MONITORING AND EVALUATION TENETS AND ENACTMENT OF CONSTITUENCY DEVELOPMENT FUND BURSARY FUNDS IN BOMET COUNTY, KENYA: A CASE OF SELECTED SCHOOLS IN SOTIK SUB-COUNTY

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A Research Proposal Submitted in Partial Fulfillment of the Requirements for the Award of Master of Arts in Monitoring and Evaluation in the School of Business of Africa Nazarene University

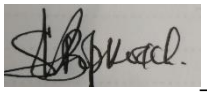
JULY 2023

DECLARATION

I declare that this document and the research that it describes are my original work and that they have not been presented to any other university for academic work.

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DEDICATION

Special dedication goes to my loving and supportive wife Valerie and our amazing children for their inspiration.

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ABSTRACT

The study sought to examine the effect of monitoring and evaluation tenets and enactment of CDF bursary funds in Bomet County, Kenya: A case of selected schools in Sotik Sub-County. The study's specific objectives were: To assess the effect of routine program monitoring on the enactment of CDF bursary funds in Bomet County, to examine the effect of monitoring and evaluation plan on the enactment of CDF bursary funds in Bomet County, to establish the effect of competence on the enactment of CDF bursary funds in Bomet County, and to determine the effect of stakeholder participation on the enactment of CDF bursary funds in Bomet County. The study was based on two theories: the utilization-focused evaluation theory and the program theory. The target population of the study was all the 62 public secondary schools in Sotik Sub-county. The researcher adopted complete enumeration method, also known as census because the target poulation was manageable. Descriptive research design was employed. Data was collected from primary sources using semi-structured questionnaires so as to get detailed information. The data collected from the questionnaires was edited for completeness, and then analyzed using descriptive statistics in form of frequencies and percentages. The data was analyzed using Statistical Package for Social Sciences (SPSS) Version 20 and the information was presented in form of tables. The findings of the study concluded that routine program monitoring, monitoring and evaluation plans, competence, and stakeholder participation plays a vital role in the enactment of CDF bursary funds. 50% of the respondents agreed that routine monitoring data is used to take corrective measures that promote the enactment of CDF bursary funds. 54.8% of the respondents agreed that monitoring and evaluation plans help in updating mechanisms and promote the enactment of CDF bursary funds. The findings also indicated that most of the respondents approved that competence has a significant impact on the enactment of CDF bursary funds. 61.3% of the respondents strongly disagreed that there is constant stakeholder engagement to promote the enactment of CDF bursary funds. The study recommends that CDF bursary committees should ensure the deployment of Monitoring and Evaluation tenets to promote the enactment of CDF bursary funds. The study also recommended that future studies should investigate other factors that affect the enactment of CDF bursary funds. In addition, more variables depicting monitoring and evaluation tenets should be adopted to uphold the study's finding that monitoring and evaluation tenets positively and significantly affects the enactment of CDF bursary funds.

ABBREVIATIONS/ACRONYMS

CDF	Constituency Development Fund
SPSS	Statistical Package for Social Sciences
NACOSTI	National Commission for Science, Technology and Innovation
M & E	Monitoring and Evaluation

DEFINITION OF TERMS

Enactment – This refers to the performance of the CDF bursary funds in realizing its main objective of promoting equal access to education for all children in the community by providing government grants to children from needy communities who cannot afford school fees.

Routine Program Monitoring - This refers to the collection of routine data that measure progress towards achieving the objectives of the CDF bursary funds.

Monitoring and Evaluation Plan – This is a document that is used to track and assess the results of the bursary interventions on the beneficiaries.

Competence – This refers to the education level and adequate experience of the monitoring and evaluation team to realize the performance of the CDF bursary funds.

Stakeholder participation – This is the process of involving people holding an interest in the disbursement and allocation of CDF bursary funds in the constituency. They include the community, schools, children, and parents.

Monitoring and evaluation: This refers to the continuous collection of data and analysis of CDF bursary funds in Bomet County, Kenya.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1Introduction

This chapter will present the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study, delimitations of the study, limitations of the study, assumptions of the study, theoretical framework, and the conceptual framework.

1.2 Background of the Study

1.2.1 Enactment of CDF Bursary Funds

The enactment of CDF bursary funds refers to the performance of the CDF bursary funds. The main objective of CDF bursary funds is to promote equal access to education for all children in the community by providing government grants to children from needy communities who cannot afford school fees.

1.2.2 Monitoring and Evaluation Tenets

Monitoring and evaluation promote the achievement of organizational objectives (Abdi, Majdzadeh, & Ahmadnezhad, 2019, p. 394). Abdi et al. (2019) accentuated that monitoring and evaluation are requisite because they assess reforms' efficacy in achieving the intended objectives. Abdi et al. (2019) further argued that monitoring and evaluation create a positive environment for stakeholders to establish project objectives. Monitoring refers to the continuous assessment of a project compared to the schedule (Biwott et al. 2019, p. 48). Biwott et al. (2019) claimed that evaluation determines the activities' sustainability, relevance, and efficacy during a project’s phase. Monitoring and evaluation are continuous processes that contribute to project appraisal and achievement of project objectives (Tengan & Aigbavboa, 2017, p. 632). Monitoring and evaluation enhance corrective action, promoting project success. Monitoring entails constant project observation, which involves collecting

project information constantly and providing stakeholders with this information to make any corrective decisions (Mwangi et al., 2019). Ruel-Bergeron et al. (2019) established that monitoring and evaluation are essential aspects of realizing project implementation.

1.2.2.1 Routine Program Monitoring

Routine program monitoring refers to the constant monitoring and evaluation of projects to promote program efficacy. Routine program monitoring is conducted to ensure the achievement of the desired results. Routine Program monitoring is defined as the periodic supervision of activities in progress to ensure that they are on-course and on-schedule in meeting the objectives and performance targets (Sinchair, 2005). Routine program monitoring generally means "to be aware of the state of a system, to observe a situation for any changes which may occur over time, using a monitor or a measuring device of some sort (Zairi, 2005)." Routine program monitoring also helps to identify any issues during the program implementation; therefore, corrective actions are adopted to achieve the desired results. Implementation monitoring tracks the means and strategies (that is, those inputs, activities, and outputs found in annual or multi-year work plans) used to achieve a given outcome.

1.2.2.2 Monitoring and Evaluation Plan

The monitoring and evaluation plan guides the monitoring and evaluation professionals on program implementation to ensure successful project implementation. Monitoring and evaluation plans contain the plan implementation capacity needs, plan updates mechanisms, constraint analysis, and possible solutions. It is important to develop an M&E plan before beginning any monitoring activities so that there is a clear plan for what questions about the program need to be answered. It will help the bursary committees decide how they are going to collect data to track indicators, how monitoring data will be analyzed,

and how the results of data collection will be disseminated both to the school administrators and CDF board for program improvement.

1.2.2.3 Competence

Competence refers to the capabilities of the monitoring and evaluation experts. Mwangiet al. (2019) elucidated that technical capacity, such as managerial skills, plays a considerable role in promoting efficacy in the monitoring and evaluation team. Effective management skills ensure effectiveness and efficiency in the monitoring and evaluation of projects. Competence also enables effective monitoring and evaluation of the bursary program. Competent individuals understand the importance of data collection, analysis, and reporting. They can develop and implement monitoring mechanisms to track the progress, outcomes, and impact of the program. Through their competence, they can identify areas for improvement, make informed decisions based on evidence, and enhance the overall effectiveness of the program.

1.2.2.4 Stakeholder Participation

This refers to the involvement of the users of the final project, such as the community, schools, children, and parents. Tengan and Aigbavboa (2017, p. 632) argued that stakeholder participation is imperative in monitoring and evaluation because it contributes to efficacy in project delivery. Stakeholder participation ensures effectiveness by monitoring project implementation and detecting functional errors. These errors are corrected promptly to avoid project delay and ensure that the project conforms to the project specification. Tengan and Aigbavboa (2017) further argued that stakeholder participation is crucial in project monitoring and evaluation because stakeholders provide regular feedback on project implementation. Thus, it is arguable that stakeholder participation influences the decision-

making process in constituency development funds because the stakeholders give frequent feedback on project performance and implementation strategies that conform to the project's objectives.

Monitoring and evaluation are indispensable in Constituency Development Funds (CDFs). Its significance has attracted significant interest from scholars, who have widely researched the effect of monitoring and evaluation on the achievement of projects objectives. Biwott, Egesah, and Ngeywo (2017, p 46) accentuated that monitoring and evaluation of constituency development fund (CDF) projects play a considerable role in project assessment to determine whether the intended objectives have been realized. Biwott et al. (2017) asserted that evaluation is imperative because it enables the data collection from the project to analyze the trends and their effects on the projects. Monitoring and evaluation of CDF projects should be done continuously until ascertainment of project completion (Mwangi, Nyang'wara, & Kulet, 2015, p. 74).

Mwangi et al. (2019) asserted that constant monitoring and evaluation should be done to ensure the achievement of CDF goals and objectives. Mwangi et al. (2019) outlined CDF objectives: development activities activation in constituencies, poverty alienation, and promoting equity in sharing national resources. Mwangi et al. (2019) argued that monitoring and evaluation ensure efficacy in project planning and implementation. Monitoring and evaluation are essential management tools used to manage CDF funds by tracking the project's success (Matetai & Yugi, 2016, p. 33). Matetai and Yugi (2016) argued that monitoring and evaluation are imperative in CDF bursary funds because it promotes effectiveness and efficiency in funds allocation.

The studies discussed above show that monitoring and evaluation have a significant impact on CDF bursary funds. Thus, the studies present a clear direction on the effect of monitoring and evaluation on CDF funds. For this reason, the researcher was motivated to

pursue and unearth monitoring and evaluation tenets and enactment of CDF bursary funds in Bomet County, Kenya: A case of selected schools in Sotik Sub-County.

1.2.3 Constituency Development Fund Bursary Funds

CDF bursary fund is a subsidy that assists learners from poor and vulnerable communities to access funds from the Kenyan government, which provides them with funds to pay school fees and promote education continuity (Ng'alu & Bomett, 2014, p. 430). The CDF bursary funds are given to needy students in society to complete their education without any impediment. The national government allocates CDF bursary funds to each constituency in the country.

1.2.4 Profile of Constituency Development Fund Bursary Funds in Bomet County

The County Government of Bomet offers partial scholarships to secondary school students who are originally from Bomet and attend public schools (County Government of Bomet, 2020). The students must have a mean grade of C for students attending day secondary schools, C+ for students attending boarding schools, and B for students in form 2. Students enrolling to form 1 must have above 250 marks in the Kenya Certificate of Primary Education (KCPE) to qualify for the CDF bursary funds partial scholarship. The applicants are required to fill in the application forms for possible consideration. The secondary schools' categories include national schools, county schools, sub-county schools, and extra county schools.

