



PROVISION OF CONSTITUENCY DEVELOPMENT FUND BURSARIES AND ACADEMIC PERFORMANCE OF GIRLS IN PUBLIC SECONDARY SCHOOLS IN KENYA: A CASE OF TIGANIA EAST SUB-COUNTY IN MERU COUNTY

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Abstract: Sub-Saharan Africa has one of the lowest levels of both participation and girls' performance in basic education. In this part of the world girls' basic education performance remains a mirage dream because of existing challenges; schools' distance and ability to pay school fees. However, the provision of devolved funds like the constituency development fund to schools for bursaries and its impact on performance of girls is yet to be fully investigated. This study therefore investigated the effect of provision of constituency development fund bursaries on girls' basic education performance in Tigania East Sub1County. The study was anchored on Theory of Socialist Economics of Education. The study utilized descriptive survey research design. The study population was 22 principals and 286 teachers and 10 education officers. The sample size was of 7 principals, 86 teachers from 22 public secondary schools and 10 Education officers who were selected to take part in the study. Random sampling and stratified sampling were used to select the respondents. Data from principals and teachers was collected using questionnaires, while data from education officers in the Sub County was collected using an interview guide. A pilot test was conducted to assess the validity and reliability of the research instrument. Descriptive and inferential statistics were used in the analysis of quantitative data with the help of Statistical Package for Social Sciences (Version 21). Descriptive statistics include mean, standard deviation, percentages and frequencies. Inferential statistics include multiple regression analysis. The results showed that the provision of constituency development fund bursaries has a positive and significant influence on girls' academic performance in Tigania East Sub County. This study therefore recommends that the Kenyan government should add on the allocation to constituency development fund to ensure all the needy students get bursaries for their education. The government should as well disburse the money in time so that no girls are out of school due to lack of school fees.

Key Words: Constituency Development Fund, Bursaries, Academic Performance, Schools

Introduction

The ultimate goal of academic education as stipulated in Dakar forum of the year 2000 is to ensure each and every have access to free education by the year 2015 (UNESCO, 2008). Education has traditionally been considered as a means of teaching the knowledge, skills, attitudes, and values required to improve people's lives on social, economic, spiritual, technological, and political levels. However, one of the main factors affecting the acquisition of education is inability to pay school fees. From a global perspective, CDFs have been used in countries such as Philippines, Honduras, Nepal, Pakistan, Jamaica, Solomon Islands, Malaysia, India, Bhutan and Papua New Guinea to provide bursaries to the needy students (Herbert, 2013). In Africa, countries that have adopted CDF models in financing education projects include South Sudan, Tanzania, Malawi, Namibia, Zambia, Uganda, Ghana and Kenya. In Tanzania, Egidio and Kopoka (2018) found that Inadequate funding through the CDF has resulted in the programme making a minor contribution to achieving the promised leveraged improvement in education. Most of the projects failed to achieve their objectives, which was attributed

to poor project communication, and lack of quality control and improvement (Egidio & Kopoka, 2018).

Program for Higher Education Access and Quality in the state of Colombia provide funds to students from humble backgrounds in terms of bursaries, provide learning materials, improve infrastructure and motivate teachers to ensure good track of academic performance as the programmes also substantially enhance test scores and school attendance among awarded individuals (Angrist *et. al.*, 2006). In addition, the study established that the effects were more advanced in female students compared to male students. The academic vouchers are very transparent and quite easy to implement (Mungai & Yusuf, 2018). The vouchers therefore lead to improvement in academic performance of students since it promote competition among students because it provide options to students to learning in private academic institutions which often are attributed to very high academic achievement (Ladd, 2002). The competition pressure that is cultured by the vouchers enables learners to be on their feet in relation to achieving desirable outcomes. The vouchers have the potential to effectively unleash market forces in the sector of academic therefore enhancing productivity in the sector. Furthermore, the Program for Higher Education Access and Quality leads to improvement in test scores, as that is often driven by substantial improvement in productivity instead of an improvement in peer quality vouchers induced sorting.

In the state of Brazil, twelve percent of individual in the age bracket of 7 to 14 years failed to attend schools in the year 1995 due to school shortages and poor provision of learning programmes as only 40 percent of the learners managed to complete their secondary education. Hence, it signifies quite low academic transition as well as minute rate of completion. To counteract the menace, 80 public corporations donated \$400 million to enhance education sector in terms of bursaries, learning materials, infrastructure and motivation. Hence forth, public funds were utilized to construct more public schools consequentially leading to ninety seven percent enrolments of primary school students in the age bracket of 7 to 14 years. By 2000, students enrollment in secondary schools was 22 percent (Patrinos & Sosale, 2011). According to Philipson, (2008), each student who is enrolled ought to be guaranteed retention and completion of their academic education so as to improve accessibility or academic penetration through bursaries. Into the bargain, students should be provided with bursaries so as to ensure they always stay at schools (UNESCO, 2005).

