

**ALLOCATION OF NATIONAL GOVERNMENT CONSTITUENCY
DEVELOPMENT FUND AND ACCESS TO PUBLIC SECONDARY SCHOOL
EDUCATION IN MERU COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF LAW, ARTS
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UNIVERSITY**

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DECLARATION

I declare that this project is entirely my work and has not been submitted, in whole or in part, for an award of a degree in any other University for examination purposes.

Signature..... Date.....

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I hereby signify that the research project was developed by the candidate under my supervision and has been submitted for examination.

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DEDICATION

This work is dedicated to my beloved family who have constantly lent me their support, encouragement, and sacrifice to enable me attain as far as I can in this academic exercise. To my parents, for their endless love and guidance, and to my siblings, for their motivation and belief in my abilities. I would also like to give thanks to my mentors and lecturers who helped me in many ways and whose invaluable insights and guidance helped me to grow in terms of my professional and academic life. Finally, I wish to thank my friends and colleagues for giving me such constant encouragement and inspiration. For that, all of you have provided great level of encouragement and support to me and this work is a testimony to the same.

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ABBREVIATIONS AND ACRONYMS

| | |
|----------------|--|
| CDF | Constituency Development Fund |
| EFA | Education for All |
| FPE | Free Primary Education |
| GDP | Gross Domestic Product |
| KNEC | Kenya National Examinations Council |
| M&E | Monitoring and Evaluation |
| ROA | Return on Assets |
| SDGs | Sustainable Development Goals |
| SPED | Special Education |
| SSA | Sub-Saharan Africa |
| T&L | Teaching and Learning |
| UK | United Kingdom |
| UN | United Nations |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| WB | World Bank |

OPERATIONAL DEFINITION OF TERMS

| | |
|--|--|
| Academic Performance | Refers to how a student measures up to the required level of achievement in any given subject(s). It includes class attendance, exam results, and participation in co-curricular activities. Measured by student grades, attendance records, and participation in school activities. |
| Instructional Materials | Includes books, stationery, and any other materials needed by the teacher and/or learner during classroom instruction. Measured by the number of textbooks, exercise books, and stationery provided per student. |
| National Government Constituency Development Fund (NGCDF) | The amount of money made available by the government to constituencies for supporting secondary education programs. Measured by the total amount allocated and disbursed to schools for education-related projects. |
| Physical Facilities | Any facility or equipment, other than learning materials, needed by teachers and learners for a smooth learning process. Measured by the availability and adequacy of classrooms, laboratories, libraries, and other essential school infrastructure. |
| School Feeding Programme | Through the NGCDF in Meru County the organization provides school lunches to improve student school attendance. The number of students receiving program benefits blends with the schedule of meal distribution for analysis. |

| | |
|--|---|
| Transition | The progression of learners from primary to secondary school education. Measured by the transition rate, calculated as the percentage of students advancing from primary to secondary education. |
| Teaching and Learning Resources | The classroom utilizes textbooks and exercise books together with writing materials along with stationery which supports both teachers and learners in their activities. The allocation of both resources and their caliber determines the measurement per student. |

ABSTRACT

Public secondary school education has a big role in fostering economic development and increasing income levels, particularly for individuals from economically disadvantaged backgrounds. Despite these potential benefits, access to public secondary education in Meru County has experienced a decline since 2013. Transition rates from 2018 to 2022 consistently fall below national averages, ranging from 61.5% to 69.7% compared to the national rates of 81.3% to 86.8%. The reported dropout rates in Meru County, varying from 10.9% to 15.9% during the same period, raise concerns about the obstacles students face in completing their secondary education. Obstacles to transitioning to secondary schools, such as high expenses, poverty, additional school fees, and unfavorable learning environments, disproportionately impact learners from economically disadvantaged families. The NGCDF represents one of the governmental measures to reduce education costs. The implementation of the NGCDF has not solved the problems learners encounter when trying to get access to quality secondary school education. This research examined the effects that national government constituency development fund distribution has on quality public secondary school education accessibility across Meru County in Kenya. Research investigated how NGCDF funding affected physical facilities and educational resources and school feeding program on access to quality secondary school education. The research was anchored on production function and the human capital theory employing descriptive design, targeting all public secondary schools Meru County including 72 principals, 72 school bursars and 11 members of the NGCDF committee members. The researcher employed a census approach because of the limited number of respondents which reached 155. A questionnaire served as the method for collecting the necessary information. The data collection went through two stages of analysis using descriptive statistics to compute

mean values alongside standard deviation calculations. Public secondary school education in Meru County receives essential influence through NGCDF allocations from the National Government according to the research findings. Adequate funding for physical facilities, such as classrooms and libraries, leads to higher student enrollment and retention rates, as well as improved academic performance due to a conducive learning environment. Similarly, sufficient allocation for teaching and learning resources, including textbooks and computers, enhances educational outcomes by supporting effective teaching practices and boosting student engagement. Additionally, school feeding programs have been shown to positively impact attendance and concentration by addressing nutritional needs, further emphasizing the interconnectedness of these factors. In conclusion, targeted investments in physical infrastructure, teaching resources, and nutritional support are essential for improving educational access and quality, highlighting the importance of strategic NGCDF allocations.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Many nations and governments worldwide are committed to ensuring global access to affordable education. In India, for instance, the central government contributes 80% of the funding for Free Primary Education (FPE), with local states managing the remaining finances. The Indian constitution dedicates a specific provision to Primary and Secondary education, notably Article 45, which aims to provide free and mandatory education to all children until the age of 14. It emphasizes the necessity for effective programs to address issues like wastage and stagnation in schools and ensure that all enrolled children successfully complete the prescribed course (Woodhall, 2014). However, the complex system of issuing fees, bursaries, and grants is not only confusing for both students and parents but also inefficient, as seen in the UK (Smith, 2015). Hackett and Proctor (2016) highlight that a significant number of unclaimed bursaries, around 240 million, intended for disadvantaged students, remained unclaimed due to a lack of awareness among students about available opportunities.

On a global scale, education bursaries and decentralized funds have long been employed to facilitate educational transitions (Olendo, 2017). Notably, the United Kingdom utilizes devolved funding, specifically the devolved schools' capital, to enhance governance and progress within the education sector. In Scotland, financing and expanding education play a pivotal role in fostering educational transitions (Di Cataldo, 2017). Similarly, Argentina strategically transferred education functions, including funding responsibilities, from the state to regional governments. This initiative aimed to address deficiencies in the central

government while simultaneously improving the overall transition process (Segatto, 2018). In Jamaica, the initiation of the Constituency Development Fund in February 2008 marked a significant step. This fund allocates a percentage of the budget to Members of Parliament, specifically for projects at the constituency level (Kimirri, 2018). The program focuses on promoting both human and structural development at the local level, empowering Members of Parliament to address the needs and concerns of their constituents. This approach contributes to enhanced local governance for projects such as road repairs, economic empowerment, and water infrastructure (Hossein, 2016).

In Africa, development funds have been specifically allocated to enhance accessibility to secondary education, particularly in rural areas. Governments in Sub-Saharan Africa, in collaboration with their financial partners, are actively addressing the challenge of making secondary education widely accessible, relevant, and of higher quality through the implementation of education subsidy and bursary funds. An insightful study conducted by the Evangelical Fellowship in Zambia and Micah Challenge in 2012 revealed that in Zambia, the Constituency Development Fund is directed towards building educational facilities, hiring teachers, and renovating staff houses. While the program has faced numerous challenges, it has successfully improved the infrastructure of schools, contributing to increased access to quality education for a majority of students through the provision of enhanced learning facilities.