1.3 Problem Statement

The CDF secondary school bursary scheme was established to help students from poor backgrounds to obtain education. The main objective of CDF bursary funds is to promote equal access to education for all children in the community by providing government grants to children from needy communities who cannot afford school fees in order to enable them complete their education without any impediment.

However, in Bomet County, lack of transparency and accountability, and the misappropriation of these funds have led to failure to achieve this noble objective.

Poor M&E systems have also affected the success of CDF bursary funds in Bomet County. Consequently, most secondary school students drop out of school due to lack of financial support.

The problem at hand is that constant monitoring and evaluation should be done in Bomet County to ensure the achievement of CDF bursary goals and objectives. The findings of this study hope to provide relevant information that policymakers in Bomet County can use to develop appropriate policy decisions on monitoring and evaluation to promote the enactment of CDF bursary funds.

1.4 Purpose of the Study

The main purpose of the current study is to examine monitoring and evaluation tenets and enactment of CDF bursary funds in Bomet County, Kenya: A case of selected schools in Sotik Sub-County.

1.5 Objectives of the Study

The study was guided by the following specific objectives:

i. To assess the effect of routine program monitoring on the enactment of CDF bursary funds in Bomet County.

ii. To examine the effect of monitoring and evaluation plan on the enactment of CDF bursary funds in Bomet County.

iii. To establish the effect of competence on the enactment of CDF bursary funds in Bomet County.

iv. To determine the effect of stakeholder participation on the enactment of CDF bursary funds in Bomet County.

1.6 Research Questions

This study was guided by the following research questions:

1. How does routine program monitoring influence the enactment of CDF bursary funds in Bomet County?
2. How does monitoring and evaluation plan influence the enactment of CDF bursary funds in Bomet County?
3. How does competence influence the enactment of CDF bursary funds in Bomet County?
4. How does stakeholder participation influence the enactment of CDF bursary funds in Bomet County?

1.7 **Significance of the Study**

This study's results hope to make valuable contributions to policymakers, practitioners, and researchers.

This study's findings are valuable to policymakers, for example, the government of Kenya, because they will understand the benefits of implementing monitory and evaluation tenets to improve the performance of CDF bursary funds in Bomet County and other counties. The findings of this study hope to provide relevant information that policymakers can use to develop appropriate policy decisions on monitoring and evaluation to promote the enactment of CDF bursary funds. This study's results are relevant to the National Government Constituency Development Fund Board. The study's recommendations can be used to develop a threshold to monitor and evaluate the performance of CDF bursary funds. The findings of the present study hope to benefit schools by providing them with strategic mechanisms to monitor and evaluate the performance of CDF bursary funds. The study's result will also benefit the schools by providing them with the relevant monitoring and evaluation tenets and how they affect the enactment of CDF bursary funds.

The current study's findings are beneficial researchers as they will use this study's findings as a reference point when they are researching similar literature. Researchers will also use the findings of this study to determine possible research gaps. They can use the research gaps to conduct research and bridge the research gap. This further research will help to add to the empirical literature.

1.8 Scope of the Study

The current study aimed to determine monitoring and evaluation tenets and enactment of CDF bursary funds in Bomet County: A case of selected schools in Sotik Sub-County. The study analyzed routine program monitoring, monitoring and evaluation plans, competence, and stakeholder participation and their effect on the enactment of CDF bursary funds in Bomet County. The target population of the study was selected schools in Sotik Sub-County. The schools comprise of boys' schools, girls' schools, and mixed secondary schools.

The study adopted quantitative research. This research was conducted from April 2023 to May 2023.

1.9 **Delimitations of the Study**

Delimitations in research refer to boundaries set by researchers' (Theofanidis & Fountouki, 2019, p. 157). According to Theofanidis and Fountouki (2019), researchers set the boundaries to ensure that their research aim and objectives become feasible. Therefore, researchers can control the study's delimitations. The findings of the study were delimited to secondary schools in Sotik-Sub County, Bomet County. The researcher chose Bomet County because there are no adequate studies done to explore the monitoring and evaluation components of CDF projects.

1.10 Limitations of the Study

Limitations in research refer to factors that the researcher cannot control, limiting the study's findings (Theofanidis & Fountouki, 2019, p. 157). The study had limited design and execution limitation. The study relied on information provided by Principals and Deputy Principals. The researcher informed the participants of the study's potential benefits. This information encouraged them to give honest responses, improving the study's credibility.

To minimize and control information bias, the identity of the respondent's was withheld. The study findings were limited to public secondary schools in Sotik Sub- County. The study experienced 100% response rate.

1.11 Assumptions

This study assumed that there was no monitoring and evaluation of CDF bursary funds in Bomet County. The study also assumed that there was no performance measure of CDF bursary funds in Bomet County. The study also assumed that the respondents were honest when answering the questionnaires.

1.12 **Theoretical Framework**

This section presents relevant theories that are relevant to the study. This study was grounded on two theories, including the utilization-focused evaluation theory and the program theory.

1.12.1Utilization-Focused Evaluation Theory

The utilization-focused evaluation theory was first brought to the fore by Patton (2008), who premised that evaluations should be done according to their actual use. The utilization-focused evaluation theory suggests that evaluation is indispensable because it promotes accountability and ongoing learning. Thus, when evaluators are conducting project evaluation, they learn lessons to improve the product and benefit the end-users. According to Patton (2008), evaluation benefits the intended users; therefore, evaluators should focus on the benefits of the intended users in the development and implementation stages. The theory emphasizes the significance of evaluation according to the end users' needs. Patton (2008) argued that data should be gathered in all the phases. The model suggested that frequent follow-up should be done with the intended users to ensure user enhancement. Patton concluded that evaluators should conclude by conducting a meta-evaluation, which involves accountability to the end-users, learning, and improving.

There are several proponents of the utilization-focused evaluation theory. Efeoglu, Ilerten, and Basal (2018) supported the utilization-focused evaluation theory by affirming that evaluators should focus on the primary intended users. According to Efeoglu et al. (2018), evaluators should engage with the primary shareholders in every process in a project. Efeoglu et al. (2018) argued that primary stakeholders are the indeed users; therefore, evaluators should engage them to feel they own the process. Efeoglu et al. (2018) suggested that involving stakeholders in evaluation participation will ensure that their output is implemented in the output.

From the utilization-focused evaluation theory perspective, the process of monitoring and evaluation should constantly involve the evaluation process. In light of the utilization-focused evaluation theory, monitoring and evaluation tenets can be deployed to ensure the enactment of CDF funds in the counties. The utilization-focused evaluation theory proposes that evaluators should regularly consult the stakeholders to improve the project's final performance.

The utilization-focused evaluation theory applied to this study because it helps to explain how the theory can be utilized to ensure the evaluation and performance of the CDF bursary funds in Bomet County. The theory is further relevant in this study because it suggests that stakeholders should be involved in all stages of project implementation to ensure that stakeholders' views are implemented in obtaining the final results. The monitoring and evaluation tenets include routine program monitoring, monitoring and evaluation plans, competence, and stakeholder participation. The theory suggests that stakeholders are the primary intended users in a project. They should be involved in the evaluation stages to ensure that their input is included in the final results. Therefore, the theory was relevant to this study because it provided a framework for illuminating the role of stakeholder participation in the enactment of CDF bursary funds in Bomet County. The theory helped to clarify that stakeholder participation has a significant positive relationship with CDF bursary funds in Bomet County.

1.12.2 Program Theory

The program theory was developed by Chen (1994) to guide program design and evaluation. Chen (1994) suggested that program theory entails the role played by an intervention of a policy in realizing the intended results. According to Chen (1994), a program theory should explain where projects work. Chen (1994) suggested that the program theory can provide a framework for monitoring and evaluating projects. According to the

program theory, evaluators can bring evidence about a project's performance, identify the necessary corrective measure, and develop the project according to the intended objectives to achieve the desired results. Chen (1994) claimed that a program theory is adopted during the initial stage of a new project, during the implementation stage, and after project completion. The program theory evaluates program design, project activities, and the execution of the program.

There are many supporters of the program theory. Koleros, Mulkerne, Oldenbeuving, and Stein (2018) contended that a program theory demonstrates the connection between a program and the intended outcomes. The theory further suggests that processes are vital in a program because they explain the program's impact on the expected results. Koleros et al. (2018) established that a program theory seeks to understand programs' effects. Koleros et al. (2018) further explained that program theory describes a program, describes the program effects, predicts the program outcomes, and gives suggestions on the activities to ensure that the program achieves the desired outcomes. According to Koleros et al. (2018), there are six main elements of a program theory: problem definition, mediating processes, output expectations, exogenous factors, vital inputs, and implementation issues.

Problem definition refers to the identification of the problem. Problem identification is critical because it helps design an effective program, which aims to solve the problem and achieve optimal results. Problem identification is critical because different problems have different outcomes. Mediating processes refer to the interventions needed to ensure a program achieves the desired results. The mediating process promotes the transformation process to achieve project success. Output expectations refer to the expectations that are expected after program implementation. Exogenous factors refer to the environmental factors that affect the program's treatment processes. Examples include organizational factors, personnel training, and the type of facilities. Vital inputs are factors that are imperative in achieving the desired

outcomes. Vital inputs prescribe the necessary activities to produce the expected results. Vital inputs entail the program components, components mode of delivery, and the quantity of the components required to deliver the expected outcomes.

The program theory is relevant to this study as it lays its emphasis on the need for regular monitoring of a project in order to guarantee successful implementation. The relevance of the theory to the current study is further emphasized because it suggests that a program should be constantly evaluated in order to achieve the desired results. According to the program theory, evaluation plays a significant role in helping organizations to achieve the desired outcomes and improve their performance. The theory further argued that project evaluation contributes to project success. Therefore, the theory applied to the current study because it helped validate the influence of monitoring and evaluation and enactment of CDF bursary funds in Bomet County.

1.13 Conceptual Framework

Varpio et al. (2019) stated that a conceptual framework is a diagram that illustrates the relationship between independent variables and the dependent variable. Kivunja (2018, p.47) contended that a conceptual framework is a graphical diagram that helps researchers understand and conceptualize the relationship between independent and dependent variables. Figure 1.1 shows the conceptual framework that shows the relationship between independent variables (routine program monitoring, monitoring and evaluation plans, competence, and stakeholder participation) and the dependent variable (enactment of CDF bursary funds) in the present study.