Constituency Development Fund was established through the enactment of CDF Act in year 2003. The fund is meant to supplement other sources of finance that are intended to enhance development at grassroots levels (Miganda, Gwaya & Githae, 2020). Some of the examples of these funds include: road maintenance funds, bursary funds as well as fuel levy funds (World Bank, 2008). Odhiambo (2011) notes that, the highest proportion of the CDF allocation has been channeled towards the education sector for school development, learning materials, infrastructure and towards the education bursary fund for needy students. CDF is a key source of finance that is used in development of academic institutions through refurbishing and improvement of school; laboratories, classrooms and provision of academic bursaries to needy students.

Statement of the Problem

Channeling of CDF to learning institutions has substantially enhanced development of learning facilities such as dormitories, laboratories, classrooms, ablution block among other infrastructural projects. CDF has also been used to provide bursaries to the needy students in secondary schools. This is intended to improve student enrollment, academic performance and school infrastructure which are the key pillar of Vision 2030 and Sustainable Development Goals in academic aspects. But how has

improvement in school facilities through funding by CDF improved girl's academic performance in public secondary schools. Are there significant improvements?

To the best knowledge of the researcher, several studies on CDF and education have been done in Kenya. For instance, Ojuok, Gogo and Ole (2020) studied the effect of physical infrastructure on academic achievement in CDF-built secondary schools in Rachuonyo South, Mwembi (2018) examined challenges of disbursement of CBF to students in public secondary school in Bobasi constituency Kenya while Obwari (2017) examined the influence of CDF on education development public secondary schools in Likuyani Constituency within Kakamega County. Nonetheless, most of the studies (Ojuok, Gogo & Ole, 2020; Obwari, 2017) have had a general gender view; none has been done on devolved funding and the girls' academic achievement in public secondary schools. For instance, Mwembi (2018) study focused on the bottlenecks associated with CDF bursaries disbursements to secondary school students and how delay affects their performance, while Obwari (2017) focused on the availability and utilization of education resources in influencing students' performance in secondary schools and Ojuok, Gogo and Ole (2020) focused on the contribution of CDF on secondary school students' performance. This study sought to fill the literature gap by assessing the role of constituency development fund (CDF) interventions on girls' academic performance in Tigania East Sub County's public secondary schools. Specifically, this study assessed provision of bursaries and its effect on academic performance of students.

Research Objective

1. To evaluate how provision of CDF bursaries affects girls' academic performance in public secondary schools in Tigania East Sub County;

Theoretical Framework

The study was guided by Socialist-economic education theory that was propounded by Louic Blanc one of the most renowned French writer. This theory underscores the essence of creating a well distributed economy in terms of income distribution in well of families and individuals from humble backgrounds (Fershtman et al., 1996). The theory is the basis of Loren curve that is a geometric representation of income level distribution among individuals in a particular state and stipulates time frame (Baumol & Blinder, 2008).

In adopting this theory, the researcher argues that bursary allocation can help enhance girl child school retention rates and basic academic performance. Further, the theory provides a theoretical base through which the research contends that if education were offered without bursaries such as the Constituency Development Bursary Fund (CDBF) only students who are capable of paying school fees and other enrollment costs would be admitted to their respective academic institutions (Khaemba & Sang, 2019). In such situation, among poor families preference would be accorded to the boy child providing him with education opportunities consequently denying girls an opportunity to realize their education goals continuously perpetuating gender inequalities. The researcher therefore notes in addressing study variable 1 (provision of bursaries), this theory provides a basis of argument that the equitable allocation of CDBF enhances equity in access to secondary education.

Concept of Academic Performance

Education is regarded as a fundamental requirement, and Academic achievement is a top priority on national agenda with policymakers and educators focusing on accountability testing (Obwari, 2017). Because there is no internal structure for assessing learning outcomes, Exam-oriented training

dominates Kenya's educational system, where passing tests is the criterion for success (Mwembi, 2018). Exams have historically been the primary means of assessing a student's abilities, as well as a means of determining eligibility for school advancement and employment. However, many students in various countries around the world, including Kenya, do not perform well on national examinations (Ojuok, Gogo & Ole, 2020). The low performance has caused worry, and efforts have been made to determine the cause. Many variables have been identified as contributing to poor student performance in schools, including a lack of school facilities, teachers, student indiscipline, an adverse home environment, low IQ, anxiety, and students' desire to succeed.

