorities, also influence curriculum implementation in different ways; they provide schools with financial resources to purchase required materials, erect facilities, demand the inclusion of certain subjects in the curriculum, influence learners to reject courses they consider detrimental to the interests of the group. It is therefore important to involve these groups at the curriculum planning stage (Gatawa, 1990). One other factor that influences curriculum implementation concerns the particular circumstances of each school. Schools located in rich socio-economic environments and those that have adequate human and material resources can implement the curriculum to an extent that would be difficult or impossible for schools in poor economic environments. Cultural and ideological differences within a society or country can also influence curriculum implementation. Some communities may resist a domineering culture or government ideology and hence affect the implementation of the centrally planned curriculum. The researcher therefore assessed ways in which CDF has addressed the issue of secondary school infrastructures since 2003.

2.4 Extent to Which CDF Addresses Teacher Development

Whitaker (2007) asserts that teachers view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum. Since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable. Teachers are pivotal in the curriculum implementation process, but if the teacher is to be able to translate curriculum intentions into reality, it is imperative that the teacher understand the curriculum document or syllabus well in order to implement it
effectively. If the curriculum is what teachers and students create together, the teacher must play a more significant role in designing the curriculum. Teachers must be involved in curriculum planning and development so that they can implement and modify the curriculum for the benefit of their learners. All this calls for the need of teachers training and motivation. But where a school has inadequate teachers, it is inevitable for the school to spend money on staffing through engaging BOG teachers, and CDF can be used for this purpose.

Teachers training on methodologies of teaching should equip themselves with techniques to make learning easy. Akala (2010) recommended that learning should be interactive between teacher and student, student and student, teacher and materials, and students and materials. However, most teachers prefer rote learning through the lecture method. The content of curriculum depends on the reading skills. Implementation of their curriculum is hampered by overloading of curriculum and curriculum content with many subjects, overcrowded classes and time table. This exerts pressure on school personnel, resources and school scheduling, teachers’ workload, classroom management and maintenance of order and discipline. Teachers need to plan different approaches to classroom instructions and design lesson plans that take advantage of local resources. They need to involve the community and explain new courses to parents. The teacher should be responsible for creating an intellectual environment in classroom where serious engagement in thinking should be the norm (Khalid, 2009). Effective teaching requires deciding what aspects of a task to highlight, how to organize, and orchestrate the work to students, what questions to ask students, having varied levels of expertise and how to support students without taking over the process of thinking for them.
Curriculum may also require a teacher to be familiar with high level of cognitive behavior (analysis, synthesis and evaluation), particularly evaluation, because a teacher who is not acquainted with these skills may not be able to value the curriculum being implemented. Lack of motivation to the teachers who should be part of curriculum implementation also plays a role in creating an obstacle (Rowling and Mason, 2006). Curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of the school headteacher. He does this through deploying staff, allocating time to subjects taught at the school, providing teaching and learning materials and creating an atmosphere conducive to effective teaching and learning. The QASO are charged with the responsibility of inspecting curriculum implementation in schools, but are faced by challenges of inadequate finances and personnel. There is a mismatch between curriculum, teacher training and the developmental needs of the country (I.P.A.R, 2008).

For effective curriculum implementation therefore, teachers including the headteacher need to have adequate teaching and managerial skills. CDF can be used to organize and sponsor teachers to attend seminars, workshops and symposiums to improve on their skills. The researcher therefore examined ways that CDF has addressed the teacher shortages and development in secondary schools of Nyahururu district.

2.5 Extent to Which CDF Addresses Co-Curricular Activities

Co-curricular activities (CCAs) previously known as Extra-curricular Activites (ECAs) are non academic activities that all students should participate in. This policy was introduced by the Ministry of Education (MOE) as a means of enhancing social
interaction, leadership, healthy recreation, self discipline and self confidence. Through CCAs, students in their early teens are often given actual public responsibilities (Gatawa, 1990). Red Cross for example is often required to render first aid at public events. Most uniformed groups require precision, management and organizational skills, providing training to prepare students for the outside world.