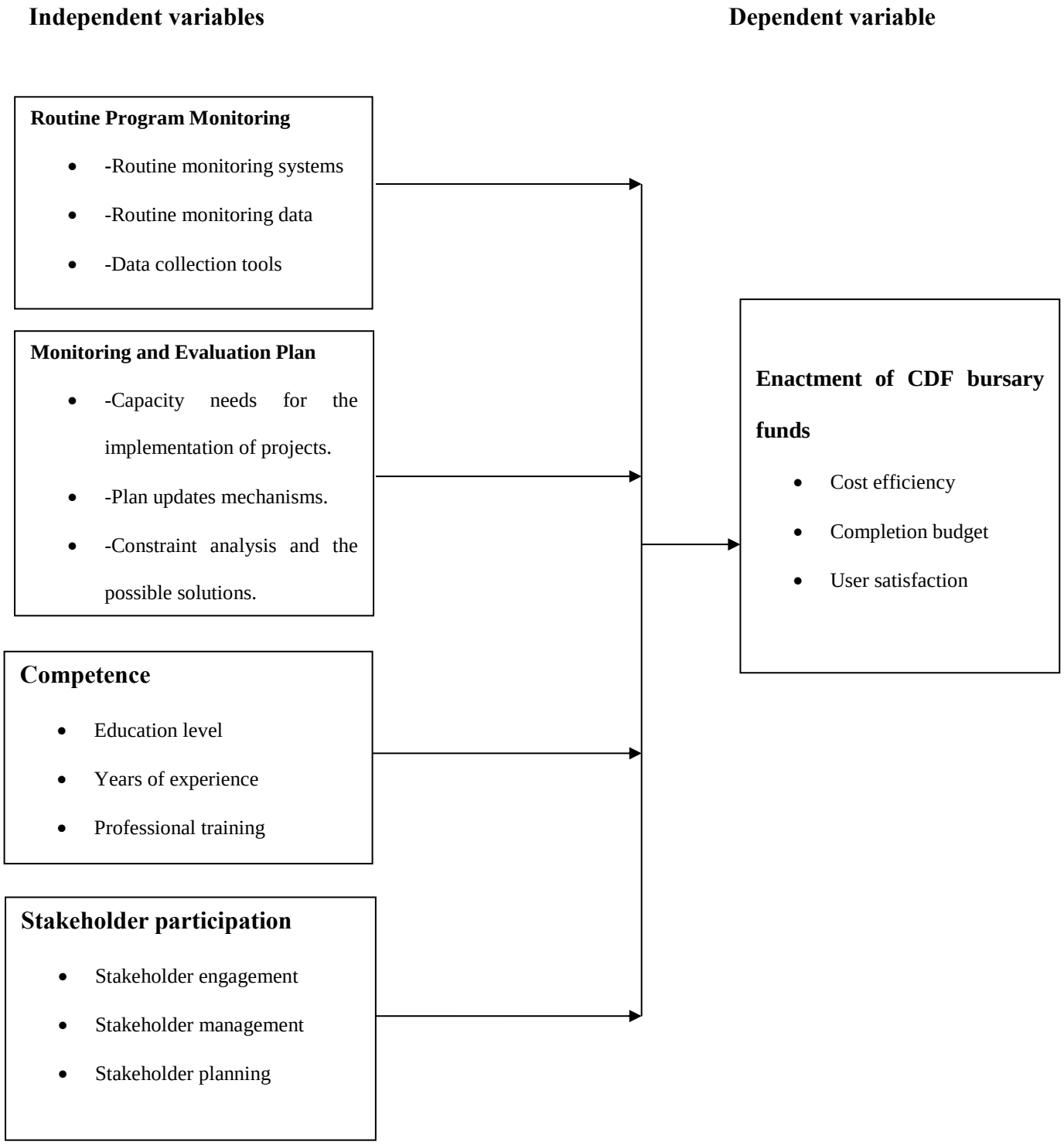


Figure 2.1: Conceptual framework

Source: Researcher (2021)

1.13.1 Explanation of the Conceptual Framework

Routine program monitoring is used to get routine data, and to access program performance (Guenther et al., 2014). Monitors and evaluators use this data in taking the necessary corrective actions to ensure that the program runs accordingly. As such, routine program monitoring is necessary for the enactment of CDF bursary funds because adequate data will be provided to ensure that the CDF projects run successfully.

Monitoring and evaluation plans help in tracking and assessing the performance of CDF bursary funds. Monitoring and evaluation plans enable tracking and assessment to ensure that monitoring and evaluation teams achieve efficacy in project implementation. Arguably, monitoring and evaluation plans enhance the enactment of CDF bursary funds.

The competence of the monitoring and evaluation team is imperative in realizing the enactment of CDF bursary funds. The team should have a high education level, competent, and have adequate experience to realize the performance of the CDF bursary funds.

Stakeholder participation affects the enactment of CDF bursary funds. Stakeholders participate in the monitoring process, and their input is considered in the expected outcome of a project. Thus, stakeholder participation is essential in the enactment of CDF bursary funds.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the literature related to monitoring and evaluation tenets and enactment of CDF bursary funds. The literature reviewed literature from journal articles, reports, books, conference proceedings, and other relevant scholarly literature. This chapter contains the following sections: a review of literature, and a summary of the review of literature and the research gap.

2.2 Review of Literature

This section examined the relationship between the independent variables and the dependent variables. The literature reviewed relevant scholarly literature and their relationship with the current topic. The researcher adopted a systematic literature review. Kraus, Breier, and Dasí-Rodríguez (2020, p. 1023) define a systematic literature review as the type of literature review used by researchers to identify, select, and appraise the existing literature review to answer the central research question. As such, the researcher in the present study adopted a systematic literature review to answer this study's main research question: What is the effect of monitoring and evaluation tenets and enactment of CDF bursary funds in Bomet County, Kenya: A case of selected schools in Sotik Sub-County.

2.2.1 Enactment of CDF Bursary Funds

Bursaries are a provision for needy students to not only enroll in school but also stay in school and achieve their academic aspirations. The enactment of CDF bursary funds means the improved performance of CDF bursary funds (Ng'alu & Bomett, 2014). Makokha (2022) reiterated that the enactment of CDF bursary funds means the appropriate use of CDF funds. It was therefore incumbent upon the researcher to establish how M&E tenets impacts on the enactment of CDF bursary funds. This is in line with the conclusions and recommendation

made by Kimenyi (2005) who opined that CDF could have negative outcomes if not properly implemented and suggested a need for further research and analysis of factors that could impact on the implementation of the fund to guarantee maximum potential.

Makokha (2022) further explained that the enactment of CDF bursary funds refers to the effective and efficient utilization of resources allocated to the CDF bursary funds. Several studies have investigated factures that could interfere with the enactment of CDF as a whole and specifically bursaries. For instance, in their study on factors affecting CDF projects, Malala et al. (2014), identified monitoring and evaluation as key among the 5 factors examined during their study. They explained that monitoring and evaluation played a critical role in ensuring that CDF activities and projects were implemented on schedule and with minimal misappropriation of public funds. Therefore, taking cue from this, this study was anchored on taking a deeper analysis of M&E tenets on a singular aspect of the CDF bursaries. It is expected that by conducting this study, the actual impact of M&E tenets in CDF education bursaries can be established and generalized for the CDF fund as whole and therefore responding to the call made my Malala et. al.

2.2.2 Routine Program Monitoring and Enactment of CDF Bursary Funds

Routine project monitoring is a critical component of project success. Routine program monitoring is necessary to collect routine data, which can be used to assess program performance (Guenther et al., 2014). Routine program monitoring generates data used in decision-making to improve project performance because it provides insights into project performance (Hung, Hoxha, Irwin, Law, & Grépin, 2020).

There have been a lot of challenges which have negated the benefits of CDF operations leading to poor performance of CDF bursaries in Bomet County. The challenges include inadequate routine program monitoring systems for the bursary funds resulting in most secondary school students dropping out of school due to lack of financial support. Routine

program monitoring is critical in the enactment of CDF bursary funds in Bomet County because it promotes transparency, accountability, and responsible use of the funds. As such, it is arguable that routine program monitoring of CDF bursaries promotes project success because it enhances project implementation by data collection in various stages of a project and that routine monitoring data is used to take corrective measures that promote the enactment of CDF bursary funds The researcher further sought to establish whether routine program monitoring positively correlates with the enactment of CDF bursary funds in Bomet County.

Routine program monitoring also promotes the collection of accurate, relevant, complete, and accurate data that is used to mitigate project failure. Routine program monitoring plays a critical role in evaluating programs to determine program performance. Interestingly, Afulani et al. (2020) asserted that routine program monitoring is used to provide practical evidence-based recommendations. As such, program monitoring and evaluators provide recommendations based on the data and information collected from projects. The practical evidence-based recommendations are used to improve project performance. Muli, Kyalo, and Nyonje (2020) reiterated that routine program monitoring is important because it gives appropriate information needed in project intervention. The information is used in project implementation to ensure project success. Routing monitoring is crucial in monitoring service delivery (Bhattacharya et al., 2019). The frequent availability of data helps to determine the service delivery. The service delivery is compared to the initial monitoring and evaluation plan. Corrective actions are taken to ensure effectiveness and efficiency in service delivery. Routine program monitoring provides continuous assessment of CDF projects, providing continuous feedback that is necessary for project implementation (Biwott et al., 2017). Project monitoring is important to evaluate project effectiveness (Robertson, Awuor, & Okotto, 2020).

Constant data collection ensures that the necessary steps are taken to ensure that a project achieves the desired results. Routine program monitoring further ensures adequate data collection used to evaluate projects (Ng'alu & Bomett, 2014). The literature also revealed that routine program monitoring helps in gathering information that can be used in decision-making and project implementation. Therefore, it can be argued that routine program monitoring has a considerable impact on CDF bursary funds because it ensures that CDF bursary funds achieve the desirable goals of ensuring equal access to all children, including children from disadvantageous backgrounds. Based on the assertions reviewed in the literature review, the researcher sought to assess the effect of routine program monitoring on the enactment of CDF bursary funds in Bomet County.

2.2.3 Monitoring and Evaluation Plan and Enactment of CDF Bursary Funds

A monitoring and evaluation (M&E) plan is a document that helps to track and assess the results of the interventions throughout the life of a program. It is a living document that should be referred to and updated on a regular basis. The availability or unavailability of these documents has had an impact on enactment of CDF bursary funds in Bomet County. This is evidenced by poor tracking of the distribution and utilization of funds to ensure that beneficiaries complete schooling hence high cases of school drop-outs. A Monitoring and evaluation plan would allow the development of clear objectives of the bursary fund in Bomet County.

