

**PERFORMANCE OF CONSTITUENCY DEVELOPMENT
FUND IN SECONDARY SCHOOLS IN KIBWEZI DISTRICT,
MAKUENI COUNTY, KENYA.**

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ABSTRACT

The aim of this research was to investigate the performance of the Constituency Development Fund (CDF) in secondary schools in Kibwezi district, Makueni county, Kenya. It also sought to establish the financial methods employed to finance secondary school education in the district, determine the role of CDF, the criteria used to allocate funds and the challenges encountered by the CDF committee. The study hoped to provoke interest in the area, provide a basis for effecting changes and provide a framework for evaluating the performance of CDF in financing secondary school education. The study was guided by two theories: the theory of distributive justice and the general systems theory. The theory of distributive justice was propounded by John Rawls and advocates for equitable distribution of resources. On the other hand, the systems theory advanced by Ludwin Von Bertalanffy sees all facets of the society as sub-systems making up a super system. The Interaction and inter-relationship between and among the sub-systems creates a web where there is input and output. A system could either be open or closed. The research design adopted was a combination of descriptive, exploratory and ex-post facto. This hybrid, it was hoped would yield in-depth knowledge and data on the subject; CDF performance in financing secondary school education. The purpose of the research proposal was to seek data on the performance of CDF as a supplementary method of financing secondary education. The area chosen for the study was Kibwezi district, Makueni county, Kenya. It was considered a unique area in many aspects in that it lies way in between the two major cities of Kenya; Nairobi and Mombasa. The target population was 8,850 students, 350 teachers and 59 head teachers in public secondary schools within the district and 10 members of the Constituency Development Fund Committee (CDFC). simple random sampling technique was adopted to obtain the sample size for the study; for the schools where the students were selected randomly and the teachers purposively with a preference for class teacher experience. One of the three divisions forming the district was selected purposively. A third of the public secondary schools in the division formed the sample of the study. Therefore the actual number of the study sample was 360 students, 45 teachers, 8 head-teachers and 4 members of the CDFC making a total of 417. The research instruments for the study were questionnaires, interview guides and documented data. All these aided in collecting both qualitative and quantitative data. The validity and reliability of the instruments was tested by administering them in a few schools which were part of the actual study sample. The data collected was analysed by use of SPSS programme to obtain a descriptive analysis and gave rise to measures of central tendency, measures of dispersion cross tabulation and correlations as was appropriate. Data presentation was done by use of tables, graphs and charts. The study found out that there are many methods used as sources and methods of financing secondary school education in Kibwezi district though they are not sufficient hence the need for intervention. The research findings show that CDF has performed well in establishing infrastructural facilities in many schools, improving provision and increasing access to secondary school education but performed dismally in ensuring retention of learners in the education system. Science and Information Technology were not given priority. The application and allocation procedures for CDF funds were flawed. Despite numerous flaws CDF proved to be a viable tool which if well managed has the potential of boosting and supplementing the financing of secondary school education and other sectors in the social life of the community.