In polytechnics and universities (tertiary educational institutions), CCA records are considered by potential employers (Warthens and Sanders, 2007). There is a wide choice of CCAs in schools for which students can sign up based on their interests and ability. Schools typically classify CCAs under one of the following groups; performing arts, sports and games, uniformed groups, clubs and societies, and students associations. Secondary schools typically divide CCAs into Co-CCAs and Merit CCAs. Co-CCAs which typically include the sports, performing art groups and uniformed groups tend to take up more time and resources and have more emphasis placed on them by the school.

In Singapore, membership in at least one Co-CCA is compulsory for secondary school students and it is considered an integral part of the education system. Merit-CCAs which typically include the clubs and societies are usually less time consuming. Academic clubs however may consume as much time as if not more than Co-CCAs.

In secondary schools, CCAs are considered more seriously. Students are required to pick at least one Co-CCA to join in Form one (Whitaker, 2007). Belonging to a Co-CCA is compulsory and the students may choose a second CCA if they wish. CCAs are held outside the formal curriculum hours and the activities undertaken depend on the nature of CCA for example uniformed groups do foot drills and team building exercises while competitive sportsmen spend most of their time training and learning techniques from
their instructers. Many CCA related competitions are held creating a competitive environment which provide CCA groups with an objective to work towards. The MOE organizes competitions for competitive sports at the zonal, district, provincial and national level respectively. However, in Kenya the maney allocated by the governments for activity fees is not enough to cater for all the CCAs. CDF can therefore be used to promote these activities. The researcher therefore assessed ways that CDF has addressed the issue concerning CCAs in secondary schools of Nyahururu district.

2.6 Summary

From the foregoing, curriculum implementation is basically enacted in schools through finance. However, the government financing is not enough to finance curriculum implementation in Kenya calling for other sources of education financing. One of the alternative sources of education financing is CDF allocated from the 3% of the national budget to all the constituencies in the country. The fund can be used to develop school infrastructures in form of classrooms, laboratories, dormitories, libraries, water and electricity, staff development like giving bursaries to student teachers in universities and colleges, employing BOG teachers, and motivating teachers through seminars and workshops, buy text books including class texts, revision materials, and joint examinations, and finally to finance co-curricular activities through buying games equipments and levelling play fields.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher focuses on the methods that were used in the study. The chapter is divided into 8 areas which are: study area, research design, study population, samples and sampling techniques, instruments for the study, validity and reliability of the instruments, data collection and data analysis.

3.2 Research Design

The study was carried out using descriptive survey research design. According to Fraenkel and Wallen (2000), survey was ideal for the study because the researcher critically examined the state of affairs as they were at the time of the study.

3.3 Area of Study

The study was carried out in Nyahururu district. The district is in Laikipia County located in the Rift Valley province of Kenya along the Equator 0°00’ to 0°15’N and 36°15’ to 36°35’E. It has a population of 51,720 in an area of 1,240 Km². The high population density has increased demand for secondary education. The poverty index of the district is 38% and is characteristic by a huge wealth gap between the poor and the rich people, and regions (Republic of Kenya, 2003 1). It is bordered by Laikipia West district to the South, Baringo district to the West and North West, and Samburu district to the North East. As a result majority of the schools in the district are day schools.

3.4 Study Population

The study was carried out in Nyahururu District on a population of 39 respondents, composed of 7 members of Constituency Development Committee (CDC) and 32 secondary school principals.

3.5 Samples and Sampling Techniques

The researcher used saturated sampling method to collect data from the principals, and purposive sampling method on the project manager of CDC. According to Ary et al (2006) saturated sampling method was ideal for a study since the population of the principals to be studied was low, and therefore no need for leaving out some members of the population. Purposive sampling was used to sample the project manager of CDC since he possess a given characteristic that others in the population do not, being the custodian of CDF projects in a constituency.

3.6 Instruments for the Study

The researcher used questionnaires and in-depth interview schedules.
3.6.1 Questionnaire for Principals

Questionnaires with open and closed-ended questions were administered to the secondary school principals. According to Orodho (2012), questionnaires were ideal for a survey since they are easy to collect data from a large number of respondents and also because the data required was rigid in nature (refer to Appendix III).

3.6.2 Interview for CDC

In-depth interview was conducted on the project officer of C.D.C (see Appendix IV). The instruments provided the researcher with an opportunity to study the subject in total situation in which he/she was responding.

3.7 Validity of the Instruments.

Instruments were first prepared and presented for expert opinion to examine their content and face validity. The researcher then incorporated the advice and prepared the final copies of the instruments.