A Monitoring and evaluation plan is necessary for CDF projects because it enhances the sustainability of CDF projects (Biwott et al., 2017). Monitoring and evaluation plans help in assessing projects against the established schedules to promote potential project success. Monitoring and evaluation plans improve project efficiency because it provides a guide used in project implementation (Abdi & Kimutai, 2018). Importantly, Curry (2018) noted that monitoring and evaluation plans are living documents; therefore, they are updated regularly

to ensure the project achieves optimal success by adopting quality improvement throughout the study. Therefore, monitoring and evaluation plans may be updated regularly to promote successful project implementation.

Monitoring and evaluation plans are created during the planning process to ensure that the monitoring and the evaluating team have a clear plan for achieving project implementation. Matetai and Yugi (2016) suggested that monitoring and evaluation plans provide a clear plan for the monitoring and evaluation team to collect data and track the indicators. Indicators are used to evaluate program progress over time, and whether achieving the set goals is feasible. These indicators further help the team to assess project success and report the results to the supervisor. Therefore, if project indicators reveal that it is not achieving the desired success according to the established monitoring and evaluation plans, corrective measures are taken to ensure that a program achieves the set goals.

A Measuring and evaluation plan includes the following components: capacity needs for the implementation of projects, plan updates mechanisms, and constraint analysis and the possible solutions (Aceituno et al., 2017). As such, capacity needs for project implementation ensure that a project has the adequate capacity to promote project success. Plan updates mechanisms give detailed dates when certain milestones should be achieved (Abrahams, 2019). Giving the plan updates ensures that projects are achieved according to the plan dates, and this plan ensures that the right projects should be done at the planned dates to promote project success. Monitoring and evaluation plans explain the key elements in the monitoring and evaluation strategy, which describe how monitoring and evaluation should be used for project improvement (Niyivuga, Otara, & Tuyishime, 2019).

Therefore, from the literature revelations on monitoring and evaluation plans, it is evident that monitoring and evaluation plans are used to define, track, and improve monitoring and evaluation strategies. Monitoring and evaluation plans contain timelines for

the monitoring and evaluation, monitoring and evaluation questions that can be asked during the project life cycle, and data collection tools for monitoring and evaluation. Thus, it is arguable that monitoring and evaluation strategies can be used in CDF bursary funds to define, track, and improve CDF bursary fund programs in Bomet County. The researcher, therefore, sought to examine the effect of monitoring and evaluation plans on the enactment of CDF bursary funds in Bomet County.

2.2.4 Competence and Enactment of CDF Bursary

Competence among the members of the M&E committee enables effective monitoring and evaluation of the CDF bursary program. They should possess the requisite years of experience in dealing with CDF bursary funds. Competent individuals understand the importance of data collection, analysis, and reporting. They can develop and implement monitoring mechanisms to track the progress, outcomes, and impact of the program. Through their competence, they can identify areas for improvement, make informed decisions based on evidence, and enhance the overall effectiveness of the bursary program. The competency model also needs to be regularly reviewed to promote competency.

Ahmed and Anantatmula (2017) noted that competency improves monitoring and evaluation. High competency means that the monitors and evaluators make accurate judgments when assessing the programs. High competent individuals have adequate knowledge and skills needed to conduct monitoring and evaluation on projects. Technical expertise is needed to ensure that experts support and supervise data collection and data analysis in monitoring and evaluation projects (Abdi & Kimutai, 2018). Competence among workers in monitoring and evaluation projects guarantees proper aptitude, which is instrumental in monitoring and evaluation projects. Khan, Meghani, Liverani, Roychowdhury, and Parkhurst (2017) noted that monitoring and evaluation require evaluation audits constantly during projects; therefore, competent staff and implementers are

critical requirements to promote efficacy. As such, competence is necessary for the staff and implementers in CDF bursary funds. For instance, a CDF bursary requires appropriate allocation and disbursement. Therefore, staff and implementers with allocation and disbursement capabilities will be required to ensure effective and efficient allocation of bursary to the needy secondary school students.

Mwangiet al. (2015) claimed that the capacity of the staff determines how they handle CDF projects. For instance, technical capacity is required in CDF bursary formulations. Staff and implementers should have adequate knowledge of the relevant policies relating to CDF bursary policy formulation, operating a CDF bursary project, authorization of funds, and other skills. Mayanja (2020) acknowledged that competence is necessary for monitoring and evaluation because the staff should be competent in project operation. Competent staff in project operation promotes project success because the staff has the required skills needed to improve project performance and promote project success. Monitoring and evaluation professionals should have education and experience to perform optimally (Kurgat & Guyo, 2019). Competency is also important because the monitoring and evaluation professionals develop and communicate a project's vision and vision of the monitoring and evaluation project.

The literature revealed that competence is requisite for monitoring and evaluating workforce because it leads to improved program performance. Monitoring and evaluation professionals should be knowledgeable in skills, such as data collection, data analysis, corrective measures, and other skills needed to promote project success. As such, it is necessary for monitoring and evaluation professionals working in CDF bursary funds to have adequate knowledge and skills in fund management, IT skills, and problem-solving skills, among other skills. Therefore, the researcher sought to establish the effect of competence on the enactment of CDF bursary funds in Bomet County.

2.2.5 Stakeholder Participation and Enactment of CDF Bursary Funds

Stakeholder participation is the involvement of the community leaders, parents, and members of the CDF board, members of school board of management, teachers, students and other key stakeholders in constant monitoring and evaluation to ensure successful implementation of the bursary allocation. Therefore constant stakeholder engagement promotes the enactment of CDF bursary funds. The stakeholders should also be constantly trained on monitoring and evaluation in order to acquire adequate knowledge on monitoring and evaluation practices.

Stakeholders' including community members, volunteers, and local authors should be involved in the monitoring and evaluation of projects (Mwangi et al., 2019). Stakeholder participation is necessary for stakeholders' input to be included in final projects. Stakeholder participation is necessary because it enables everyone in the community to feel that they contributed to the achievement of a project. Onyango (2018) postulated that stakeholder participation is crucial in project success because stakeholders identify monitoring and evaluation issues, collect data, analyze the data, and take corrective measures. Stakeholders are involved in the decision-making of the process; therefore, their input is critical because it reflects the final project outcome. According to Mayanja (2020), stakeholders are involved at various stages in project success. Stakeholders may introduce stakeholder initiatives, and they are involved in project follow-up.

Stakeholder participation enhances quality enhancement (Mwangi et al., 2019). Stakeholder involvement ensures quality product development and effective service delivery. As such, quality product development and effective service delivery ensure project success. Sulemana, Musah, and Simon (2018) argued that stakeholder participation promotes community engagement in the process of monitoring and evaluation. Community participation enables communities input to be included in projects; therefore, the stakeholders

give their views on the appropriate measures to improve project performance. Stakeholder participation is imperative because the people who are directly involved in the project give their perspectives on program implementation (Tengan & Aigbavboa, 2017).

The literature discussed above shows that stakeholders can affect project success because stakeholders identify issues during the monitoring and evaluation process. Therefore, it can be argued that stakeholder participation in schools is critical in achieving the success of CDF bursary funds. Various stakeholders, such as parents, communities, and students can contribute to measures that may influence the success of the funds. Therefore, the researcher sought to determine the effect of stakeholder participation on the enactment of CDF bursary funds in Bomet County.

2.3 Summary of the Literature Review

The review of the literature established a direct relationship between the independent variables (monitoring and evaluation tenets), and the dependent variable and the enactment of CDF bursary funds. The literature review further established research gaps, which should be addressed.

2.4 Research Gap

A research gap is a question or a problem that has not been answered by any of the existing studies or research. They are missing pieces or insufficient information in the research literature. These are areas that have scope for further research because they are unexplored, under-explored, or outdated.

Despite the fact there is significant literature on the subject of Monitoring and Evaluation of CDF projects, there is scanty literature about how the components of Monitoring and Evaluation affects the enactment of CDF bursary funds yet constituencies continue to roll out bursary disbursement programs.

The researcher established the following research gaps, which are represented in table 2.1 below.

Table 2.1: ***Summary of the Research Gaps***

Authors	Title	Findings	Research Gap
Akwalu and Muchai (2020)	Constituency development fund (CDF) and its effects on community welfare in Tigania East Constituency, Meru County Kenya.	CDF has a positive significant impact on communities' welfare.	The study only focused on CDF and how it affects community welfare. However, the study did not look at how monitoring and evaluation affects CDF bursary funds.
Biwott, T., Egesah, O., and Ngeywo, J. (2017)	Importance of monitoring and evaluation in the sustainability of constituency development fund (CDF) projects in Kenya.	Monitoring and evaluation enhances the sustainability of CDF projects in Kenya.	The study concentrated on how monitoring and evaluation affects sustainability of CDF projects, but it failed to look at the performance of CDF projects.
Robertson, Awuor, and Okotto (2020)	Efficacy of constituency development fund (CDF) projects on community welfare in Kenya: A case of Nambale constituency.	Efficacy in CDF projects results in a positive community welfare.	The study focused on efficacy in CDF projects, but it did not examine monitoring and evaluation of CDF projects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter reviewed the following sections; research design, research site, target population, sample size and sampling techniques, data collection and analysis, pilot testing, validity and reliability of the research instruments, and legal and ethical considerations.

3.2 Research Design

The researcher adopted a descriptive research design. This is a research design that seeks to describe phenomena with the desire to answer the research questions (Obwatho, 2014). A descriptive research design is used by researchers conducting an in-depth analysis of the research materials to explain the causal relationship between the study variables (Atmowardoyo, 2018). Researchers further use descriptive research design to describe a population's characteristics. The researcher adopted a descriptive research design in the present study to conduct an in-depth analysis and determine whether there were any causal relationships between monitoring and evaluation tenets and the enactment of CDF bursary funds.

3.3 Research Site

This study was carried out in Bomet County, Kenya: A case of selected schools in Sotik Sub-County. The study was conducted in selected schools in Sotik Sub-County because the researcher established that there is a dearth of studies conducted to examine the effect of monitoring and evaluation tenets on the enactment of CDF bursary funds in Bomet County, Kenya.

3.4 Target Population

This refers to a group of people or elements with similar characteristics that the researcher is interested in studying to determine causal relationships (Majid, 2018).

Researchers should select a suitable target population to enhance a study's trustworthiness. The target population of this study was the 62 public secondary schools in Sotik Sub-County.

Damşa and Jornet (2020, p.1) defined the unit of analysis as the primary entities that researchers are focused on studying. In this study, the unit of analysis was selected secondary schools in Sotik-Sub County that were allocated CDF bursary funds in the financial years 2019-2020.

3.5 Study Sample

A sample is a smaller set of data that a researcher chooses or selects from a larger population using a pre-defined selection method. Cooper and schnindler (2014) stated that sampling is beneficial in research since an optimum sample is appropriate for the fact that it lowers the cost of doing research, it leads to greater precisness of results and facilitates speedy data collection and analysis.