The Constituency Development Fund in Ghana faced significant challenges due to insufficient financial expertise among project management staff in various constituencies. Despite these hardships, the funds were intended to finance educational and health projects,

ultimately contributing to an improvement in accessibility to education in Ghana (Boateng, 2010). Conversely, in Malawi, the government's bursary scheme falls short in addressing the needs of secondary school students, with limited awareness among Malawians and district-level employees about the program and its requirements. Bursary funding is notably constrained and varies across districts (World Bank, 2010). Presently, many developing countries have committed to providing universal first-cycle education for all school-going children, as reported by Lewin in 2014. However, there remains a noticeable and continued neglect of secondary education in these nations, leading to a surge in primary school enrollment while secondary education receives less attention and support.

Matipa's (2020) study on the Constituency Development Fund (CDF) in Zambia revealed its primary utilization for expanding schools, hiring teachers, and renovating or constructing new teachers' houses. Despite encountering numerous challenges, the program has achieved success, leading to a notably improved school environment. This positive transformation has contributed to a higher completion rate in both primary and secondary education, emphasizing the critical role of infrastructural development.

Similarly, in Kenya, the National Government Constituency Development Fund (NGCDF) has played a pivotal role in constructing schools and enhancing the quality of education across all constituencies. This, in turn, has led to an increased number of students progressing to higher education institutions (Ong'are, 2017). To further enhance the transition from primary to secondary school, it is crucial for the NGCDF to strategically allocate resources. This includes a focus on providing essential teaching and learning

(T&L) resources, as highlighted by Bol (2017). The expansion of learning opportunities is directly linked to the provision of T&L resources, as noted by Valenzuela and Montecinos (2017).

The importance of adequate instructional materials, such as books, pens, and stationery, cannot be overstated, as emphasized by Fredriksen and Brar (2016). A deficiency in these materials can lead to high dropout rates in secondary schools. Waweru (2016) argues that the lack of sufficient desks and chairs, resulting in overcrowded classrooms, also acts as a demotivator for continued learning. Thus, the provision of comprehensive teaching and learning resources is imperative to ensure student engagement and retention in schools.

The current study contributes to the existing literature by focusing on the intricate link between the provision of learning resources and the transitional phases in education. While reviewed studies have predominantly concentrated on the relationship between resource provision and access or retention, this study takes a step further by examining how learning resources influence the transition from one educational level to another (Hunzvi, 2015; Hardley, 2016; Kaindi, 2019). This nuanced perspective adds depth to the understanding of the impact of resource allocation on educational progression

The significance of physical facilities, including laboratories and classrooms, as pivotal influencers in the educational transition process has been highlighted in the research of James-MacEachern and Yun (2017). Acknowledging this importance, the government recognizes that adequate physical facilities and instructional materials are essential for fostering a conducive learning environment (Olayinka, 2016). Maphosa and Shumba

(2017) affirm that classrooms play a crucial role in shaping learners' access to secondary education, emphasizing their indispensable nature in the optimal functioning of educational institutions.

The absence of well-equipped classrooms can significantly impede the learning process, leading to suboptimal operational efficiency in educational institutions. Classrooms serve as tangible indicators of the existence of a learning institution, and communities attribute great value to these structures as the primary symbols of formal learning (Johnson-Harris & Mundschenk, 2017). The importance of classrooms is further underscored by their central role as focal points for Quality Assurance Officers in education, amplifying their significance in ensuring the quality and standards of the educational environment.

This study specifically concentrates on investigating how the allocation of funds from the National Government Constituency Development Fund (NGCDF) for physical facilities influences the transition process in education. By focusing on the role of NGCDF in enhancing the physical infrastructure of schools, particularly the provision of classrooms and laboratories, the study aims to contribute valuable insights into how such allocations impact the overall educational transition experience for students. Schools leverage the National Government Constituency Development Fund (NGCDF) to support feeding programs, with a focus on assisting needy learners through bursaries that cover lunch expenses, as highlighted by Gathoni and Ngugi (2016). This approach ensures that no student has to endure hunger during the school day. Zenebe et al. (2018) posit that students who have their nutritional needs met can concentrate better, grasp new content more

effectively, and excel in socializing with both teachers and peers. Teachers also acknowledge that learners who have access to balanced meals are more cooperative and easier to manage in the classroom, contributing to their ability to stay in school and transition to the next level (Ostindjer *et al.*, 2017; Belle, 2018).

The actual access to resources by the community depends heavily on how they perceive both the National Government Conditional Grant Distribution Fund allocation and its educational role. What the NGCDF should support within local education systems is a fundamental belief for the community population (Kimirri, 2018). The perception of community members about the NGCDF funds directly influences the number of students applying for bursaries through this program. When the local community does not see value in NGCDF funding they might avoid applying for bursary opportunities although funding exists from the government (Kariuki 2016). The inadequate perception from the community results in fewer learners being able to receive these educational resources which aim to protect their successful completion of basic education programs. The impact of NGCDF resources requires knowledge of local community views for maximizing both educational opportunity and support structures aimed at helping students in need.

1.2 Statement of the Problem

Public secondary school education is viewed as a catalyst for economic development, contributing to increased income levels for individuals, especially those from economically disadvantaged backgrounds. It is likened to investments in various sectors such as irrigation, agriculture, industrial parks, manufacturing, infrastructure development, and electricity connectivity. However, access to public secondary education in Meru County

has witnessed a decline since 2013. Transition rates in recent years (2018-2022) have consistently lagged behind the national averages, with rates ranging from 61.5% to 69.7%, compared to the national rates of 81.3% to 86.8%. The alarming dropout rates in Meru County, ranging from 10.9% to 15.9% in the years 2018-2022, as reported by the County Government of Meru in 2023, further highlight concerns about the challenges faced by students in completing their secondary education.

In an effort to address these issues, the National Government Constituency Development Fund (NGCDF) disbursed 210.34 billion by the 2016/2017 financial year to all constituencies in Kenya. However, the allocation had limited impact at the constituency level, with reports of misappropriation through collaboration between NGCDF committees and school principals. Likoko, Mutsotso, and Nasongo (2019) revealed misallocation of bursaries to committee members' relatives and affluent individuals, diverting the funds from their intended purpose. Despite efforts to ensure fairness, equitable distribution, and the promotion of access to secondary education, challenges persist, particularly for disadvantaged children. The study aimed to assess the impact of NGCDF allocation on access to quality public secondary school education Meru County, Kenya.

1.3 Objectives of the study

The study was guided by the following objectives.

1. Establish how NGCDF physical facility funding supports public secondary school education accessibility throughout Meru County, Kenya.
2. Examine how NGCDF distribution for teaching material and infrastructure affects secondary school enrollment within public institutions of Meru County, Kenya.

3. Determine how the NGCDF funds for school feeding programs influenced secondary school accessibility in public education institutions in Meru County, Kenya.

1.4 Research Questions

The study was guided by the following questions

1. What are the influence of allocation of NGCDF for physical facilities on access to public secondary school Meru County, Kenya?
2. To what extent do allocation of NGCDF for teaching and learning resources affects access to public secondary school education Meru County, Kenya?
3. How does the allocation of NGCDF for school feeding program affects access to public secondary school education in Meru County, Kenya?

1.5 Justification and Significance of the Study

Imenti South Constituency in Meru County, Kenya, has been confronted with challenges related to the mismanagement of funds allocated for education, as highlighted in consecutive financial years' audit reports conducted by independent auditors (Auditor General Report, 2022). The significance of education as the backbone of the economy underscores the importance of equal access for all citizens, regardless of financial disparities. To address these issues, NGCDF was established, aiming to provide marginalized communities with equitable opportunities for quality education, including fund availability and the development of essential physical infrastructure for effective learning (Constituencies Development Fund Act, No. 5 of 2003). This study will delve into the specific challenges faced by Imenti South Constituency, shedding light on fund

disbursement issues and the ongoing development of physical infrastructure crucial for the learning process in public secondary schools.