The most essential indications of a student's future achievement are the measurement of their previous educational outcomes (Odundo, 2020). This denotes that the better the student's earlier appearance, the better the academic performance of the students in future endeavors. Poor performance in KCSE has been attributed in some Kenyan regions to factors such as pupil absenteeism, lack of proper facilities, a lack of teacher motivation, understaffing, and a lack of role models. Ojuok, Gogo, and Ole (2020) suggest that though these factors vary depending on critical region and the school.

Provision of CDF Bursaries and Girls' Academic Performance

Davies (2008), defines bursaries as monetary grant given to a person to assist them fund for their education. Bursaries are a provision for needy students to not only enroll in school but also stay in school and achieve their academic aspirations (Wambua, Saina & Simiyu, 2021). A study in Pakistan by Chaudhury and Parajuli (2010), reports that bursaries in form of conditional cash transfers provided through CDF in rural constituencies have contributed to an improvement in enrollment rate of girls increasing between 58 percent and 74 percent between 2000 and 2010. Though still politicized and reported to have cases of corruption the devolution of bursaries from the central government in Nepal to school management committees provided through CDF has had positive impact on girls' participation in education with most girls performing better than boys in Secondary schools in urban areas in Nepal (Chaudhury & Parajuli, 2010). According to Sankar (2013), unlike other countries in South East Asia, through the provision of bursaries under Constituency Development Grants (CDGs), Bhutan had witnessed an increased enrolment of children between ages six and fourteen. These bursaries have largely had positive effect in girls' enrolment in school and have also improved girls' school retention rates (Sarr, et al., 2010).

In India studies show that girls have not only benefited from bursaries but they have also been provided with bicycles as a measure to curb absenteeism from school (Muralidharan & Prakash 2013). Bursaries and provision of bicycles for girls have improved girls' enrollment by 30 percent as well as reducing gender gap by 40% (Banerjee et al., 2013). A successful girls' scholarship program funded by the Commune Development Fund (CDF) in Cambodia has been reported to have improved both girls' school retention rates and academic performance (Filmer & Schady, 2011). Girl child education in Ghana is also influenced by a multiplicity of factors a major factor been family poverty. However, the government through district assemblies gives bursaries to poor needy students. Bamful, (2009) supports this view in his study through which he reports that through the Capitation Grant a special fund under the DACF, needy students have benefited from bursaries. This has encouraged participation in education among girls and has also improved academic performance among girls (Bamful, 2009). A different study by Akyeampong et al. (2007), notes that these bursaries have been instrumental in decreasing the GER difference between boys and girls from 6.1% in 2003-2004 to 4.1% in 2006-2007 and effectively narrowing the education gap between girls and boys. It is also noted that in 2006, the enrolment rate among boys was lesser than that of girls by almost 4 percentage points (Akyeampong et

al., 2007). Bursaries through the DACF have had positive effect on girls' academic participation with some districts experiencing better academic performance among girls in comparison to boys (Duflo et al., 2009).

In a study in Malawi by Sutherland -Addy, (2008) the community development fund (CDF) is reported to provide bursary schemes to 70% of secondary school students with greater emphasis given to the retention of girls in schools. Further, the study reports this has had great impact on academic performance of girls both at primary as well as secondary school levels (Sutherland-Addy, 2008). This is echoed by Baird et al. (2011), who observe that in Malawi, girls that are genuinely needy have benefited from CDF bursaries which enabled them to not only stay in school but also better their performance. Started in 2004 bursaries in the form of Cash-transfers have benefited 100,000 girls to stay in school which has had positive effects on their academic performance with most girls performing better in English and Religious studies though dismal performance still exists in Mathematics and Sciences. However, in their study Chiweza and Munthali (2012), disagree with these findings and argue that as a result of corruption and nepotism; bursaries provided under CDF are in most cases channeled to undeserving students resulting to the dropping out of school of poor academically capable Malawian children.