3.5.1 Sampling Procedure

The study adopted purposive sampling. A purposive, or judgmental sampling method is one that respondents are selected on the basis of researcher's knowledge of a population and his/her understanding of the rationale of the study (Obwotha, 2014). Purposive sampling is chosen when researchers use their judgment in selecting the study participants (Sharma, 2017). The researcher adopted purposive sampling because the sample size is small, all participants have the characteristics that are under study and the researcher has a lot of background information about the research topic. The unit of observation was school principals because they have adequate knowledge on the allocation and disbursements of CDF bursary funds.

3.5.2 Study Sample Size

The researcher adopted complete enumeration method, also known as census because the target poulation was manageable. Census is the process of collecting data from every member of a population. The The study used census method of sampling enrolling all the 62 Principals of secondary schools in Sotik Sub-county who served as respondents to the study.

3.6 Data Collection

Semi-structured questionnaires were used to collect data from the respondents. Questionnaires are preferred data collection instruments because they are reliable as they promote the gathering of in-depth data (Taherdoost, 2016, p. 28). The collection of data using semi-structured questionnaires allowed the researcher to gather quality data, enhancing the credibility and validity of the study.

3.6.1 Data Collection Instruments

The questionnaire contained two sections: section A and section B. Section A comprised demographic information. Section B contained questions that link the independent variables to the dependent variable. The questions in section B included latent constructs, and were measured using a Likert Scale (1932). The Likert scale included 5 answer options: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree.

3.6.2 Pilot Testing of Research Instruments

Ismail et al. (2017) recommended that researchers should conduct a pilot study before carrying out the actual study to enhance the credibility and validity of the research instrument. The researcher conducted a pilot study two weeks before conducting the actual study, with 10% of the sample size. The participants who participated in the pilot study did not participate in the actual study to enhance the study's credibility and validity.

3.6.3 Instrument Reliability

Research instrument reliability refers to the study finding's consistency (Mohajan, 2017). Research instruments can be measured using Cronbach's Alpha. If the Cronbach's Alpha score is more than 0.7, the research instruments are deemed reliable. The formulae below was used to calculate Cronbach's Alpha.

$A=k/k\text{-}1\times[1-\sum(S^2)/\sum S^2 sum]$

Where:

α= Cronbach's alpha

k = Number of responses

$\sum (S^2)$ = Variance of individual items summed up

$\sum S^2 sum$ = Variance of summed up scores

3.6.4 Instrument Validity

Mohajan (2017) asserted that research instrument validity can be achieved through content validity. Content validity can be achieved by getting experts' advice on the questionnaire contents. The researcher ensured questionnaire validity by consulting with the supervisor and monitoring and evaluation experts on the validity of the questions on the questionnaire.

3.6.5 Data Collection Procedure

The researcher contacted the schools to inform them of the intended research to be conducted in their schools. The researcher obtained consent from the study participants. After obtaining consent from the participants, the researcher issued the participants with the questionnaires. The researcher gave the participants one to three days fill out the questionnaire. After collecting the questionnaires from the participants, the researcher examined the questionnaires for completeness and checked whether they were answered according to the given instructions.

3.7 Data Analysis

The data collected from the questionnaires was edited for completeness, then analyzed using descriptive statistics in form of frequencies and percentages. Descriptive statistics are important since they provide the foundation upon which correlational and experimental studies emerge. They also provide clues regarding the issues that should be focused on leading to further studies (Mugenda & Mugenda 2013).

The data was analyzed using Statistical Package for Social Sciences (SPSS) Version 20. The information was presented in form of tables.

3.8 Legal and Ethical Considerations

The researcher sought permission to conduct the study from African Nazarene University Research Board. The researcher also sought permission from the National Commission for Science, Technology, and Innovation (NACOSTI).

The researcher adopted the principle of informed consent. The researcher informed the study participants of the study's benefits.

The researcher informed the study participants that they could withdraw anytime from the study, and they would not be affected.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter discussed data analysis, findings, and a discussion of monitoring and evaluation tenets and enactment of CDF bursary funds in Bomet County, Kenya: A case of selected schools in Sotik Sub-County. This chapter contained the following sections: the response rate, descriptive statistics, and a discussion of the findings. The chapter was guided by the following objectives:

4.2 Response Rate

The study targeted 62 respondents, who constituted high school principals. Out of the 62 respondents, 62 questionnaires were returned and duly filled with responses. The returned questionnaires constituted a response rate of (62/62*100) =100%. This response rate was adequate. Mugenda and Mugenda (2013) claimed that a response rate of 50% is adequate, a 60% response rate is good, and a 70% response rate or higher is outstanding. For this reason, the response rate in the present study was 100%, implying that the respondents would help the researcher in developing outstanding and feasible results on monitoring and evaluation tenets and enactment of CDF bursary funds in Bomet County, Kenya. 71% of the respondents were male and 29% were female. The response rate is shown in table 4.1 below.

Table 4.1: Response Rate

Status	Response Rate (Frequency)	Percentage (%)
Responded	**62**	**100**
Did not respond	**0**	**0**
Total	62	100

Source: Survey Data, (2022)

4.3 Reliability Test

A coefficient of 0.7 was used to establish the questionnaire's reliability. The Chronbach's Alpha was .694, which proved that the questionnaire items were reliable, guaranteeing the validity and reliability of the study's results.

Table 4.2: Chronbach's Alpha

Reliability Statistics

Cronbach's Alpha	N of Items
.694	2

Source: Survey Data, (2022)

4.4 Descriptive Statistics

The study had four independent variables and one dependent variable. The independent variables included routine program monitoring, monitoring and evaluation plan, competence, and stakeholder participation. The dependent variable is enactment of CDF bursary funds. A high mean depicts that most respondents agreed with the statements, while the standard deviation depicts the degree of dispersion from the mean.

4.4.1 Routine Program Monitoring and Enactment of CDF Bursary Funds

The study sought to establish the effect of routine program monitoring on the enactment of CDF bursary funds in Bomet County. Table 4.3 summarizes the participants' level of agreement with the statements in routine program monitoring.

Table 4.3: Routine Program Monitoring and Enactment of CDF Bursary Funds

Statements	SD *f(%)*	D *f(%)*	N *f(%)*	A *f(%)*	SA *f(%)*	Mean	STD
There are adequate routine monitoring systems.	5(8.1)	35(56.5)	22(35.5)	0(0)	0(0)	2.27	.605
Routine monitoring systems allow the generation of the necessary data for project evaluations.	0(0)	0(0)	0(0)	6(9.7)	56(90.3)	4.90	.298
Routine program monitoring positively correlates with the enactment of CDF bursary funds	0(0)	2 (3.2)	8(12.9)	40 (64.5)	12 (19.4)	4.00	.678
Routine program monitoring ensures that activities are completed periodically and within the deadline	0(0)	2(3.2)	5 (8.06)	19 (30.6)	36 (58.1)	4.44	.781
Routine monitoring data is used to take corrective measures that promote the enactment of CDF bursary funds.	6 (9.7)	16 (25.8)	9 (14.5)	31 (50)	0(0)	3.05	1.078
Composite mean and standard deviation						**3.732**	**.688**

Source: Survey Data, (2023)

The respondents were asked whether their organization had adequate monitoring systems, 56.5% of the respondents disagreed with this statement. The respondents were asked whether routine monitoring systems allow the generation of the necessary data for project evaluations-90.3% of the respondents strongly agreed with this statement. The respondents were asked whether routine program monitoring positively correlated with the enactment of CDF bursary funds- 64.5% of the respondents agreed with this statement. The respondents were asked whether routine program monitoring ensures that activities are completed periodically and within the deadline-58.1% strongly agreed with this statement. The respondents were asked whether routine monitoring data is used to take corrective measures that promote the enactment of CDF bursary funds- 50% of the respondents agreed with this statement.

These findings agreed with studies by Boit (2015), who argued that routine program monitoring has a profound impact on the effective implementation of CDF bursary funds. The study further found that routine program monitoring plays a crucial role in ensuring transparency, accountability, and the responsible use of funds. By regularly monitoring the

bursary program, numerous positive effects can be observed. Routine program monitoring promotes transparency and accountability in the allocation and disbursement of CDF bursary funds (Wachiye & Nasongo, 2017). This study's findings further corroborated to other studies, such as Kyalo (2018), who argued that through systematic monitoring of the program's implementation, including the selection process and distribution of funds, any potential irregularities or mismanagement can be promptly identified and addressed. This helps to prevent corruption and ensures that the intended beneficiaries receive the support they deserve.

The success of the bursary program can be evaluated by gathering data on various aspects such as the number of beneficiaries, their academic performance, and economic standing. By analyzing this information, policy makers and program administrators can determine whether the program has met its objective and identify ways to improve it. Data collected during monitoring enables them to detect any difficulties in implementation and rectify them promptly (Wachiye & W. Nasongo, 2017). Timely resolution of problems in application processing, fund allocation, and other operational matters ensures the smooth disbursement of awards, thus maximizing the efficiency of the program. With careful oversight and enhancement, the bursary system can effectively cater to individuals with pressing financial needs while nurturing scholastic excellence among deserving students.

Additionally, routine monitoring promotes stakeholder engagement and participation. By involving community members, local leaders, and other relevant stakeholders in the monitoring process, their perspectives and feedback can be gathered (William, 2020). This participatory approach fosters a sense of ownership, encourages accountability among stakeholders, and builds trust in the bursary program. It also enables timely intervention and corrective measures (Wamugu & Ogollah, 2017). By closely monitoring the implementation of the bursary program, any emerging issues or challenges can be identified early on. This

allows for prompt intervention and the implementation of corrective measures to address the issues effectively (Charles Kyalo, 2018). Whether it's addressing disparities in fund distribution, resolving grievances from beneficiaries, or improving the overall program administration, routine monitoring ensures that necessary actions are taken in a timely manner. This proactive approach helps to optimize the impact of CDF bursary funds and ensures that the program operates smoothly, ultimately benefiting the students and communities it serves (Wachiye & W. Nasongo, 2017).

It has significant positive effects on the enactment of CDF bursary funds. It ensures transparency, accountability, and responsible fund utilization. Through continuous monitoring, policymakers and program implementers can make informed decisions, improve program efficiency and effectiveness, and ultimately provide deserving students with better educational opportunities in the constituencies (William, 2020).

4.4.2 Monitoring and Evaluation Plan and Enactment of CDF Bursary Funds

The study sought to establish the effect of monitoring and evaluation plans on the enactment of CDF bursary funds in Bomet County. Table 4.4 summarizes the participants' level of agreement with the statements in routine program monitoring.