The study will provide valuable insights for policymakers in ensuring effective utilization of NGCDF allocations in enhancing secondary education access. By identifying gaps in fund allocation and infrastructure development, policymakers can formulate better strategies to improve resource distribution and accountability. The findings will also guide government agencies in aligning CDF-funded projects with national education goals, ultimately contributing to equitable access to quality education.

The study will contribute to existing theories related to education financing and resource allocation, particularly in understanding how government funding influences secondary school accessibility. It will enhance discussions within economic and educational theories, such as the Human Capital Theory, by demonstrating the role of financial investments in improving education outcomes. Additionally, the findings will enrich agency theory by highlighting the accountability measures in fund management within the education sector. The study will serve as a reference for scholars and researchers conducting further studies on education financing and infrastructure development in public schools. It will provide empirical evidence on the impact of CDF funding on school infrastructure, feeding programs, and learning resources. The study's findings will also help education stakeholders, including school administrators and development agencies, in assessing the effectiveness of government funding initiatives and identifying areas for improvement.

1.6 Scope of the Study

The study focused on investigating the influence of the allocation of the NGCDF on access to quality public secondary school education. The specific geographical area under consideration was Imenti South Constituency, located in Meru County, Kenya. The study encompassed all public secondary schools within Imenti South Sub-County. In total, the research covered 72 public secondary schools in Meru County. The chosen research design for this study was descriptive in nature, allowing for a comprehensive analysis of the current situation regarding the NGCDF allocation and its effects on the accessibility of quality education in the specified region. Descriptive research is particularly useful for providing an accurate portrayal of the existing conditions and understanding the relationships between variables in a given context.

1.7 Limitations of the Study

The study encountered several limitations that could have affected the accuracy and reliability of the findings. The possibility of self-bias was a concern, as the researcher's perspective and expectations could have influenced the interpretation of data. To counter this, standardized data collection tools and a strict adherence to the research methodology were employed to minimize subjectivity. Self-reporting bias was another limitation, where some respondents might have provided socially desirable answers rather than truthful responses. To address this, the study assured participants of anonymity and confidentiality, encouraging honest and accurate information, and triangulated responses with official records where possible. Confidentiality concerns also posed a challenge, as participants, particularly school administrators and government officials, might have been hesitant to disclose information. To mitigate this, the study obtained the necessary ethical approvals

and assured respondents that the data collected would be used solely for academic purposes, with no individual identities being revealed. By implementing these measures, the study aimed to enhance the validity and reliability of the findings while ensuring ethical research practices.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discusses the secondary data information found in libraries, journals and journal articles, newspaper articles and periodicals as well as other Government publications. It also presents the theories adopted by the study and finally the framework adopted for the study.

2.2 Empirical Review

The following is the literature review related to the variables under study;

2.2.1 Access to Public Secondary Education

The study uses an extensive methodology to study how the National Government Constituency Development Fund (NGCDF) affects public secondary education in Meru County. The research adopts descriptive design for its methodology to attain detailed information on this subject. This research examined the distribution of NGCDF across teaching materials, education facilities and school nutritional programs. The research setting in Meru County addresses specific learner challenges because of restricted finances together with deplorable living conditions and insufficient educational resources. Research findings derive from scholarly work that examines NGCDF's ability to boost educational access by showing its effects on learning results and student movement statistics. The study used multiple data sources such as interviews, questionnaires and existing documents to triangulate findings which leads to enhanced result reliability. This research analyzes the effectiveness of NGCDF funding by investigating Imenti South constituency located in Meru County. The research exists to resolve issues experienced by learners in the targeted

area while fostering academic progress through nation-wide education development discussions.

The research "Allocation of National Government Constituency Development Fund and Access to Public Secondary School Education in Meru County, Kenya" examined how Constituency Development Fund (CDF) enhances secondary education access especially for underserved population groups. The study by Kung'u and Gachunga in 2017 shows how the CDF developed through decentralization while receiving funds to concentrate on education programs. The budgetary distribution that elevated the CDF funding from 2.5% to 7.5% demonstrates how much money goes toward local projects and specifically dedicated to education which consumes approximately 34% of funds. The methodology of the study utilizes description to understand both the financial growth and developmental nature of the CDF and its effects on secondary education services. The research demonstrates that the CDF plays an essential function because it expands school capacities to accept more students while protecting student transition paths and graduation rates. Bursaries provided to disadvantaged students serve as a vital method for financial aid that eliminates economic barriers to educational access.

The theoretical approach incorporates decentralization financing as well as poverty reduction measures that place education at their core. This research establishes its literary basis by understanding specific difficulties faced by Meru County communities because the CDF delivers crucial initiatives for educational equity and development advancement. This research project pursues findings about government funding on education accessibility which gave important knowledge about Meru County particularities. The

research methodology based on description has achieved high methodological precision to fully comprehend how the CDF influences public secondary education in the region.

Mettoi (2017) examined how the Constituency Development Fund (CDF) board distributes their available funds. The study demonstrates how CDF board members play an essential part in maintaining fund utilization integrity since they give power to local entities for implementing projects. The funds have proven effective for schools to build new facilities and extend their structures to accept additional students as well as distribute bursaries which help students from limited economic backgrounds. Primary education accessibility improvements from the government were noted in research yet the study shows that transition remains an ongoing problem due to rising student dropouts. The investigation explored existing scholarship by concentrating on the National Government Constituency Development Fund (NGCDF) as a solution to secondary school transfer challenges. The study evaluates aspects of the NGCDF by assessing T&L resources allocation together with budgeted physical infrastructure development and school lunch efforts and determines local public perception regarding both elements and their role in student transition. The research combined a methodological strategy which begins with a literature review to assess the diverse effects of NGCDF on transition. The conceptual model spotlights how the NGCDF benefits secondary education accessibility through T&L resource support and facility development and public understanding of its initiatives.

The proposed study seeks to build upon Mettoi's research, contributing nuanced insights into the contextual intricacies of Meru County's education landscape. The methodological approach, informed by a thorough literature review, ensured a robust foundation for

investigating the NGCDF's influence on the complex dynamics of transition in secondary education.

2.2.2 Allocation of NGCDF for Teaching and Learning Resources

The research, published by Palmu, Närhi, and Savolainen in 2018 and referenced in the proposed study, emphasizes the pivotal role of academic performance in the transition from one educational level to another. The research of Kaindi & Kimiti (2019) illustrates how T&L teaching processes enabled through appropriate learning materials including books and laboratories enhance academic outcomes before educational transitions. This perspective receives support from Okongo and co-authors (2015) because they show that well-designed learning materials create seamless transitions between different educational levels.

The study conducted by Palmu Närhi and Savolainen is likely to use a research design focused on analyzing academic performance connections with T&L resources alongside transition rate patterns. Research assesses academic outcomes through quantitative measurements in addition to analyzing transition rates because of learning materials. The results of this research demonstrate that schools need well-equipped classrooms in order to promote academic achievement which leads to better student transitions. These findings demonstrate essential value when studying education operations because they expose the system's resource-related opportunities and difficulties.

A supportive T&L setting that receives sufficient resources leads to better academic results which produce better transition outcomes. The proposed study utilizes the existing conception to explore the relationship between National Government Constituency

Development Fund (NGCDF) resource distribution and its impact on accessing required educational resources and student transition rates. The research design followed a quantitative approach through survey-based and assessment methods to measure teaching and learning resource availability as well as their effects on academic results and educational transition levels. The study drew from previous research to understand how NGCDF influences Meru County, Kenya through its solutions for the recognized problems.