3.8 Reliability of the Instruments.

Before the actual study the questionnaires were piloted with two secondary school principals using Test Retest method in an interval of two weeks. Questionnaires were first piloted with two secondary school principals using Test Retest method in an interval of two weeks. The results of the piloted questionnaires were compared, and calculated to be significant at a Crowbatch alpha correlation coefficient of .75. The instruments were then administered in the actual study but the two piloted schools were not included in the
main study. According to Orodho (2009), a pilot study is carried out to ascertain the relevance of the data to be collected, and to explore the problems that are likely to occur during the actual study, for instance lack of cooperation from some of the principals.

3.9 Data Collection Procedure

The researcher first secured an introductory letter from Kenyatta University to carry out the study in the intended offices and schools in the district. She then used the letter to apply for permission to carry out the study in the district from the Ministry of Education through Nyahururu D.E.O. She then used the introductory letter to allow her carry out the study in the district and used it to take the constructed questionnaires to the respective respondents in the district. She distributed the questionnaires to the schools principals, guided them on how to fill them, and noted down the time agreed to collect them from each principal. Questionnaires required the respondents to be anonymous for confidentiality. She then visited the project officer of C.D.C to book an appointment for the interview, noting down the date, time and venue agreed for the interview. She then visited the project officer on appointment to collect data.

3.10 Methods of Data Analysis

Data was analyzed according to its type. The researcher edited the data collected from the field and numbered the questionnaires appropriately, in the case of quantitative data. Data was then coded according to each research question and summarized in frequency distribution tables. It was then entered into Statistitical Package for Social Sciences (SPSS). Descriptive statistics such as frequency counts and parcentages were then used and presented in form of bar graphs. In qualitative data collected from interviews,
responses from the CDC and DEO through audio taping. It was then transcribed and then coded and categorized into emerging themes and their reports given. The reports were compared with data from related literature reviewed as a basis for interpreting the study findings.
CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This chapter focuses on the analysis of the data collected, its presentation and interpretation. The findings are presented according to the objectives of the study namely;

a) extent to which CDF addresses text book shortages.

b) extent to which CDF addresses infrastructural development.

c) extent to which CDF addresses teacher development and shortages.

 d) extent to which CDF addresses Co-curricular activities.

4.2 Background Information on Respondents

During the study, 30 questionnaires were given to the secondary school principals in the District. The study findings are based on 23 out of the 30 questionnaires that were returned after filling them out. The study was covered both public and private secondary schools in order to find out the difference in the way they benefit from the CDF. The summary of the 23 respondents was made in Table 4.1, and for a better visual impression, it was presented in Figure 4.1
Table 4.1:
Type of Schools Studied, Nyahururu District, 2012

<table>
<thead>
<tr>
<th>Type</th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Day</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Boys Boarding</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Girls Day</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Girls Boarding</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Mixed Day</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Mixed Boarding</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>9</td>
<td>23</td>
</tr>
</tbody>
</table>
Figure 4.1: Type of Schools Studied, Nyahururu District, 2012

Table 4.1 shows that 14 of the studied schools were public and 9 were private schools in Nyahururu District. Out of the 23 respondents from the District, 2 of them came from boys schools and both were boarding, 4 girls schools all of which are boarding, 9 mixed day schools, and 8 mixed boarding schools.

4.3 CDF and Text Books Shortage

Before the introduction of CDF in 2003, there was an acute shortage of textbooks in many secondary schools. Bella (2009) say that curriculum implementation is often difficult to implement in schools where learning materials especially books are either unavailable or inadequate. However, the government policy of cost sharing posed a challenge to parents since the cost of education still remains higher than the economic ability of majority parents in Kenya. To find out the extent CDF addresses text book shortage in the secondary schools in the district, the data collected from the principals and the CDC was summarized in Table 4.2.
Table 4.2: CDF and Text Books Shortage