Table 4.4: Monitoring and Evaluation Plan and Enactment of CDF Bursary Funds

Statements	SD *f(%)*	D *f(%)*	N *f(%)*	A *f(%)*	SA *f(%)*	Mean	STD
Monitoring and evaluation plans help in updating mechanisms and promote the enactment of CDF bursary funds.	0(0)	0(0)	7(11.3)	34(54.8)	21(33.9)	4.23	.638
Monitoring and evaluation plans enable constraint analysis and the development of possible solutions.	0(0)	0(0)	6(9.7)	20(32.3)	36(58.1)	4.48	.671
Monitoring and evaluation plans help the team to become aware of the capacity needs for program implementation.	0(0)	0 (0)	4(6.5)	24 (38.7)	34 (54.8)	4.48	.620
Monitoring and evaluation plans allow the development of clear objectives of the project.	0(0)	0(0)	0(0)	15 (24.2)	47(75.8)	4.76	.432
Monitoring and evaluation plans are used to track and assess the program to promote efficacy.	0 (0)	0 (0)	2 (3.2)	16 (25.8)	44(71)	4.68	.536
Composite mean and standard deviation						**3.59**	**.472**

Source: Survey Data, (2023)

The respondents were asked whether monitoring and evaluation plans help in updating mechanisms and promote the enactment of CDF bursary funds- 54.8% of the respondents agreed with this statement. The respondents were asked whether monitoring and evaluation plans enable constraint analysis and the development of possible solutions-58.1% of the respondents strongly agreed with this statement. The respondents were asked whether monitoring and evaluation plans help the team to become aware of the capacity needs for program implementation- 54.8% of the respondents strongly agreed with this statement. The respondents were asked whether monitoring and evaluation plans allow the development of clear objectives of the project. -75.8% strongly agreed with this statement. The respondents were asked whether monitoring and evaluation plans are used to track and assess the program to promote efficacy- 71% of the respondents agreed with this statement.

The findings in table 4.4 indicated that most of the respondents approved that monitoring and evaluation plans have a significant impact on the enactment of CDF bursary funds. This was proved by the highest mean, which is 4.76, while the lowest standard deviation is 432. These findings agreed with various studies, such as Boit (2015), who argued that an efficient Monitoring & Evaluation (M&E) scheme enhances the reliability and credibility of education bursary programs. It fosters transparency and stewardship through tracking the distribution and utilization of grants, deterring embezzlement or fraudulent activities. Apart from fortifying accountability, M&E is essential in determining program potency via assessment of key indices like participant count, scholarly outcomes, and applicant profiles. These analyses allow for fine-tuning or modification to guarantee budget optimally supports underserved sections within society (William, 2020). Thus, integrating rigorous evaluation components into the bursary framework would augment both

responsibility and functionality, ultimately bolstering its capacity to realize stated goals while generating enduring improvements to education access in developing countries (Charles Kyalo, 2018).

A well-structured M&E strategy enhances fiscal transparency, holding implementers accountable and promoting informed decision making. For instance, periodic evaluations could reveal the distribution patterns of available resources, identifying any imbalances within specific geographical regions or counties (Boit, 2015). Furthermore, the analysis of the process itself – including data collection methods and application review committees - provides valuable insights regarding whether those most in need have access to this opportunity, thereby enhancing the credibility of these life-changing projects.

Furthermore, an M&E plan provides reliable data and evidence for informed decision-making (William, 2020). By utilizing this data, policymakers and program managers can make informed decisions regarding program adjustments, resource allocation, and policy formulation. This evidence-based approach allows for effective addressing of challenges and optimization of the program's impact on students' educational opportunities (Charles Kyalo, 2018). Effective monitoring enables policymakers to make informed choices through the compilation of accurate data sources, thus helping to establish clear policy direction aimed at delivering targeted outcomes. These analyses may include comparisons between budget allocations and actual spending across subprograms, revealing the strengths and weaknesses of resource deployment towards meeting established goals (Boit, 2015). Moreover, incorporating diverse perspectives from multiple actors encourages broad collaboration while acknowledging complex realities, fostering ownership at all levels.

An effective M&E plan also encourages stakeholder engagement and ownership. By involving local communities, civil society organizations, and other stakeholders in the monitoring and evaluation process, their perspectives and feedback are valued (Wachiye &

W. Nasongo, 2017). This participatory approach fosters trust, strengthens collaboration, and ensures that the bursary program aligns with the needs and aspirations of the communities it serves (Simiyu & Muya, 2019). When communities are involved in M&E processes through consultative meetings, focus group discussions, or other participatory methods, they become more invested in the success of CDF initiatives. Local residents feel empowered by providing feedback on bursary allocation criteria, selection procedures, and other relevant aspects, contributing to more inclusive decisions and greater community buy-in.

An M&E plan facilitates a continuous learning process. Through analyzing monitoring data and evaluation findings, program implementers can identify best practices and lessons learned (Simiyu & Muya, 2019). This knowledge allows for the replication of successful strategies in other constituencies and the scaling up of effective interventions. It also enables necessary adjustments and improvements to be made over time, ensuring the program remains relevant and impactful. Through tracking progress against set targets, M&E frameworks facilitate the integration of local bursary schemes into national education goals such as access to quality education, equity, social inclusion, and sustainable development principles (William, 2020). This helps achieve consistency between constituency actions and national objectives, ensuring mutually reinforcing interventions across different levels of governance.

A well-implemented monitoring and evaluation plan has significant effects on the enactment of CDF bursary funds in Kenya (William, 2020). It enhances accountability, improves program effectiveness, enables evidence-based decision-making, promotes stakeholder engagement and ownership, and facilitates continuous learning and adaptation. By leveraging the benefits of an M&E plan, the CDF bursary program can maximize its impact in providing educational support to deserving students across Kenya's constituencies (Simiyu & Muya, 2019). The competence of individuals involved in the enactment of CDF

bursary funds in Kenya has a profound effect on the success and effectiveness of the program. Competence refers to the knowledge, skills, and abilities possessed by those responsible for managing and implementing the bursary program. Competence ensures efficient and effective management of the funds. Competent individuals are well-versed in financial management practices and procedures. They possess the necessary skills to handle budgeting, fund allocation, and financial reporting. With their expertise, they can ensure that CDF bursary funds are appropriately allocated and utilized, minimizing the risk of misappropriation or mismanagement (Simiyu & Muya, 2019).

4.4.3 Competence and Enactment of CDF Bursary Funds

The study sought to establish the effect of competence on the enactment of CDF bursary funds in Bomet County. Table 4.5 summarizes the participants' level of agreement with the statements in routine program monitoring.

Table 4.5: Competence and Enactment of CDF Bursary Funds

Statements	SD *f(%)*	D *f(%)*	N *f(%)*	A *f(%)*	SA *f(%)*	Mean	STD
The monitoring and evaluation committee is competent.	11(17.7)	46(74.2)	5(8.1)	0(0)	0(0)	1.90	.503
The monitoring and evaluation committee has the requisite years of experience in dealing with CDF bursary funds.	39(62.9)	16(25.8)	7(11.3)	4 (0)	5 (0)	1.48	.695
The monitoring and evaluation committee undergoes professional training to promote competence.	35(56.5)	19(30.6)	8(12.9)	0 (0)	0(0)	1.56	.716
The monitoring and evaluation committee have a high productivity rate.	37(59.7)	14(22.6)	11(17.7)	0(0)	0(0)	1.58	.780
The competency model is regularly reviewed to promote competency.	38(61.3)	11(17.7)	13(21)	0(0)	0(0)	1.60	.819
Composite mean and standard deviation						**3.59**	**.472**

Source: Survey Data, (2023)

The respondents were asked whether the monitoring and evaluation committee is competent- 74.2% of the respondents disagreed with this statement. The respondents were asked whether the monitoring and evaluation committee has the requisite years of experience in dealing with CDF bursary funds-62.9% of the respondents strongly disagreed with this

statement. The respondents were asked whether the monitoring and evaluation committee undergoes professional training to promote competence- 56.5% of the respondents strongly disagreed with this statement. The respondents were asked whether the monitoring and evaluation committee has a high productivity rate -59.7% strongly disagreed with this statement. The respondents were asked whether the competency model is regularly reviewed to promote competency- 61.3% of the respondents strongly disagreed with this statement.

The findings in table 4.4 indicated that most of the respondents approved that competence has a significant impact on the enactment of CDF bursary funds. This was proved by the highest mean, which is 1.90, while the lowest standard deviation is .503. These findings agreed with Wamugu and Ogollah (2017), who claimed that effective management and oversight of the CDF bursary program hinge on the presence of capable professionals, given their capacity to perform tasks deftly and confidently. Equipped with an intimate familiarity with the program's rules and requirements, together with an appreciation of potential recipients' circumstances, such experts skillfully appraise applicants based on predetermined factors and decide upon allocations prudently (Wachiye & W. Nasongo, 2017). This meticulous attention to detail contributes mightily towards preserving the legitimacy of the scheme as well as uplifting those whose educational pursuits deserve backing (Simiyu & Muya, 2019). When combined, these elements secure reliable stewardship that fortifies public perceptions of probity and furthers the social good.

Competence also enables effective monitoring and evaluation of the bursary program. Competent individuals understand the importance of data collection, analysis, and reporting. They can develop and implement monitoring mechanisms to track the progress, outcomes, and impact of the program (Wamugu & Ogollah, 2017). Through their competence, they can identify areas for improvement, make informed decisions based on evidence, and enhance the overall effectiveness of the program.

Moreover, competence contributes to effective communication and stakeholder engagement. Competent individuals possess strong communication skills, enabling them to effectively communicate program requirements, processes, and outcomes to stakeholders, including community members, school administrators, and beneficiaries (William, 2020). Their ability to clearly convey information builds trust, fosters collaboration, and ensures that all stakeholders are well-informed and engaged in the bursary program.

In addition, competence plays a vital role in adapting the program to changing circumstances and emerging needs. Competent individuals are adaptable and proactive in addressing challenges and identifying innovative solutions (Wamugu & Ogollah, 2017). They stay updated on education trends, policy changes, and community dynamics, allowing them to make necessary adjustments to the program to better serve the beneficiaries and align with their evolving needs. The competence of individuals involved in the enactment of CDF bursary funds in Kenya is crucial to the success and effectiveness of the program (Simiyu & Muya, 2019). Competence ensures efficient financial management, fair administration, effective monitoring and evaluation, stakeholder engagement, and adaptability to changing circumstances. By having competent individuals managing and implementing the program, the CDF bursary funds can effectively support deserving students and contribute to their educational advancement.