Kimenyi (2005) found evidence that the Constituency Bursary Fund (CBF) had improved girls' school retention rates and academic performance in public schools. He however observed that some politicians had mismanaged the fund while others had channeled it to those close to them leaving out well deserving students (Kimenyi, 2005). Further, Nganga (2011) in his study found evidence on presence of significant positive association between CBF availability and academic performance of girl's in public secondary schools. He however observed that because most bursaries especially in rural public secondary schools were channeled to boys, the academic performance of bright needy girls only improved when CBF was made available to them.

Conceptual Framework

A conceptual framework is a diagrammatic representation of the relationship between independent variables and the dependent variable in a study (Orodho, 2009). The independent variable was provision of bursaries, pr while dependent variable is girls' performance at secondary school level.

Independent Variables

Dependent Variables

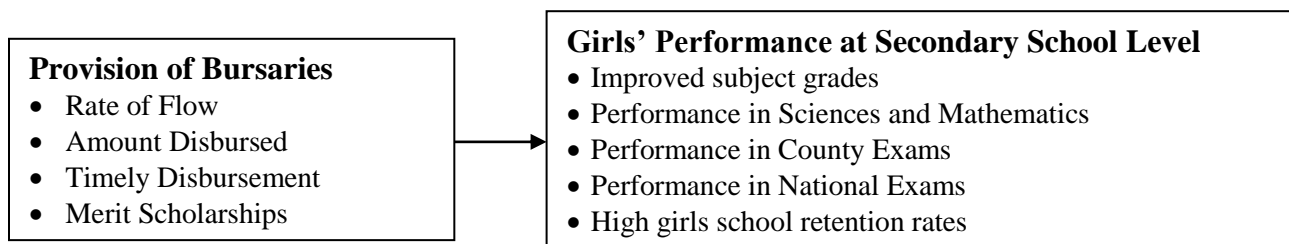


Figure 1: Conceptual Framework

Source: Author (2020)

Research Methodology

This study deployed descriptive survey research approach to evaluate constituency development fund interventions and female students' academic performance in public secondary schools. According to the Sub County Education office, Tigania East Sub County has 22 public Girls and Mixed secondary

schools. Moreover, there are 22 principals and 286 teachers working for these public secondary schools and 10 Education Officers working in the Sub County. This study therefore had a population of 318 respondents. Units and particularly education officers, schools' heads and teachers, were used to obtain necessary data for this study. In this research, the sample size was based on Kothari (2004) observation that indicate that sample of thirty percent of entire study population is suitable for descriptive survey studies. Hence, the researcher used 30% of the sample size (103 participants) which was selected by using stratified random sampling.

Table 1: Sampling Frame

Sections	Population(Frequency)	Sample Ratio	Sample Size
Education Officers	10	0.3	10
Principals	22	0.3	7
Teachers	286	0.3	86
Total	318		103

Source: Researcher (2016)

The researcher utilized stratified random sampling. Stratified sample ensured that the various public secondary schools were properly represented in order to improve representation of factors relevant to them. The final respondents were chosen proportionately from different strata using simple random sampling.

The researcher used questionnaire as well as interview guides as a tool for collecting data. The questionnaires were semi-structured. Close-ended questions were restricted or fixed questions that a particular participants (head teachers and teachers) answered. Respondents were confined by open-ended questions which enabled the respondents to give their opinion in naturalistic manner. The other research instrument that the study used is an open-ended interview guide. This allowed the respondents (education officials) to completely express themselves without restriction, allowing the researcher to obtain supplemental data that otherwise would be impossible to obtain (McMillan & Wergin, 2010). The interview guide aided in conducting personal interviews and enabled the researcher to seek for more responses or information from the study participants. A pilot test was conducted to assess the reliability and validity of data collection instruments.

The study used questionnaires and interview guide to collect qualitative and quantitative data. Thematic analysis was used in the analysis of qualitative data from open ended questions and key informant interviews and results were given in prose form. The study used descriptive and inferential statistics to analyse quantitative data via the aid of SPSS version 21. In addition, descriptive statistics included computation of mean, percentage, standard deviation and frequency (Driscoll et al., 2007). Inferential statistics included correlation as well as regression analysis. The multivariate regression model was presented as:

$$Y = \beta_0 + \beta_1 X_1 + \epsilon$$

Where: Y = Girls' Basic Education Performance; β_0 =Constant Term; β_1 =Beta coefficients; X_1 = Provision of Bursaries; ϵ = Error term

Research Findings and Discussion

The study sampled 103 respondents out of which 86 respondents participated in the study making a response rate of 80.6. Out of these 76 principals and teachers completed the questionnaires and 7

education officers were successfully interviewed. According to Creswell (2008), a 70% and over response rate is excellent. Based on this assertion, the response rate was considered excellent.