<table>
<thead>
<tr>
<th>Schools</th>
<th>CDF Books in K.Shs</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Igwamiti Day</td>
<td>40,000</td>
<td>11</td>
</tr>
<tr>
<td>Munyaka Day</td>
<td>20,000</td>
<td>6</td>
</tr>
<tr>
<td>Day Gateno Day</td>
<td>30,000</td>
<td>9</td>
</tr>
<tr>
<td>Njonjo Girls</td>
<td>20,000</td>
<td>6</td>
</tr>
<tr>
<td>Kangumo Day.</td>
<td>10,000</td>
<td>3</td>
</tr>
<tr>
<td>Karaba Day</td>
<td>40,000</td>
<td>11</td>
</tr>
<tr>
<td>Manjani Day</td>
<td>15,000</td>
<td>4</td>
</tr>
<tr>
<td>Lariak Day</td>
<td>20,000</td>
<td>6</td>
</tr>
<tr>
<td>Ol Moran Day</td>
<td>35,000</td>
<td>10</td>
</tr>
<tr>
<td>Kinamba Day</td>
<td>15,000</td>
<td>4</td>
</tr>
<tr>
<td>Ndururumo</td>
<td>30,000</td>
<td>9</td>
</tr>
<tr>
<td>Karandi Day</td>
<td>10,000</td>
<td>3</td>
</tr>
<tr>
<td>Ndindika Day</td>
<td>40,000</td>
<td>11</td>
</tr>
<tr>
<td>Matuiiku Day</td>
<td>25,000</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>350,000</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that K.Sh 350,000 was used to buy textbooks in Nyahururu District. The money was allocated to 14 out the 23 schools that were studied. These schools received different amount of CDF ranging from K.Sh 10,000 as allocated to Kangumo Day and Karandi Day, to K.Sh 40,000 as allocated Igwamiti Day, Karaba Day and Ndindika Day school. These different allocations can be attributed to how needy the schools were, since most of the schools that benefited were young day schools (also known as CDF schools). According to Farrant (1980), apart from text books, schools also require charts, equipment, and chemicals for science experiments. The computer is the latest technological innovation that have a significant impact on education and society.
(Bennie and Newstead, 1998). As a result, when CDF is used to buy text books, schools are able to use other finances to meet the other school needs. From the study findings CDF has been used to finance curriculum implementation through purchase of text books in different secondary schools in the District.

4.4 CDF and Infrastructural Development

Every school requires basic infrastructures to facilitate quality curriculum implementation. Some of these infrastructures are laboratories, classrooms, dormitories, furniture, offices, and libraries. Before the introduction of CDF, Gatawa (1990) observed that cost sharing required that the government and other interest groups like parents, Parents’ and Teachers’ Associations (PTA), sponsors, religious organisations and local authorities chip in to provide for them. However, as demand for secondary education and the level of poverty rises, there was need for additional sources of finances for infrastructural development. To find out the extent to which CDF address infrastructural development, the data collected from CDC on CDF expenditure on infrastructures in secondary schools of the District is summarized in Table 4.3.
Table 4.3 shows that CDF amounting to K.Shs. 17,180,000 was used to finance infrastructural development in different secondary schools in the District. Out of the 23...
studied schools, 10 of them were allocated CDF of K.Sh. 800,000 each to construct laboratories, 13 of them were allocated K.Sh. 600,000 each to construct a classroom, 2 schools were allocated K.Sh. 400,000 each to construct dormitories, 2 others were allocated K.Sh. 15,000 each for furniture, 2 others were allocated K.Sh. 200,000 each to construct offices, and 3 others were allocated K.Sh. 500,000 each to construct libraries. Overall, 9 out of 23 schools that were studied did not benefit from CDF while the rest 14 schools were allocated different infrastructural projects worth different amount of money ranging from K.Sh. 800,000 given to Igwamiti Day and Kinamba Day, to K.Sh. 1550,000, given to Munyaka Day, Karaba Day and Ol Moran each.

From this, one can argue that the schools which did not benefit from CDF were all private schools. For those which benefitted, the allocations were given according to proposals for each school, for instance established schools like Ndururumo, Njonjo Girls and Ngumo Boys were given infrastructures for development like dormitories, while young schools were given basic facilities like classrooms and laboratories.

4.5: CDF and Teacher Development

There has been a shortage of trained teachers in our secondary schools since independence. According to Whitaker (2007) teachers must be involved in curriculum planning and development so that they can implement and modify the curriculum for the benefit of their learners. All this calls for the need of teachers training and motivation. But where a school has inadequate teachers, it is inevitable for the school to spend money on staffing through engaging BOG teachers, and CDF can be used for this purpose. Data
collected from the CDC on ways CDF addresses teacher development and shortages in the secondary schools of the district was summarized in Table 4.4.