4.4.4 Stakeholder Participation and Enactment of CDF Bursary Funds

The study sought to establish the effect of stakeholder participation on the enactment of CDF bursary funds in Bomet County. Table 4.6 summarizes the participants' level of agreement with the statements in routine program monitoring.

Table 4.6: Stakeholder Participation and Enactment of CDF Bursary Funds

Statements	SD *f(%)*	D *f(%)*	N *f(%)*	A *f(%)*	SA *f(%)*	Mean	STD
There is constant stakeholder engagement to promote the enactment of CDF bursary funds.	2(3.2)	36(58.1)	13(21)	11(17.7)	0(0)	2.53	.824
The school conducts stakeholder management regularly.	1(1.6)	4(6.5)	18(29)	39 (62.9)	0 (0)	3.53	.695
The stakeholders are constantly trained on monitoring and evaluation.	14 (22.6)	40(64.5)	7(11.3)	1 (1.6)	0(0)	1.92	.635
The stakeholders have adequate knowledge on monitoring and evaluation practices.	8 (12.9)	28 (45.2)	20 (32.3)	6 (9.7)	5(0)	2.39	.837
Stakeholders participate in constant monitoring and evaluation to ensure successful implementation.	7 (11.3)	28 (45.2)	26 (41.9)	1(1.6)	0(0)	2.34	.700
Composite mean and standard deviation						**2.54**	**.738**

Source: Survey Data, (2023)

The respondents were asked whether there is constant stakeholder engagement to promote the enactment of CDF bursary funds- 58.1% of the respondents disagreed with this statement. The respondents were asked whether the school conducts stakeholder management regularly-62.9% of the respondents agreed with this statement. The respondents were asked whether the stakeholders are constantly trained on monitoring and evaluation- 64.5% of the respondents disagreed with this statement. The respondents were asked whether the stakeholders have adequate knowledge on monitoring and evaluation practices-45.2% disagreed with this statement. The respondents were asked whether stakeholders participate in constant monitoring and evaluation to ensure successful implementation – 45.2% of the respondents disagreed with this statement.

The findings in table 4.6 indicated that some of the respondents approved that stakeholder participation somehow affects the enactment of CDF bursary funds; however, there is no significant impact. This was proved by a high mean of 3.53, while the lowest standard deviation is .635. However, most of the means were not high, showing that the respondents did not fully agree with the statements insinuating that stakeholder participation

affects the enactment of CDF bursary funds. These findings did not fully agree with some others. For instance, Tanui et al. (2015) asserted that the active involvement of various stakeholders significantly influences the successful rollout of CDF bursary schemes in Kenyan communities. Engaging students, parents, community representatives, educators, and civil society groups during key stages – from establishing eligibility criteria to finalizing beneficiary picks – provides valuable input and generates a strong sense of collective ownership (Matetai & Yugi, 2016). The resultant boost in program credibility and perceived legitimacy spurs further collaboration towards effective delivery and outcome achievement.

Moreover, stakeholder participation ensures that the bursary program aligns with the needs and aspirations of the community it serves (Wamugu & Ogollah, 2017). When stakeholders are involved, they bring their diverse perspectives, experiences, and knowledge to the table. Their input helps shape the program to address the specific challenges and opportunities faced by the community. For example, local leaders may provide insights into the most deserving students, while parents and students may offer feedback on the effectiveness and impact of the program (Matetai & Yugi, 2016). This collaboration between stakeholders and program implementers ensures that the bursary funds are targeted towards the students who truly need them, maximizing the program's impact on educational outcomes (Kipchichir Tanui et al., 2015).

Stakeholder participation also contributes to transparency and accountability in the enactment of CDF bursary funds (Matetai & Yugi, 2016). When stakeholders are engaged in the monitoring and evaluation of the program, they act as watchdogs, ensuring that the funds are used appropriately and that the program operates fairly and transparently. Their active participation helps detect any irregularities or mismanagement, promoting accountability and reducing the risk of corruption (Kipchichir Tanui et al., 2015). Furthermore, the involvement

of stakeholders in financial audits and beneficiary verification adds an additional layer of scrutiny and reinforces the credibility of the program.

Additionally, stakeholder participation enhances the effectiveness and sustainability of the bursary program (Matetai & Yugi, 2016). When stakeholders are actively involved, they become advocates and ambassadors for the program within their communities. Their support and engagement help raise awareness about the availability of bursaries, encourage eligible students to apply, and ensure that the program reaches its intended beneficiaries (Wamugu & Ogollah, 2017). Moreover, stakeholders can provide valuable feedback and suggestions for program improvements, leading to continuous learning and adaptation (Kipchichir Tanui et al., 2015). This collaborative approach enables the program to evolve and remain relevant in addressing the evolving needs and challenges of the community.

Stakeholder engagement is essential to build endorsement, competency, and responsiveness into the design and execution of the constituency's development fund bursary programs in Kenya (Kipchichir Tanui et al., 2015). It promotes alignment with public sentiments, enables mutually beneficial exchanges amongst participants, heightens awareness and acceptance, and produces favorable impressions of the system and its administrators. Involvement creates the environment necessary for responsible utilization of resources, harmonious relationships, timely resolution of disputes, and amicable conflict mediation (Wamugu & Ogollah, 2017). As a whole, stakeholder inclusion facilitates the development of shared goals, common interests, constructive communication channels, and collaborative problem-solving strategies, which are instrumental to producing more equitable distributional effects and reducing antisocial inclinations, thus strengthening societal cohesion (Matetai & Yugi, 2016).

CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presented a summary, conclusion, and recommendation of the data findings on monitoring and evaluation tenets and enactment of CDF bursary funds in Bomet County, Kenya: A case of selected schools in Sotik Sub-County.

5.2 Discussions

5.2.1 Routine Program Monitoring on the Enactment of CDF Bursary Funds

From the study's findings, it is evident that routine program monitoring positively affects the enactment of CDF bursary funds. The findings established that routine program monitoring is critical in the enactment of CDF bursary funds because it promotes transparency, accountability, and responsible use of the CDF funds. The study's results further established that routine program monitoring helps in the identification of any potential irregularities or the mismanagement of resources.

5.2.2 Monitoring and Evaluation Plans on the Enactment of CDF Bursary Funds

The study's findings established that monitoring and evaluation plans affects the enactment of CDF bursary funds. The study established that monitoring and evaluation plans promote the reliability and the credibility of education bursary programs. The study further found out that monitoring and evaluation plans fosters transparency and stewardship through tracking the distribution and utilization of grants, deterring embezzlement or fraudulent activities.

5.2.3 Competence on the Enactment of CDF Bursary Funds

The study's findings established that competence positively and significantly affects the enactment of CDF bursary funds. The study's findings claimed that competent leaders develop and deploy adequate mechanisms to track the progress and outcomes of the progress

of bursary funds. Ideally, the study found that competence allows CDF bursary managers run the programs effectively because they make informed decisions.

5.2.4 Stakeholder Participation and the Enactment of CDF Bursary Funds

The study's findings established that there is a positive relationship between stakeholder participation and the enactment of CDF bursary funds. However, their relationship is not that significant. However, the study found that stakeholder participation is still instrumental because engaging students, parents, community representatives, educators, and civil society groups during key stages – from establishing eligibility criteria to finalizing beneficiary picks – provides valuable input and generates a strong sense of collective ownership, ultimately improving the enactment of CDF bursary funds.

5.3 Summary of Main Findings

The main purpose of the current study was to examine monitoring and evaluation tenets and enactment of CDF bursary funds in Bomet County. It sought to assess the effect of routine program monitoring on the enactment of CDF bursary funds in Bomet County, to examine the effect of monitoring and evaluation plan on the enactment of CDF bursary funds in Bomet County, to establish the effect of competence on the enactment of CDF bursary funds in Bomet County and to determine the effect of stakeholder participation on the enactment of CDF bursary funds in Bomet County.

From the findings, the researcher found that routine program monitoring plays a crucial role in ensuring transparency, accountability and responsible use of funds. Through continuous monitoring, policymakers and program implementers can make informed decisions, improve program efficiency and effectiveness. Monitoring and Evaluation plan provides reliable data and evidence for informed decision-making. It enhances accountability, improves program effectiveness, enables evidence-based decision-making, promotes stakeholder engagement and ownership, and facilitates

continuous learning and adaptation. Competent individuals understand the importance of data collection. Through their competence, they can identify areas for improvement, make informed decisions based on evidence, and enhance the overall effectiveness of the program. Engaging stakeholders during key stages provides valuable input and generates a strong sense of ownership. Stakeholder participation ensures that the bursary program aligns with the needs and aspirations of the community it serves.

5.4 Conclusion

The study concluded that routine program monitoring, monitoring and evaluation plans, competence, and stakeholder participation positively and significantly affects the enactment of CDF bursary funds. 50% of the respondents agreed that routine monitoring data is used to take corrective measures that promote the enactment of CDF bursary funds. Through continuous monitoring, policymakers and program implementers can make informed decisions that improve program efficiency and effectiveness. Monitoring and Evaluation plan enhances accountability, improves program effectiveness, enables evidence-based decision-making, promotes stakeholder engagement and ownership, and facilitates continuous learning and adaptation. Competence ensures efficient and effective management of the funds. Competent individuals possess the necessary skills to handle budgeting, fund allocation, and financial reporting. With their expertise, they can ensure that CDF bursary funds are appropriately allocated and utilized. Stakeholder participation also contributes to transparency and accountability in the enactment of CDF bursary funds. When stakeholders are engaged in the monitoring and evaluation of the program, they act as watchdogs, ensuring that the funds are used appropriately and that the program operates fairly and transparently

5.5 Recommendations

Based on the study's objectives, the study recommends that CDF bursary committees should ensure the deployment of routine program monitoring, monitoring and evaluation plans, competence of bursary committees, and stakeholder participation to promote the enactment of CDF bursary funds. It also recommends that stakeholders are constantly trained on monitoring and evaluation so that they can have adequate knowledge on monitoring and evaluation practices. It further recommends that the monitoring and evaluation committee undergoes professional training to promote competence.

5.51 Recommendations for Further Studies

The study recommends that future studies should investigate other factors that affect the enactment of CDF bursary funds. In addition, more variables depicting monitoring and evaluation tenets should be adopted to uphold the study's finding that monitoring and evaluation tenets positively and significantly affects the enactment of CDF bursary funds.