Academic research demonstrates that educational materials for teaching and learning serve as critical factors which determine juvenile mobility between educational stages. Better transition rates depend on the availability of textbooks alongside stationery and laboratory equipment and learning materials according to Mwangi, Barchok, and Ogola (2016) which enhances academic performance at present academic levels. Academic success at the present level serves as a precondition for future advancement according to Kivunja (2017). He shows how academic achievement affects academic transition progression. The T&L materials help students develop music and psychomotor skills which enable successful educational transition between pre-primary to primary school according to Onyango (2017). Various audiovisual resources together with different materials serve as essential elements for making strong connections in student minds (Nwajiuba 2020). The insufficient teaching and learning resources use National Government Constituency Development Fund (NGCDF) resources inefficiently which causes low transition rates indicating major gaps in addressing these educational needs.

Gottfredson and Hussong (2018) performed research in the UK which demonstrated that secondary education transition success relies on accessible teaching resources. The present study evaluates the identified relationships in educational institutions throughout Meru County Kenya since the original study was conducted in a developed nation.

The research conducted by Motlanthe (2017) investigated the influence of educational materials on student transition processes as well as retention patterns in South African institutions. The research study demonstrated no significant difference in student transition results but proved the positive effects for learner retention rates. The present research centered on transitional outcomes alone thereby creating a distinction from Motlanthe's extensive theoretical framework.

A study conducted by Chiroma (2017) examined T&L materials as variables that support student transition from northern Nigerian secondary education to tertiary education. T&L resources demonstrated a powerful positive effect on transition according to the research outcomes performed at a different school level. The proposed investigation carried out a corresponding study about educational transition between primary and secondary schools in Meru County Kenya.

2.2.3 Allocation of NGCDF for Physical Facilities and Transition

The literature on physical facilities and their impact on students' transition is extensive. Akomolafe and Adesua (2016) argue that the availability and efficiency of physical facilities positively impact students' transition, creating a conducive learning environment. Pangrazi and Beighle (2019) further support this, emphasizing that adequate physical

facilities strengthen learners' readiness for the next level of learning. However, Spaul (2015) suggests that if the performance is poor at the primary school level due to insufficient physical facilities, the transition rates are likely to be low.

Ogunmoyela (2019) notes that public schools often lack basic physical facilities like classrooms, which can impact teachers' morale and hinder the achievement of educational goals. Chonjo (2018) highlights the uneven distribution of physical facilities in Sub-Saharan Africa, affecting academic achievement. Belle (2018) conducted a study in Texas, USA, indicating that physical facilities significantly affect the transition from basic to secondary education.

The research by Idu and Ojedapo (2017) in Northern Nigeria revealed that physical education facilities create a positive influence on student transition from elementary to primary education. Maphosa and Shumba (2017) implemented a descriptive survey research design to investigate physical facility effectiveness regarding transition within the South Africa educational system. The research findings of this study indicated that the delivery of physical infrastructure did not boost the transition process. The different study results emphasize the requirement for research to be specific to unique contexts.

Analysis of the proposed research about National Government Constituency Development Fund distribution and its effects on public secondary school education in Meru County, Kenya requires an evaluation of physical facility conditions in this particular local setting. The unique characteristics of Meru County helped generate reliable recommendations for educational settings to support successful transitions throughout the area. Descriptive research design served as the method to accomplish this research objective.

2.2.4 Allocation of NGCDF for School Feeding Program and Transition

Different studies investigate physical facilities in education because they impact learner transition paths. Akomolafe and Adesua (2016) prove that high-quality maintained facilities promote better learning environments which cause students to continue their education while making their academic advancement easier. According to Pangrazi and Beighle (2019), proper physical facilities help improve learner performance since good outcomes lead to better transition results.

Akomolafe and Adesua (2016) conducted a study which produced no clear evidence about the relationship between facilities and academic transitions. Maphosa and Shumba (2017) researched South African educational facilities without discovering concrete evidence that physical building supply drives transition upgrade. Research must carefully examine the present status of physical facilities' effects on public secondary school accessibility within Meru County, Kenya because the existing findings contradict one another.

The study "The Effect of Physical Facilities on Transition from Basic to Secondary Education" was carried out by Belle (2018) across Texas USA by employing a correlational design framework. The research team conducted surveys with 56 schools that confirmed physical facilities have a positive impact on transition patterns. The research environment across Texas and Meru County shows it is essential to verify these results for the Kenyan academic context.

A substantial positive relationship exists between educational facilities and student transition according to the research conducted by Idu and Ojedapo (2017) in Northern

Nigeria. Research focused on elementary education creates doubts about whether the obtained results can transfer to the higher education level. Research investigated the current findings by applying them to secondary school learners in Meru County, Kenya.

Ogunmoyela (2019) emphasized how poor physical facilities in schools create serious problems by identifying the significance of classrooms, roofs, windows, doors and other required amenities. The findings from Chonjo (2018) show that academic achievement gets influenced by unequal physical facility distributions in rural versus urban schools in Sub-Saharan Africa. The insufficient access to fundamental school facilities requires thorough research into their effect on student academic results and educational transition within Meru County.

2.3 Theoretical Review

The study was anchored on production function theory and human capital theory.

2.3.1 Production Function Theory

Mace presented the production function theory in 1979 which sets the base for comprehending educational input and output connections. The economic model proposed by Mace creates a link that demonstrates the greatest results which inputs can produce. The educational process functions as a production system which merges different inputs including capital and labor to convert specified components into targeted results according to this theory. The targeted outcome for primary school education consists of producing students who can progress to higher learning levels.

This educational production process includes teaching and learning resources together with physical facilities and school feeding programs as well as community opinions about the National Government Constituency Development Fund (NGCDF). The study of Allocation

of National Government Constituency Development Fund and Access to Public Secondary School Education in Meru County, Kenya relies upon production function theory to investigate primary education processes alongside their effects on educational progression. The production function theory explains that primary school graduates make up the output which results in the next education level transition. The school stands as a vital influential factor which produce the student turnout rates between transition and dropout which determine how graduates continue their educational journey. Primary schools utilize the production function theory to support their main mission of developing students for moving up to higher stages of education. This study employed the theory to create a conceptual framework that explains how factors affect the patterns through which primary school learners transition into secondary schools.

2.3.2 Human Capital Theory

Proposed in the 1960s, the Human Capital Theory (aka: Gary Becker) is an important and fundamental concept on education's economic implications. This theory was introduced as a way to analyze the education as an investment in human capital by Becker, a Nobel laureate in economics. According to the theory, education is considered as an investment in the aggrandizement of skills, knowledge and productivity the person would ultimately be able to make a brighter future with increase in earning potential. According to the adherents of the Human Capital Theory, educational is a vehicle that builds up valuable skills and knowledge, thus, making individuals more efficient and flexible as far as labour market is concerned.

The Human Capital Theory core proposal is that education (being a certain type of investment) is not only a consumption good, but an investment whose returns in earnings and employment opportunities are positive. The case focuses on the role of education in improving an individual's overall productivity and economic well-being. according to the theory in invest in education both individuals and society would have a better life and get good from the development economically.

There are however limitations of the Human Capital Theory. Critics argue that it is overly simplistic about the way complicated processes of education interact with their socio-economic outcome. It may fail to include such social and non-economic aspects of education, as social cohesion, cultural enrichment and personal development. Furthermore, a constant access to education opportunities assumed in the theory is not a fact of life in all settings and it is this access that contributes to the accumulation of human capital.

The application of the Human Capital Theory in studying the Allocation of National Government Constituency Development Fund and Access to Public Secondary School Education is based on its capability to present an economic contribution to education. When education is treated as capital for a human being this allows study to consider how the money is spent to different create skills and knowledge, resulting in outcomes for individuals and at society level. This theory provided an opportunity to view the economic effect education investments enabled by National Government Constituency Development Fund on the access to public secondary school education in Meru County, Kenya.