Table 4.4: CDF and Teacher Development

<table>
<thead>
<tr>
<th>Schools</th>
<th>CBE</th>
<th>TSC teachers</th>
<th>Shortage</th>
<th>BOM teachers</th>
<th>CDF seminars</th>
<th>CDF bursaries to teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Igwamiti</td>
<td>15</td>
<td>12</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>16000</td>
</tr>
<tr>
<td>Munyaka</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>16000</td>
</tr>
<tr>
<td>Gatero Day</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>24000</td>
</tr>
<tr>
<td>Chereta</td>
<td>P</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>8000</td>
</tr>
<tr>
<td>Kangumo</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>16000</td>
</tr>
<tr>
<td>Karaba</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>24000</td>
</tr>
<tr>
<td>Manjani</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Lariak</td>
<td>P</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Ol Moran</td>
<td>15</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>32000</td>
</tr>
<tr>
<td>Kinamba</td>
<td>15</td>
<td>14</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>16000</td>
</tr>
<tr>
<td>Tandare</td>
<td>P</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>8000</td>
</tr>
<tr>
<td>Karandi</td>
<td>15</td>
<td>12</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>8000</td>
</tr>
<tr>
<td>Ndindika</td>
<td>15</td>
<td>11</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>16000</td>
</tr>
<tr>
<td>Matuiku</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>16000</td>
</tr>
<tr>
<td>Ndururumo</td>
<td>35</td>
<td>33</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>32000</td>
</tr>
<tr>
<td>Njonjo Girls</td>
<td>35</td>
<td>32</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>40000</td>
</tr>
<tr>
<td>Heroes</td>
<td>P</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Ziwani Boys</td>
<td>P</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Laikipia.</td>
<td>P</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>16000</td>
</tr>
<tr>
<td>St. Lucia.</td>
<td>P</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Muhotetu</td>
<td>P</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>8000</td>
</tr>
<tr>
<td>Ngumo Boys</td>
<td>25</td>
<td>21</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>40000</td>
</tr>
<tr>
<td>New Dawn</td>
<td>P</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>220</strong></td>
<td><strong>177</strong></td>
<td><strong>43</strong></td>
<td><strong>33</strong></td>
<td><strong>2</strong></td>
<td><strong>336,000</strong></td>
</tr>
</tbody>
</table>

Key: CBE: Curriculum Based Establishment  P: Private  BOM: Board of Management
Table 4.4 shows that 14 of the 23 schools studied were public and required 220 TSC teachers according to their staffing needs (referred as CBE). All the other 9 were private schools and therefore excluded from CBE arrangement. On the ground, the 14 schools had 177 TSC teachers creating a shortage of 43 teachers. To fill the gap, 33 BOM teachers were employed, but none of them was paid using CDF money. However, teachers from all the 23 schools studied had attended 2 seminars organized by CDF. Finally 41 teachers going on with their further studies from the studied schools had benefitted from CDF bursaries worth K.Shs. 8000 each, totalling to K.Sh.336,000.

From the study findings, it can be argued that while CDF has not been directly used to reduce teacher shortages, it has financed other projects enabling schools to employ BOM teachers. On teacher development, CDF has promoted capacity building of teachers from public and private schools through organizing seminars for all teachers in the District. Finally, teachers from both public and private schools who are in colleges for further studies have also been awarded CDF bursaries.

4.6 CDF and Co-curricular activities

Cocurricular activities are part and parcel of the secondary school curriculum. This policy was introduced by the Ministry of Education (MOE) as a means of enhancing social interaction, leadership, healthy recreation, self discipline and self confidence. Through CCAs, students in their early teens are often given actual public responsibilities (Gatawa, 1990). Data collected from the principals on ways CDF addresses Co-curricular activities in schools in the District is summarized in Table 4.5 and presented in Figure 4.2.
Table 4.5: CDF and Co-Curricular Activities

<table>
<thead>
<tr>
<th>Co-curricular Activity</th>
<th>Training</th>
<th>%</th>
<th>Equipment</th>
<th>%</th>
<th>Competitions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games and Sports</td>
<td>23</td>
<td>100</td>
<td>14</td>
<td>61</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Drama and Music</td>
<td>8</td>
<td>34</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>Clubs and Societies</td>
<td>23</td>
<td>100</td>
<td>3</td>
<td>13</td>
<td>7</td>
<td>30</td>
</tr>
</tbody>
</table>