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APPENDICES

APPENDIX I: QUESTIONNAIRES

SECTION A: GENERAL INFORMATION

Kindly tick or fill in blank spaces with your most suitable answer or response

1. Please indicate your gender

   Male ☐ Female ☐

2. Please select your age category.

   Below 25 years ☐ 26-30 years ☐ 31-34 years ☐ 35-39 years ☐ above 40 years ☐

3. Please select a category that best describes your role in this school

   Principal ☐ Deputy Principal ☐ Head of Department ☐ Teacher ☐

4. Please select category of your school.

   Boarding School ☐ Day School ☐ Boarding and Day School ☐

5. The school develops deliberate strategies to improve monitoring and evaluation.

   Yes ☐ No ☐

6. Monitoring and evaluation is done frequently.

   Yes ☐ No ☐

7. I am involved in monitoring and evaluation of the CDF bursary funds in the school.

   Yes ☐ No ☐

SECTION B: ROUTINE PROGRAM MONITORING

8. Please rate the extent to which you agree/disagree with the following statements about routine program monitoring and enactment of CDF bursary funds by ticking [√] in the box: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Undecided (U), 4= Agree (A), and 5= Strongly Agree (SA).

NO.	Statement	Level of Agreement with Statement				
		SD	D	U	A	SA
		1	2	3	4	5
.	There are adequate routine monitoring systems.					
.	Routine monitoring systems allow the generation of the necessary data for project evaluations.					
.	Routine program monitoring positively correlates with the enactment of CDF bursary funds					
.	Routine program monitoring ensures that activities are completed periodically and within the deadline.					
.	Routine monitoring data is used to take corrective measures that promote the enactment of CDF bursary funds.					

9. In your opinion, to what extent does routine program monitoring influence the enactment of CDF bursary funds?

Very great extent ☐

Great extent ☐

Moderate extent ☐

Small extent ☐

SECTION C: MONITORING AND EVALUATION PLAN

10. Please rate the extent to which you agree/disagree with the following statements about monitoring and evaluation plan and enactment of CDF bursary funds by ticking [√] in the box: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Undecided (U), 4= Agree (A), and 5= Strongly Agree (SA).

NO.	Statement	Level of Agreement with Statement				
		SD	D	U	A	SA
		1	2	3	4	5
1.	Monitoring and evaluation plans help in updating mechanisms and promote the enactment of CDF bursary funds.					
2.	Monitoring and evaluation plans enable constraint analysis and the development of possible solutions.					
3.	Monitoring and evaluation plans help the team to become aware of the capacity needs for program implementation.					
4.	Monitoring and evaluation plans allow the development of clear objectives of the project.					
5.	Monitoring and evaluation plans are used to track and assess the program to promote efficacy.					

11. In your opinion, to what extent does monitoring and evaluation plan influence the enactment of CDF bursary funds?

Very great extent ☐

Great extent ☐

Moderate extent ☐

Small extent ☐

SECTION D: COMPETENCE

12. Please rate the extent to which you agree/disagree with the following statements about competence and enactment of CDF bursary funds by ticking [√] in the box: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Undecided (U), 4= Agree (A), and 5= Strongly Agree (SA)

NO.	**Statement**	**Level of Agreement with Statement**				
		SD	**D**	**U**	**A**	**SA**
		1	2	3	4	5
.	The monitoring and evaluation committee is competent.					
·	The monitoring and evaluation committee has the requisite years of experience in dealing with CDF bursary funds.					
·	The monitoring and evaluation committee undergoes professional training to promote competence.					
·	The monitoring and evaluation committee have a high productivity rate.					

.	The competency model is regularly reviewed to promote competency.					

13. In your opinion, to what extent does competence influence the enactment of CDF bursary funds?

Very great extent ☐

Great extent ☐

Moderate extent ☐

Small extent ☐

SECTION E: STAKEHOLDER PARTICIPATION

14. Please rate the extent to which you agree/disagree with the following statements about stakeholder participation and enactment of CDF bursary funds by ticking [√] in the box: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Undecided (U), 4= Agree (A), and 5= Strongly Agree (SA).

NO.	Statement	Level of Agreement with Statement				
		SD	D	U	A	SA
		1	2	3	4	5
.	There is constant stakeholder engagement to promote the enactment of CDF bursary funds.					
.	The school conducts stakeholder management regularly.					
.	The stakeholders are constantly trained on monitoring and evaluation.					
.	The stakeholders have adequate knowledge on monitoring and evaluation practices.					
.	Stakeholders participate in constant monitoring and evaluation to ensure successful implementation.					

15. In your opinion, to what extent does stakeholder participation influence the enactment of CDF bursary funds?

Very great extent ☐

Great extent ☐

Moderate extent ☐

Small extent ☐

SECTION F: ENACTMENT OF CDF BURSARY FUNDS

16. Please rate the extent to which you agree/disagree with the following statements about enactment of CDF bursary funds by ticking [√] in the box: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Undecided (U), 4= Agree (A), and 5= Strongly Agree (SA).

NO.	Statement	Level of Agreement with Statement				
		SD	D	U	A	SA
		1	2	3	4	5
.	The CDF bursary funds are completed within the stipulated timeline.					
.	The CDF bursary funds serve the community's needs.					
.	The CDF bursary funds meet the stakeholders' needs.					
.	The CDF bursary funds do not exceed the allocated budget.					
.	The CDF bursary funds are allocated as per the original allocation schedule.					

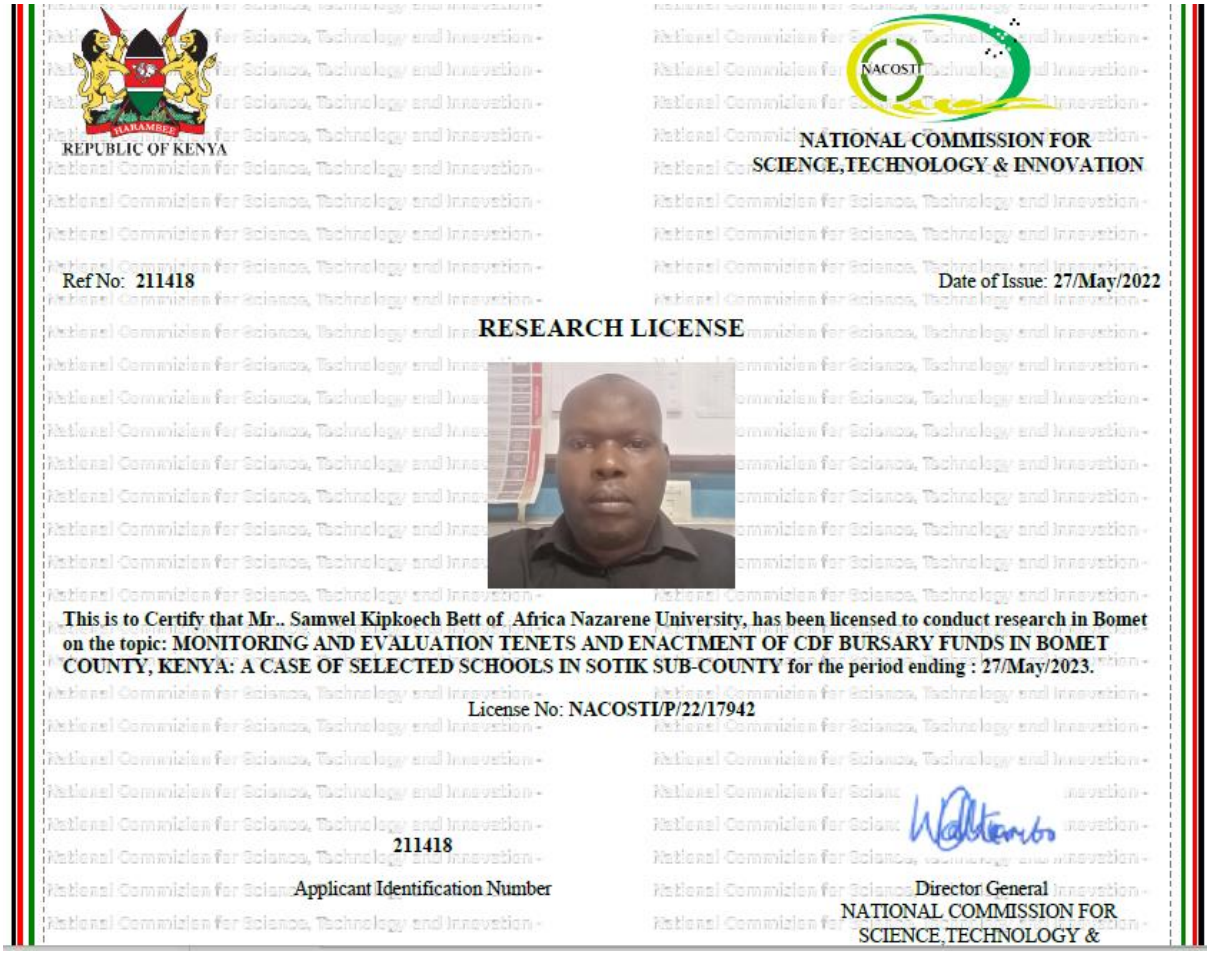
17. Kindly indicate other factors that affect the enactment of CDF bursary funds

……

……

Thank you for your time!

APPENDIX II: RESEARCH PERMIT



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 211418

Date of Issue: 27/May/2022

RESEARCH LICENSE

This is to Certify that Mr.. Samwel Kipkoech Bett of Africa Nazarene University, has been licensed to conduct research in Bomet on the topic: MONITORING AND EVALUATION TENETS AND ENACTMENT OF CDF BURSARY FUNDS IN BOMET COUNTY, KENYA: A CASE OF SELECTED SCHOOLS IN SOTIK SUB-COUNTY for the period ending : 27/May/2023.

License No: NACOSTI/P/22/17942

211418

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY &

APPENDIX III: RESEARCH APPROVALS

21st, May, 2022

E-mail: researchwriting.mba.anu@gmail.com/ monitoringandevaluation@anu.ac.ke
NACOSTI: registry@nacosti.go.ke Tel. 0202711213

Our Ref: 19M03DMME029
The Director,
National Commission for Science,
Technology and Innovation (NACOSTI),
P. O. Box 30623, 00100
Nairobi. Kenya

Dear Sir/Madam:
RE: RESEARCH AUTHORIZATION FOR: 19M03DMME029
SAMWEL KIPKOECH BETT is a postgraduate student of Africa Nazarene University in the Master of ARTS IN MONITORING AND EVALUATION (MME) program.
In order to complete his program, Samuel is conducting a research entitled: **MONITORING AND EVALUATION TENETS AND ENACTMENT OF CDF BURSARY FUNDS IN BOMET COUNTY, KENYA: A CASE OF SELECTED SCHOOLS IN SOTIK SUB-COUNTY.**

Any assistance offered to him will be highly appreciated.

Yours Faithfully,

Dr. Wanjiru Nderitu

MME, Coordinator,

School of Business Studies,

Africa Nazarene University.

APPENDIX IV: MAP OF SOTIK SUB-COUNTY

