

A study of constituency development fund (cdf) on Education service delivery in public day secondary schools In manyatta constituency

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Abstract:

The CDF Act is one of the most credible and critical legislation passed by the Kenyan parliament in the recent past. It is one of the indigenous innovations of the national rainbow coalition (NARC) of the government of Kenya. The CDF was established by an act of parliament in the year 2003. It was passed into law in 2003 by the national Assembly. The CDF act was gazetted in Kenya Gazette supplement nO.107 (Act No. 11) . ili . dated January 9 ,2004. The act compels the Minister for finance to allocate not less than 2.5 percent of all government ordinary revenue collected in every financial year and the money paid to the fund is distributed to the constituencies. One of the development sectors that CDF has been directed to is educational service delivery. There are various education sectors to which CDF can be directed. Such sectors include infrastructural development (classrooms, offices, laboratories, office blocks, libraries), enrollment, performance (examination, extracullicular activities), staffing (academic and nonteaching staff) student and staff satisfaction. However, CDF in education has not ensured high quality of service, equity in access or adequate te efficiencies. There are many gaps that need to be filled in terms of education service delivery. The purpose of this study was to assess the impact of CDF on education service delivery in Manyatta constituency. A descriptive survey was used in this study.

The target population for the study consisted of 27 day secondary school principals however interviews were done for 26 day public secondary schools since one of the schools has since been elevated to a boarding secondary school making it ineligible for the study. A researcher-filled interview schedule was used to gather data from the sampled school heads and document analysis. Observation schedule was used to gather information from the physical projects funded by CDF in the day secondary schools. Data collected was analyzed using descriptive statistics, that is, percentages, mean and frequencies. Statistical package for social sciences (SPSS) was used for data analysis. Data is presented in the form of frequency distributions, tables, bar graphs and pie charts. In this study 25 (96.2 %) day secondary schools are CDF funded.

Most of the school had received the least amount of the CDF amount most which seemed to be used in infrastructural development. All the Principals reported that CDF fund has a great impact on the performance of the students this was confirmed. by document analysis. Enrollments rate has also been increasing. Majority of the principals are not satisfied with amount allocated in their schools. The study revealed that there are numerous problems encountered in management of CDF funds by the principals in their schools e.g political inteference, inadequate amount alocation, poor management and lack of transparency. There are still daunting challenges with regard to CDF funds availability, accessibility, allocation and utilization in schools. The results suggest key improvement would be fairness in the funds distribution, transparency, lack of political interference and putting good management committee in place.