Table 4.5 shows that all the 23 who represent 100% of the schools in the District participate in co-curricular activities. Table 4.7 shows that CDF has promoted games and sports through training of teachers and students in all the schools, 61% of them through equipment and 9% through competitions. In drama and music 34% of the schools have benefitted through training, 4% of them through equipment and 17% of them through competitions. And in clubs and societies all the schools have benefitted through training, 13% of them through equipment and 30% of them through competitions. From the study findings one can argue that CDF has been used to promote training more than other aspects of co-curriculum areas because it is cheaper and easier to organize for training, as compared to buying of equipments and organizing for competitions. More CDF has also been used to promote games and sports as compared to drama and music since games are more popular, while drama and music is more expensive to develop and that is why there is more training in drama and music as compared to buying its equipment.
Figure 4.2: CDF and Co-Curricular Activities

% of the Respondents

% of CDF training beneficiaries
% of CDF equipment beneficiaries
% of CDF beneficiaries in competitions

Co-curricular activity

Games and Sports
Drama and Music
Clubs and Societies
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary, conclusions and recommendations, and is divided into; summary and conclusions of the study, recommendations of the study, and suggestions for further research.

5.2 Summary

The study findings are summarized as follows;

a) CDF amounting to K.Sh. 350,000 was allocated to 14 out of 23 secondary schools in the District in the following order. Igwamiti Day, Karaba Day, and Ndindika Day were allocated 11% of the fund, Ol Moran Day was allocated 10% of the fund each, Gatero Day and Ndururumo were allocated 9% of the fund each, Matuiku Day received 7%, Munyaka Day, Njonjo Girls and Lariak Day received 6% each, Kinamba Day and Manjani Day 4% each, while Kangumo Day and Karandi Day received 3% of the fund each.

b) CDF worth K.Sh. 17,180,000 was allocated to different schools for infrastructural development. Out of this money, laboratories were allocated 47%, classrooms were allocated 45%, dormitories were allocated 5%, offices were allocated 2%, libraries 0.8% and furniture 0.2%. On the side of individual schools, private schools did not receive CDF money for infrastructural development, Njonjo Girls received K.Sh.
1,700,000, Ol Moran, Karaba Day, and Ndururomo received K.Sh. 1,550,000, Schools, Munyaka, Gateto Day, Kangumo, Matiku, Manjani and Karandi Day received K.Sh. 1,400,000 each, Ngumo Boys K.Sh. 1,100,000, and Igwamiti AND Kinamba received K.Sh. 800,000 each.

c) Public schools in Nyahururu District that were studied have a shortage of 43 teachers. To fill the gap, 33 BOM teachers were employed, but none of them is paid using CDF money. CDF has increased the capacity of teachers in the District by organizing 2 seminars for teachers, and has also benefitted teachers going on with their further studies with CDF bursaries worth K.Sh. 8000 each, totalling to K.Sh. 336,000.

d) All the schools in the district participate in co-curricular activities. CDF has promoted games and ports through training of teachers and students in all the schools, donated games equipment to 61% of them and organized for games competitions in which 9% of the schools participated. In drama and music CDF has trained teachers from 34% of the schools bought, bought equipment to 4% of them and sponsored 17% of them to drama and music competitions. And in clubs and societies, all the schools have benefitted from training sponsored by CDF, 13% of them have received equipment from CDF and 30% of them have been sponsored to different competitions.

5.3 Conclusion

The researcher concluded that CDF has addressed the text book shortages in the secondary schools of Nyahururu District through purchase of textbooks to 14 schools worth K.Sh. 350,000. CDF has also addressed infrastructural development in the secondary schools of Nyahururu District through construction of laboratories, classrooms,
dormitories, offices, libraries and furniture, all worth K.Shs. 17,180,000. CDF also addresses teacher development and not the teacher shortages in Nyahururu District. In this respect, CDF has been used to organize seminars for teachers, and CDF bursaries to teachers on further studies. Finally, CDF has addressed co-curricular activities in the District through training, buying equipment, and preparing competitions in games and sports, drama and music and clubs and societies.