Descriptive Statistics

Frequency of Missing School due to School Fees

The participants were requested to specify how often girls miss school due to lack of school fees. The findings are depicted in Table 2. According to the findings, 56.6% of the participants indicated once a term, 35.5% indicated twice a term, 5.3% indicated 3 times a term and 2.6% indicated that the girls in the school never miss school due to lack of school fees. The findings imply that at least once a term, girls miss school owing to a shortage of school fees. These findings agree with Mwembi (2018) observation that most of the students in secondary schools miss school at least one in a term.

Table 2: Frequency of Missing School due to School Fees

	Frequency	Percentage
Once a term	43	56.6
Twice a term	27	35.5
3 times a term	4	5.3
Never	2	2.6
Total	76	100

Frequent Missing of School and Girls' Academic Performance

The study examined whether frequent missing of school due to school fees adversely affect girls' academic performance. All respondents (100%) indicated that the frequent missing of school due to school fees adversely affect girls' academic performance. This implies that frequent missing of school due to school fees adversely affect girls' academic performance. The respondents indicated that girls waste much time at home which would have been deployed for learning. These findings agree with Obwari (2017) observation that missing school or absenteeism had an inverse effect on academic performance.

Table 3: Frequent Missing of School and Girls' Academic Performance

	Frequency	Percentage
Yes	76	100
Total	76	100

Effect of provision of bursaries through CBF

The respondents were asked whether the provision of bursaries through CBF improved the girls' academic performance in the school. Findings established that 93.4% of the participants revealed that provision of bursaries through CBF improved the academic performance of girls in the school and 6.6% indicated that the provision of bursaries through CBF does not improve the academic performance of girls. The findings imply that the provision of bursaries through CBF improved the academic performance of girls in the schools. The respondents further indicated that CBF ensured that the girls were in school learning as opposed to being out of school due to school. Consistently, Bamful, (2009) found that special fund encouraged participation in education among girls and has also improved academic performance among girls.

Table 4: Effect of provision of bursaries through CBF

	Frequency	Percentage
Yes	71	93.4
No	5	6.6
Total	76	100

The respondents were requested to indicate whether bursaries through CBF in Tigania Sub County are given to bright needy girls and whether it has improved their academic performance. The findings reveal that 97.4% of the respondents indicated that bursaries through CBF in Tigania Sub County are given to bright needy girls and has improved their academic performance and 2.6% were of the opinion that the bursaries through CBF in Tigania Sub County are not given to bright needy girls. The findings imply that the bursaries through CBF in Tigania Sub County are given to bright needy girls. The respondents further indicate that the needy girls are offered schools and thus are able to attend classes at all times. Consistently, Kimenyi (2005) found evidence that the Constituency Bursary Fund (CBF) had improved girls' school retention rates and academic performance in public schools.

Table 5: Bursaries through CBF in Tigania Sub County given to bright needy girls

	Frequency	Percentage
Yes	74	97.4
No	2	2.6
Total	76	100

Adequacy of the bursaries to bright needy girls

The respondents were asked whether the bursary amount given to bright needy girls enough to retain them in school for them to achieve educational goals. The findings show that 78.9% of the respondents indicated that the bursary amount given to bright needy girls is not enough to retain them in school for them to achieve educational goals while 21.1% indicated the bursary amount is enough. The findings depict that the bursary amount is not enough to sustain all the needy girls in the schools.

Table 6: Adequacy of the bursaries to bright needy girls

	Frequency	Percentage
Yes	16	21.1
No	60	78.9
Total	76	100.0

Provision of Bursaries and Girls' Academic Performance

The respondents were further requested to indicate their level of agreement on the following statements relating the provision of bursaries and girls' academic performance. The findings were as presented in Table 7. The participants agreed that CBF bursaries distributed to deserving needy girls improve their academic performance as shown by mean of 4.145 and std. dv of 0.241. Findings concur with Chaudhury and Parajuli, (2010) findings that CDF has a positive impact on girls' participation in education with most girls performing better in Secondary schools. The respondents further agreed that CBF bursaries are not timely distributed and therefore affect girls' academic performance as demonstrated by mean of 3.711 and std. dv of 0.204. Respondents were not certain whether the rate of flow of CBF bursaries doesn't have a negative impact on girls' academic performance as illustrated by mean of 3.013 and std. dv of 0.209. However, respondents disagreed that amount of CBF bursaries is sufficient enough to positively impact girls' subject grades as indicated by mean of 2.316 and std. dv of 0.186.