2.4 Summary of Literature Review and Research Gaps

Table 2:1: Summary of Literature Review and Research Gaps

| Author and Year | Title | Findings | Research Gaps and How They Were Filled |
|------------------------------|---|--|--|
| Sang (2019), Kombo (2018) | Access to Public Secondary Education | Identified cost, poverty, fees, and environment as key barriers to access. | Focused on broad national context; current study narrows to Meru County. |
| Maluki (2018) | Effect of NGCDF on educational performance | Highlighted NGCDF's role in improving access to education. | Did not analyze specific allocation; current study focuses on key areas. |
| Kung'u & Gachunga (2017) | Evolution of CDF and Its Impact on Education | Found that CDF allocation increased education accessibility. | Lacked a county-specific focus; current study assesses Meru County. |
| Mettoi (2017) | Allocation and Utilization of CDF Funds for Secondary Education | CDF funds used for infrastructure, learning materials, and bursaries. | Did not assess effectiveness of NGCDF on transition rates. |
| Palmu, Närhi & | Teaching and Learning Resources | Found a direct link between academic | Conducted in a developed country; current study |

| Author and Year | Title | Findings | Research Gaps and How They Were Filled |
|--------------------------------|--|--|---|
| Savolainen (2018) | and Academic Performance | performance and availability of learning materials. | validates in Kenyan context. |
| Kaindi & Kimiti (2019) | Teaching and Learning Process and Student Transition | Availability of T&L resources significantly affects academic success and transition. | Generalized findings; current study investigates NGCDF's role in provision. |
| Okongo et al. (2015) | Correlation between Learning Resources and Student Progression | Adequate teaching and learning resources enhance smooth transitions. | Lacked NGCDF-specific focus; current study links NGCDF allocation. |
| Mwangi, Barchok & Ogola (2016) | Learning Materials and Transition Rates | Availability of textbooks and lab equipment improves transition. | Focused on primary education; current study targets secondary transition. |
| Onyango (2017) | Learning Resources and Skill Acquisition | T&L materials enhance skill acquisition and transition readiness. | Lacked focus on Meru County; current study contextualizes findings. |

| Author and Year | Title | Findings | Research Gaps and How They Were Filled |
|------------------------------|--|---|--|
| Nwajiuba (2020) | Audio-Visual Learning Resources and Academic Performance | Audio-visual aids enhance student retention and transition. | No focus on CDF allocation; current study evaluates impact of NGCDF. |
| Gottfredson & Hussong (2018) | Teaching Materials and Transition in UK Schools | Positive link between learning materials and secondary school transition. | Conducted in UK; current study applies in Kenyan secondary schools. |
| Motlanthe (2017) | Effect of Learning Materials on Transition and Retention in South Africa | Learning materials positively impact retention but not transition. | Transition effects in Kenya need investigation; current study addresses this. |
| Chiroma (2017) | Effect of T&L Materials on Transition to Tertiary Education in Nigeria | Strong positive correlation between T&L materials and transition. | Focused on tertiary transition; current study focuses on primary-secondary transition. |
| Akomolafe & Adesua (2016) | Physical Facilities and Student Transition | Availability of physical facilities | Lacked NGCDF-specific analysis; current study |

| Author and Year | Title | Findings | Research Gaps and How They Were Filled |
|---------------------------|---|--|--|
| | | improves transition rates. | integrates NGCDF allocation. |
| Pangrazi & Beighle (2019) | School Infrastructure and Readiness for Next Level of Education | Proper infrastructure improves learners' readiness for transition. | Did not link to CDF; current study evaluates NGCDF's impact. |
| Spaull (2015) | School Infrastructure and Student Performance | Performance and transition linked to quality of school infrastructure. | Focused on general infrastructure; current study emphasizes NGCDF funding. |

Source: Researcher (2024)

2.5 Conceptual Framework

The framework indicates that the bursary allocations influences the transition rates of students from one class to the other, the rate of completion of secondary education among the beneficiaries of the bursaries, the availability of the physical facilities within the schools that the NGCDF allocates bursaries and other construction of infrastructure in those schools and as well as the availability and sufficient of the equipment that the secondary schools requires to offer quality and adequate education to the students.

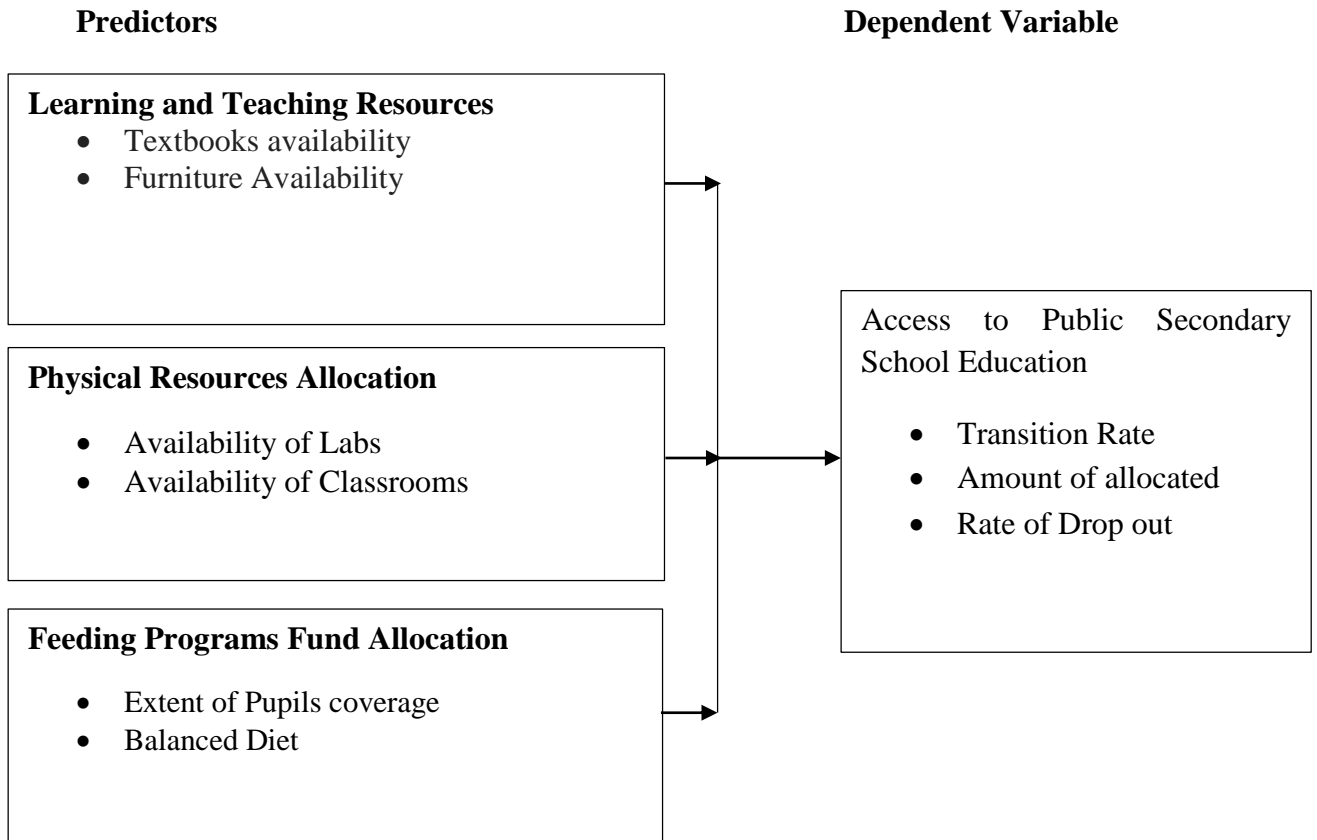


Figure 2:1:Conceptual Framework

Source: Researcher (2024)

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter give emphasis on the methodology to be applied during the research process giving focus to the research design, study population, target population, sampling design, sampling methods and techniques, data collection methods and procedures to be used.