5.4 Recommendations of the Study

The researcher makes the following recommendations;

1. More CDF should be allocated to secondary education.

2. Community be sensitized on the role of CDF in promoting secondary education.

5.5 Suggestions for Further Research

The researcher suggests that there is need for further research in the following topics;

1. Environmental challenges facing curriculum implementation in Nyahururu District.

2. Role of non-formal curriculum in Nyahururu District.
REFERENCES


APPENDIX I
MAP OF NYAHURURU DISTRICT
# APPENDIX II

## Table 1.1

C.D.F Allocations by Values and Projects per Activity, Laikipia West District, 2003-2008

<table>
<thead>
<tr>
<th>Activity</th>
<th>2003/4</th>
<th>2004/5</th>
<th>2005/6</th>
<th>2006/7</th>
<th>2007/8</th>
<th>Projects %</th>
<th>Value %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>2100000</td>
<td>13712807</td>
<td>16820000</td>
<td>10316260</td>
<td>1688386</td>
<td>26</td>
<td>18</td>
</tr>
<tr>
<td>Water</td>
<td>2808000</td>
<td>46280000</td>
<td>3465000</td>
<td>8630295</td>
<td>2192000</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Education</td>
<td>32000</td>
<td>980000</td>
<td>4013164</td>
<td>17451263</td>
<td>3500000</td>
<td>62</td>
<td>43</td>
</tr>
<tr>
<td>Security</td>
<td>0</td>
<td>5030000</td>
<td>9596000</td>
<td>8077730</td>
<td>625000</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>E/R/B</td>
<td>700000</td>
<td>1900000</td>
<td>600000</td>
<td>643000</td>
<td>1400000</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Livestock</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>330500</td>
<td>220000</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Sports</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>375000</td>
<td>75000</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>5,640,000</td>
<td>26,250,807</td>
<td>34,494,164</td>
<td>45,824,068</td>
<td>9,700,386</td>
<td>144</td>
<td>120,751,426</td>
</tr>
</tbody>
</table>

Source: Laikipia West C.D.C, 2008

KEY: Values in K.Shs

## Table 1.2


<table>
<thead>
<tr>
<th>Location</th>
<th>No. of projects</th>
<th>CDF educational projects</th>
<th>Value of projects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinamba</td>
<td>9</td>
<td>31.0</td>
<td>4,600,000</td>
<td>30</td>
</tr>
<tr>
<td>Salama</td>
<td>2</td>
<td>6.9</td>
<td>250,000</td>
<td>2</td>
</tr>
<tr>
<td>Ol Moran</td>
<td>1</td>
<td>3.4</td>
<td>450,000</td>
<td>3</td>
</tr>
<tr>
<td>Marmanet</td>
<td>2</td>
<td>6.9</td>
<td>942,000</td>
<td>6</td>
</tr>
<tr>
<td>Igwamiti</td>
<td>1</td>
<td>3.4</td>
<td>800,000</td>
<td>5</td>
</tr>
<tr>
<td>Maina</td>
<td>1</td>
<td>3.4</td>
<td>790,000</td>
<td>5</td>
</tr>
<tr>
<td>Sipili</td>
<td>1</td>
<td>3.4</td>
<td>1,350,000</td>
<td>9</td>
</tr>
<tr>
<td>Muhotetu</td>
<td>3</td>
<td>10.3</td>
<td>1,150,000</td>
<td>8</td>
</tr>
<tr>
<td>Nyahururu</td>
<td>2</td>
<td>6.9</td>
<td>1,239,000</td>
<td>8</td>
</tr>
<tr>
<td>Muthenga</td>
<td>2</td>
<td>6.9</td>
<td>1,150,000</td>
<td>8</td>
</tr>
<tr>
<td>Rwathia</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gituamba</td>
<td>1</td>
<td>3.4</td>
<td>300,000</td>
<td>2</td>
</tr>
<tr>
<td>Mutara</td>
<td>1</td>
<td>3.4</td>
<td>670,000</td>
<td>4</td>
</tr>
<tr>
<td>Rimuruti</td>
<td>2</td>
<td>6.9</td>
<td>800,000</td>
<td>5</td>
</tr>
<tr>
<td>Melwa</td>
<td>1</td>
<td>3.4</td>
<td>700,000</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100</td>
<td>15,181,000</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Laikipia West C.D.C, 2008

KEY: Values in K.Shs
APPENDIX III

Ministry of Education

Nyahururu District Education Officer

PO Box 234

Nyahururu.