From the interviews, this study found that guidelines were provided by the education office to public secondary schools regarding how to access bursaries meant for bright needy girls from Tigania East CDF. The respondents stated that the constituency bursary fund (CBF) improved girls' academic performance in public secondary schools Tigania East Sub County. The findings concur with Nganga (2011) findings that there is a significant positive relationship between the availability of CBF and the academic performance of girls in public secondary schools. The education officers stated that the bursaries provided through the CBF meant for students in Tigania East Sub County are not released in good time to facilitate girls' academic performance in public secondary schools. Results from interviews also revealed that the bursaries are distributed to bright deserving students.

Table 7: Provision of Bursaries and Girls' Academic Performance

Statements	Mean	Standard deviation
CBF bursaries distributed to deserving needy girls improve their academic performance.	4.145	0.241
CBF bursaries are not timely distributed and therefore affect girls' academic performance.	3.711	0.204
The amount of CBF bursaries is sufficient enough to positively impact girls' subject grades.	2.316	0.186
Rate of flow of CBF bursaries doesn't have a negative impact on girls' academic performance.	3.013	0.209
Aggregate	3.638	0.191

Inferential Statistics

Regression analysis was used to assess the link between independent variable (provision of bursaries) and the dependent variable (girls' academic performance). The regression model was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where; Y = Girls' Basic Education Performance; β_0 = Constant Term; β_1 = Beta coefficients; X_1 = Provision of Bursaries.

Table 8: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.535a	0.286	0.265	0.6514

a. Predictors: (Constant), provision of bursaries

Adjusted R squared expresses the proportion in dependent variable attributed to independent variables. According to the model summary table, adjusted R squared was 0.265 indicating that 26.5 percent of the girls' academic performance was attributed to provision of bursaries.

Table 9: Analysis of variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.488	1	31.488	78.891	.000 ^b
	Residual	29.536	74	0.399		
	Total	61.024	75			

a Dependent Variable: girls' academic performance

b Predictors:(Constant), provision of bursaries

ANOVA was deployed to examine whether the model deployed was a good fit for the data. The F calculated (78.891) was greater than the F critical (4.001) and the p-value (0.000) was less than the significant level (0.05). This implies that the model was a good fit for the data and could be used in explaining the influence of independent variable (provision of bursaries) on the dependent variable (girls' academic performance).

The influence of the independent variable on girls' academic performance was examined using multiple linear regression and results are depicted in Table 10.

$$Y_i = 1.152 + 0.678 X_1 + \epsilon$$

From regression equation, it was found that when provision of bursaries, provision of learning materials, school's infrastructural projects and motivation of teachers are held to a constant zero, girls' academic performance would be 1.152. The results showed that the provision of bursaries has a positive and significant influence on girls' academic performance in Tigania East Sub County ($\beta_1=0.678$, p value= 0.001). P. value (0.001) below 0.05 shows significance. Unit surge in provision of bursaries would increase girls' academic performance by 0.678 units. Consistently, Nganga (2011) in his study found significant positive association between availability of CBF and academic performance of girls in public secondary schools.

Table 10: Regression coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.152	0.272		4.235	.000
Provision of bursaries	0.678	0.165	0.641	4.109	.001

a Dependent Variable: girls' academic performance

Conclusions and Recommendations

The study concludes that bursaries through CBF in Tigania Sub County are given to bright needy girls and have improved their academic performance. The bursary amount is however not enough to sustain all the needy girls in the schools. The CBF bursaries are not also timely distributed and therefore affect girls' academic performance. Also, the education office provides guidelines to public secondary schools on how to access bursaries meant for bright needy girls from Tigania East CDF.

The findings discovered that bursary amount is not enough to sustain all the needy girls in the schools and also not timely distributed. The study, therefore, recommends that government should add on allocation to CDF to ensure that all needy students get bursaries for their education. The government should as well disburse the money in time so that no girls are out of school for lack of school fees.

Recommendation for Further Studies

The study evaluated the provision of Constituency Development Fund bursaries and academic performance of girls in public secondary schools in Kenya: a case of Tigania East Sub-County in Meru County. This study, therefore, recommends further studies to be conducted in other sub-counties in Meru County. The study found that 26.5 percent of the girls' academic performance was attributed to provision of CDF bursaries. The study, therefore, recommends that more research should be conducted to ascertain other interventions that explain girls' academic performance.

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