3.2 Research Design

A descriptive research design is effective for gathering information on people's opinions, attitudes, or habits, as it provides a systematic approach to data collection. This design supports the use of instruments such as interviews and questionnaires, making it suitable for surveys that capture diverse perspectives. Additionally, it enables researchers to analyze existing records, identify trends, and examine relationships within social contexts. The structured nature of descriptive research ensures organized data presentation, facilitating a clear understanding of social phenomena.

3.3 Study Site

The study site for the research on the Allocation of NGCDF and Access to Public Secondary School Education is South Imenti Constituency, located in Meru County, Kenya. South Imenti Constituency is one of the nine constituencies in Meru County, Kenya. It was established for the 1988 elections and is represented in the electoral system.

3.4 Target Population

The target population for this study was the school heads of various public secondary schools, the school teachers of the secondary schools and the NGCDF committee members. Thus, the total population was 155 as tabulated below

Table 3:1: Target Population

| Category | Frequency | Proportion |
|-----------------|------------------|-------------------|
| School Heads | 72 | 46.45% |
| Teachers | 72 | 46.45% |
| NGCDF Committee | 11 | 7.10% |
| Total | 155 | 100% |

Source: South Imenti Education Office (2023)

Given the study's small and manageable respondent size, a census approach was undertaken.

3.5 Data Collection Instruments

The study obtained responses through structured questionnaires which enabled a methodical collection of information from the surveyed participants. The research employed secondary methods of data collection by focusing on textual data as part of its methodology. This involved an in-depth review of existing literature, cases, and articles relevant to the utilization of funds and access to quality education in public secondary schools. The emphasis on textual data aims to enrich the study by drawing insights from a comprehensive analysis of available literature, thereby ensuring a more informed exploration of the relationship between fund allocation and educational access. This approach contributed to a nuanced understanding of the broader context and dynamics associated with the study's central themes.

3.6 Pilot Study

3.6.1 Validity of Research Instruments

The validation of the research instrument happened through a pilot study to ensure reliability and good fit of the tool. Tharaka Nithi served as the research destination for conducting the pilot study because Neuman (2006) suggested that trials should have between ten to one hundred fifty participants even when the participants come from areas such as the study site. The assessment tool demonstrates validity when it delivers accurate measurements of the intended targets according to Kombo and Tromp (2011). The tool was evaluated for both internal validity to measure concepts in the study and external validity to determine its potential application beyond the research population (Wimmer & Dominick, 2014).

Hiring specialized professionals to attest to the tool's validity was done through feedback sessions primarily with the supervisor who understood the study area. The reliability of the data collection instrument was evaluated by eight purposefully picked individuals from the population through a pilot study. The results obtained through the pilot study guided essential modifications to the research instrument which enhanced both its validity and reliability aspect. All data obtained from the pilot study will remain excluded from the concluding research document.

3.6.2 Reliability of Research

The data reliability in this study means the research tool shows consistent results during each separate administration. The research tool was distributed twice to the same group with a seven-day gap using the test-retest technique (Kothari 2014). Data reliability was achieved by calculating coefficients of correlation through Pearson Product Moment

formulas to maintain at least a 0.7 strength of reliability. Cronbach's Alpha was used to determine the internal reliability of constructs measuring NG-CDF resource allocation and access to public secondary school education in Meru County. The acceptable research reliability standards according to Tavakol and Dennick (2011) define Cronbach's Alpha values between 0 and 1 through their assessment (Tavakol & Dennick, 2011). The scale values reveal reliable measurement instruments because high scores demonstrate consistent participant responses.

Table 3:2: Reliability Tests Results

| Constructs | Alpha Score | Comments |
|---|--------------------|-----------------|
| Allocation to Teaching and Learning Resources | .872 | Reliable |
| Allocation to Physical Facilities | .882 | Reliable |
| Allocation to School Feeding Program | .811 | Reliable |
| Access to Public Secondary School Education | .799 | Reliable |

Source: Researcher (2024)

Results from the reliability test show that all study constructs possess high consistency because Cronbach's Alpha values range from 0.799 to 0.882. A reliability analysis determines the construct measuring NGCDF allocation for teaching and learning resources to have a high score of 0.872. This suggests that respondents consistently recognized how NG-CDF allocations contribute to the provision of essential educational materials such as textbooks and laboratory equipment. Similarly, the allocation for physical facilities recorded an Alpha score of 0.882, confirming the reliability of responses regarding infrastructure improvements, including classrooms, libraries, and laboratories. The

construct on feeding programs also showed a high Alpha score of 0.811, indicating that the measurement of NG-CDF support for feeding programs is reliable. Feeding programs play a crucial role in increasing school attendance and reducing dropout rates, particularly in rural areas, making the reliability of this construct significant. The construct on access to public secondary school education recorded an Alpha score of 0.799, which, although slightly lower than the others, still meets the reliability threshold. This construct captures the impact of NG-CDF allocations on increasing secondary school enrollment in Meru County.

3.7 Data Analysis and Presentation

The data analysis process in this study followed a systematic approach to derive meaningful insights. Initially, the collected data was coded by assigning numerical values to responses based on their meaning, enhancing measurability and facilitating analysis. The team processed the coded data through an institutional database software for analytical research purposes. The researchers employed descriptive analysis through statistical indicators of percentages and mean and standard deviation to describe fundamental patterns and features of the dataset. In addition to descriptive analysis, we used inferential analysis to establish broader conclusions along with making predictions that exceeded the dataset. Researchers applied regression analysis to analyze variable relationships as well as correlation analysis to detect possible associations within the dataset. The researcher used tables with accompanying charts and figures to present analytical results. These visual aids effectively illustrated key findings, trends, and relationships discovered during the analysis. The combination of descriptive and inferential methods, along with clear visualizations, ensured a comprehensive and insightful presentation of the research findings.

The regression equation is: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$

Whereby; Y = Access to Public Secondary School Education

β_0 = Constant

β_1 - β_4 = Coefficients of determination

X_1 = Allocation to learning and teaching resources

X_2 = Allocation to physical facilities

X_3 = Allocation to school feeding program

ε = Error term

The linear regression analysis reveals vital information about the existing relationship between the studied variables along with their strength factor. The researcher used the analysis results to decide the importance degree as well as nature through a 95% confidence interval.

3.8 Ethical Considerations

All ethical principles received strict attention to protect both the mental and physical welfare of research participants. The researchers obtained consent from participants to distribute questionnaires that protected participants while they decided voluntarily without risk. Participants understood fully both the study reasons and their opportunity to choose not to join the research. The research protected privacy and confidentiality through measures that kept both responses and personal data information private. The study used proper data security measures which involved secure electronic and physical record storage

and ensured data disposal followed institutional guidelines. The gathered information was exclusively intended for research evaluation without distribution to outside entities. The researchers reported findings in general statistics to protect participant confidentiality while letting those who wanted to see them access the results. The research followed every ethical guideline and institutional law and legal mandate to establish a respectful trustworthy research method.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSIONS

4.1 Introduction

The study investigates how Meru County NG-CDF funds are distributed and affects public secondary school enrollment through an examination of its data and results. The study performs its analysis through sequencing with the research objectives and questions from the study framework. Stakeholders consisting of teachers, school principals and NG-CDF committee members received semi structured questionnaires for their participation. The results are explained in relation to both the established research goals and literature from the field and theoretical frameworks that supported the study.

4.2 Response Rate

The response rate is a crucial aspect of any research study, as it indicates the level of engagement by the targeted respondents. In this study, a total of 155 questionnaires were distributed to the target population, which consisted of school heads, teachers, and National Government Constituency Development Fund (NG-CDF) committee members in Meru County.