11th May 2012

TO WHOM IT MAY CONCERN

REF: DORCAS WAMBUI WAKABA

I am in reference to the person named Dorcas Wakaba, who is a student from Kenyatta University and has through this office requested to carry out a study on *Contributions Of CDF On Curriculum Implementation In Nyahururu District.*

Please assist her

Yours Faithfully

DEO

Nyahururu District.
APPENDIX IV

Principals Questionnaires (HTQ)

I am a student from Kenyatta University and i am carrying out a study on the extent to which C.D.F promotes curriculum implementation in Secondary schools of Nyahururu district. You are requested to assist by giving out information on the topic as relates to your school. The information you will give is purely for academic purposes and no information whatsoever shall be used for other purposes or disclosed to any other person.

NB: Please don’t write your name or the name of your instidtution on this questionnnaire

Section A

Background information on school status.

Instructions: Fill in the required information by ticking ( √ ) where appropriate in this section.

Indicate the type of your school

<table>
<thead>
<tr>
<th>Type</th>
<th>Public</th>
<th>Boys</th>
<th>Boarding</th>
<th>Girls</th>
<th>Day</th>
<th>Mixed</th>
<th>Day/Boarding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

Section B: Extent CDF addresses Text Book Shortages in Secondary Schools

1. How many students do you have in;

   Form 1 ️  Form 2 ️  Form 3 ️  Form 4

2. What is the text book ratio for your students in the following areas;

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form 1</th>
<th>Form 2</th>
<th>Form 3</th>
<th>Form 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tecnical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Do you consider the text books you have to be enough? Yes ☐ No ☐

4. Have your school benefitted with money to buy text books from CDF? Yes ☐ No ☐

5. If so, how much?................................................

6. How many text books have you been able to buy with the money?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form 1</th>
<th>Form 2</th>
<th>Form 3</th>
<th>Form 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tecnical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section C: Extent CDF addresses Infrastructural development in Secondary Schools

1. How many of the following facilities do you have in your school? In each case, do you consider them enough;

<table>
<thead>
<tr>
<th>Facility</th>
<th>How many</th>
<th>Enough</th>
<th>Not enough</th>
<th>Shortage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dormitories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Libraries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Have your school received money from CDF to construct any of the above facilities?

   Yes ☐ No ☐

3. If so, how much?................................................

4. How many of the facilities have you been able to construct using the CDF?
Section D: Extent CDF addresses Teacher Development in Secondary Schools

In the table below, fill in the number of teachers in the following departments. In each case, how many of them have attended seminars funded by CDF. And how many of them have benefitted from CDF bursaries for their further studies.

<table>
<thead>
<tr>
<th>Department</th>
<th>Teachers</th>
<th>CDF seminars</th>
<th>CDF bursaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section E: Extent CDF addresses Co-curricular activities in Secondary Schools

1. How many co-curricular activities do you have in your school
   
   i……………………………………..   iv ………………………………………..  
   ii……………………………………..   v ………………………………………..  
   iii……………………………………..   vi ………………………………………..  

2. Has your school benefitted from CDF in to promote cocurricular activities?
   Yes ☐ No ☐

3. If yes how much have you received in each co-curricular activity?
   
   i……………………………………..   iv ………………………………………..  
   ii……………………………………..   v ………………………………………..  
   iii……………………………………..   vi ………………………………………..  

NB: In total, how much money has your school received from CDF since 2007? …………………

Thank you for your cooperation
APPENDIX V
C.D.C Interview schedules (CDCI)

I am a student from Kenyatta University and i am carrying out a study on ways that C.D.F promotes curriculum implementation in Secondary schools of Nyahururu district. You are requested to assist by giving out information on the topic as relates to your school. The information you will give is purely for academic purposes and no information whatsoever shall be used for other purposes or disclosed to any other person.

Guiding questions for the interview

1) What amount of CDF has been used to finance education from 2007 – 2012 in Nyahururu District?

2) What are the educational projects financed by CDF in the District?

3) How much money have been allocated to finance each educational projects in the District?

4) What procedure is used by secondary schools to apply, receive and account for CDF in the District?

Thank you for your cooperation