Table 4:1: Response Rate

| | Frequency | Percent |
|------------------------------|-----------|---------|
| Filled Questionnaire | 135 | 87.0 |
| Valid Unfilled Questionnaire | 20 | 13.0 |
| Total | 135 | 100.0 |

Source: Research Data (2024)

Results in Table 4.1 show that from the 155 questionnaires dispersed 135 respondents submitted their forms but 20 people did not complete the survey. The 87.0% response rate stands as a very high figure for survey-based research. Fincham (2008) identifies response rates above 70% as excellent because it proves the data represents its target group leading to improved study reliability and generalizability in findings. A census methodology along with the manageable target population size led to a high response rate because every key stakeholder in the study received comprehensive contact.

A substantial 87.0% response rate diminishes potential non-response bias and allows findings to accurately portray what school heads, teachers and NG-CDF committee members think about NG-CDF budget distribution and its influence on public secondary school education access within Meru County. The study results maintain high credibility due to the low 13.0% questionnaire non-completion rate. Education access comprehension requires high-level participation from decision-makers including school heads and NG-CDF committee members for complete understanding of the NG-CDF effectiveness.

4.3 Demographic Characteristics

This section presents the demographic characteristics of the respondents who participated in the study. Understanding the demographics is important in contextualizing the findings, as factors such as gender, age, and work experience can influence the perceptions and insights provided by the respondents regarding the allocation of the National Government Constituency Development Fund (NG-CDF) and access to public secondary school education in Meru County. The demographic variables analyzed include gender, age, and years of work experience, as shown in the following tables.

4.3.1 Gender of the Respondents

This part displays the sex breakdown of study participants. Gender serves as an essential population demographic because females and males may demonstrate divergent views about educational matters and resource distribution. Knowledge about participant gender distributions enables researchers to determine how male and female respondents differ in their opinions regarding National Government Constituency Development Fund (NG-CDF) distributions along with access to public secondary school education in Meru County. Such assessment supports evaluation of representative viewpoints among participants.

Table 4:2:Gender of the Respondents

| | Frequency | Percent |
|--------------|-----------|---------|
| Male | 92 | 68.1 |
| Valid Female | 43 | 31.9 |
| Total | 135 | 100.0 |

Source: Research Data (2024)

The results indicate that the majority of the respondents were male, accounting for 68.1% of the total sample, while 31.9% were female. This suggests a significant gender imbalance in the respondents, with more males participating in the study. The predominance of male respondents could reflect the general gender distribution in the public sector and education management roles within Meru County, where male participation is often higher. The gender disparity observed in the study aligns with existing trends in leadership and decision-making roles within education and public administration, where males tend to be

more represented. Studies by Chege and Sifuna (2006) indicate that men often occupy leadership positions in educational institutions in Kenya, which could explain the higher male representation in the study. However, the 31.9% female representation is still significant and provides valuable insights into the perceptions of women regarding NG-CDF allocations and their impact on access to education.

The gender distribution in this study is important for ensuring that both male and female perspectives are considered in understanding the effectiveness of NG-CDF allocations in improving educational access. Gender diversity in responses is essential in evaluating whether resource allocation and educational policies are equitably addressing the needs of all students, irrespective of gender. As gender-sensitive approaches to education are emphasized in policy frameworks, the findings from both male and female respondents will be crucial in informing recommendations for improving NG-CDF's role in enhancing access to public secondary education.

4.3.2 Age of the Respondents

The demographics of study participants according to their ages will be shown in this section. The age of respondents acts as a fundamental demographic variable which alters how they perceive and experience and understand educational topics and resource distribution. Understanding the respondents' age gives researchers information about the way different age groups perceive the NG-CDF as well as its effects on public secondary school access in Meru County.

Table 4:3: Age of the Respondents

| | Frequency | Percent |
|----------------------|-----------|---------|
| Under 25 Year | 6 | 4.4 |
| 25 to 29 Years | 12 | 8.9 |
| Valid 30 to 34 Years | 6 | 4.4 |
| More Than 34 Years | 111 | 82.2 |
| Total | 135 | 100.0 |

Source: Research Data (2024)

According to the survey results most participants (82.2%) were older than 34 years which demonstrated experienced personnel were mainly selected for the research. Among the 102 respondents 8.9% belonged to the 25 to 29 years age group with under 25-year-old participants at 4.4% and those 30 to 34 years old at 4.4%. The data pattern demonstrates that the study managed to collect feedback from a primarily mature professional demographic. The results showed that most participants in the study were older than 34 years because they possessed extensive experience in NG-CDF management and educational observation regarding public secondary education expenditures. School administrators together with NG-CDF committee members and educators mostly comprise older respondents since their career experience matches their official positions (Nyongesa, 2014). Due to their years in service the participants possess deep knowledge about how NG-CDF money impacts educational results over time. Young individuals below 30 years old form a smaller proportion among the survey participants because they tend to hold fewer decision-making roles in educational institutions. By including these particular participants, the research acquires varied viewpoints from different age groups. Younger

survey participants provide knowledge about present-day NG-CDF implementation trends and educational advancements since they started working in the education sector. The survey benefits from older participants because they possess extensive knowledge and experience about NG-CDF funding administration and distribution outcomes. The researchers depend heavily on this valuable input to establish the lasting impact of these funds and their ability to increase public school access across Meru County.

4.3.3 Working Experience

This section presents the working experience of the respondents, an important factor that can shape their knowledge and perspectives on the allocation of the NG-CDF and its impact on access to public secondary school education. The duration of work experience is relevant in assessing the respondents' level of expertise and familiarity with the management of NG-CDF allocations and their outcomes in the education sector.

Table 4:4: Work Experience

| Age (years) | Frequency | Percent |
|--------------------|------------------|----------------|
| Below 6 | 6 | 4.4 |
| 7 – 10 | 12 | 8.9 |
| 11 -14 | 6 | 4.4 |
| 15 and more | 111 | 82.2 |
| Total | 135 | 100 |

Source: Research Data (2024)

The majority of respondents (82.2%) have more than 15 years of working experience, indicating that the study primarily engaged seasoned professionals with extensive

experience in their roles. A smaller percentage (8.9%) have worked between 7 to 10 years, while only 4.4% of respondents have less than 6 years or 11 to 14 years of work experience. This suggests that the responses predominantly reflect the views of individuals who have been involved in the education sector or in the management of NG-CDF funds for a significant period.

The dominance of respondents with over 15 years of experience highlights the study's engagement with highly experienced individuals, who are likely to have a deep understanding of how NG-CDF allocations have influenced access to secondary education over time. Their extensive work experience suggests that they have witnessed the evolution of resource allocation practices and their long-term impact on the educational infrastructure, teaching resources, and student outcomes (Wambugu, 2018). Their perspectives, therefore, provide a valuable historical context to the study, offering insights into the sustainability and effectiveness of NG-CDF initiatives.

Respondents with 7 to 10 years of experience, though fewer in number, contribute important insights from individuals who have gained substantial but relatively recent experience in the education sector. Their participation ensures that the study captures contemporary practices and the impact of more recent NG-CDF allocations. This balance between veteran and mid-level professionals enriches the study's findings by providing a comprehensive view of the program's effectiveness from different stages of implementation. The small proportion of respondents with less than 6 years of experience may reflect the limited involvement of newer professionals in decision-making roles related to NG-CDF management. However, their inclusion ensures that the study also

captures the perspectives of those who have observed more recent changes in NG-CDF allocations, particularly in terms of new policies or adjustments to funding priorities. Overall, the study benefits from the insights of a predominantly experienced respondent pool, whose knowledge is crucial for evaluating the long-term impact of NG-CDF on access to secondary education in Meru County.

4.4 Descriptive Statistics

Research data concerning National Government Constituency Development Fund (NG-CDF) allocations for public secondary school education in Meru County, Kenya produces its descriptive statistics in this section. The detailed descriptions of participant demographics together with their responses through descriptive statistics create a better understanding of the patterns and trends found within the data. The analysis of descriptive data provides frequencies and percentages along with means to summarize fundamental characteristics of obtained data points. The study analyzes these statistics to establish meaningful findings about NG-CDF resource utilization and educational outcomes together with distribution procedures. The paper discusses how results connect to established research and what implications they might have for both educational policy and practice. This segment establishes fundamental knowledge for studying the larger research significance to assist future sections of analysis.

4.4.1 NGCDF Allocation for Teaching and Learning Resources

The following part shows findings together with their analysis about teaching and learning resource funding from NGCDF which emerges from the catalogue database. The study reveals quantitative information about how respondents evaluate the existing teaching and learning resource availability and adequacy through mean scores and standard deviations

statistics. Assessing resource utilization for educational improvement in Kenyan public secondary schools of Meru County demands a clear comprehension of allocation amounts.

4.4.2 NGCDF Allocation for Teaching and Learning Resources

The researchers investigated the effects that NGCDF budget distribution had on educational resources within secondary schools throughout Meru County. The survey respondents provided answers to different aspects regarding this subject and their input was compiled into tabular form.

Table 4:5: NGCDF Allocation for Teaching and Learning Resources

| | Mean | Std. Dev |
|--|--------|----------|
| Library resources are made easily accessible through NG-CDF fundin | 2.9852 | .72261 |
| Additionally, both visual and audio materials are supplied to support the learning process. | 2.9111 | .44832 |
| The teacher plays a central role as the primary source of teaching and learning materials in the classroom. | 3.8889 | .31544 |
| Furthermore, essential items such as stationery and laboratory equipment are also provided. | 3.2815 | .32442 |
| Parents contribute to the provision of learning materials, further supporting their children's education. | 4.1156 | .5164 |
| Teachers utilize a diverse range of teaching and learning resources to facilitate smooth student transitions between educational levels. | 3.1911 | .56867 |

School management leverages NG-CDF resources to enhance and improve the learning environment. 3.4889 .50174

Source: Research Data (2024)

The research demonstrates that educational resources at libraries reached a moderate accessibility status at 2.9852 through funding from NG-CDF. The scores for visual and audio materials registered at 2.9111 which was slightly lower than the other figures indicating limited availability of these resources despite their delivery. The data shows that teachers stand as the central resource providers in educational settings as indicated by the high mean score of 3.8889. The rating for stationery and laboratory equipment scored 3.2815 which shows a moderate view of availability but indicates further potential for improvement.

Learning material support from parents stands as the most favorable practice since it obtained a mean score of 4.1156. This demonstrates how parents substantially contribute to educational resources. Parental participation stands as a crucial educational factor especially in regions where education management systems provide inadequate support. The various educational materials teachers utilized for student transition purposes demonstrated effective resource utilization according to their average score of 3.1911. The score of 3.4889 indicates that school management shows proactive resource management of NG-CDF funds to create improvements within the learning environment.

This research clearly demonstrates both effective and ineffective methods of utilizing National Government Constituency Development Fund for teaching and learning

resources. Educational transitions succeed most when learning environments are properly funded according to Palmu et al. (2018) and Okongo et al. (2015). Meru County's teaching and learning effectiveness will be examined through this study because it aims to connect research gaps regarding NG-CDF resource distribution. The study findings echo past academic research which demonstrates the importance of teaching materials for academic success and educational level transitions and validate the significance of this present regional research for educational improvement.

According to the respondents the NGCDF should allocate supplemental funding for sports and arts programs to boost the teaching environment. These activities represent vital ingredients for achieving students' complete growth according to the respondents. For example, the respondents expressed that increased funding for sports equipment and facilities would promote physical well-being and foster teamwork and leadership skills among students. Similarly, they pointed out that investment in music and arts supplies would encourage creativity and self-expression, which are vital aspects of student growth.

Moreover, the respondents identified a significant need for professional development opportunities for teachers. They emphasized that providing training workshops and seminars would empower educators to stay updated on contemporary teaching methodologies and pedagogical approaches. The respondents reasoned that well-trained teachers could utilize the available resources more effectively, thereby offering more engaging and impactful learning experiences for students. In summary, the respondents collectively argued that by expanding the types of support offered through the NGCDF, a

more well-rounded educational experience could be created, one that not only prioritizes academic achievement but also nurtures essential skills and interests in students.

4.4.3 NGCDF Allocation for Physical Facilities

The National Government Constituency Development Fund (NGCDF) physical infrastructure allocations are vital in molding the educational facilities at schools across Meru County. Data from Table 4.6 demonstrates the importance students attribute to different physical facilities for their education experience.

Table 4:6:NGCDF Allocation for Physical Facilities

| | Mean | Std. Dev |
|---|--------|----------|
| Sufficient and well-maintained physical facilities contribute significantly to a supportive and effective learning atmosphere. | 4.1815 | .50152 |
| The presence and effective functioning of physical facilities are essential in influencing how smoothly learners transition from one educational level to another. | 4.1111 | .57772 |
| Attractive and modern physical facilities play a vital role in drawing the interest of prospective students. Schools that present appealing infrastructure are more likely to be chosen by families seeking quality educational experiences for their children. | 4.4815 | .53452 |
| Adequate and comfortable physical facilities contribute to student retention by creating a pleasant learning environment. | 4.4519 | .52856 |

| | | |
|---|--------|--------|
| Sufficient physical resources and infrastructure significantly facilitate the transition of students between educational levels. | 4.6545 | .55645 |
| Classrooms that are thoughtfully designed, considering factors such as layout and accessibility, promote better collaboration and interaction among students. | 4.4896 | .49687 |
| Students placed in poorly designed or uncomfortable classrooms face significant challenges, leading to decreased motivation and engagement. | 4.4296 | .52605 |
| Sufficient and well-maintained physical facilities contribute significantly to an effective learning atmosphere. | 4.3704 | .54281 |

Source: Research Data (2024)

The mean scores across the different dimensions of physical facilities indicate a general consensus among respondents regarding their importance. For instance, a mean score of 4.6545 highlights the consensus that sufficient physical resources significantly facilitate transitions between educational levels. This underscores the vital role that well-maintained facilities play in preparing students for subsequent stages of their education. When interpreting these findings in the context of the reviewed literature, it is evident that they align with the broader discourse on the impact of physical facilities on student transitions. Akomolafe and Adesua (2016) emphasize the essential nature of effective physical facilities in creating conducive learning environments. This sentiment is echoed in the current findings, particularly with the high mean score of 4.4815 regarding the

attractiveness and modernity of physical facilities. Furthermore, Pangrazi and Beighle (2019) underscore the readiness that adequate facilities create for learners moving to higher educational levels, aligning closely with the findings of the proposed study.

However, it is crucial to recognize contrasting views presented in the literature, particularly the insights from Spaul (2015), which suggest that insufficient physical facilities can hinder performance at the primary school level, thereby adversely affecting transition rates. The findings in this study suggest that respondents believe that well-maintained physical facilities positively influence transitions, evidenced by high mean scores in this domain. Yet, the literature indicates a more nuanced perspective, where varying contexts, such as those highlighted by Ogunmoyela (2019) and Chonjo (2018), reveal that public schools often grapple with inadequate infrastructure, impacting educational outcomes and teacher morale.

The aggregate score of 4.3962 for physical facilities signifies a strong overall perception among respondents that these resources are not only essential but also impactful in the educational experience of students. While the proposed study finds a correlation between the allocation of NGCDF resources and improved physical facilities, it also acknowledges the need for context-specific understanding. The findings support the idea that investments in physical infrastructure can yield significant educational benefits, but further research in Meru County is necessary to explore how these facilities can be optimized to support student transitions effectively, considering the unique challenges faced in this region.

The respondents opined that the physical facilities significantly impact the overall learning experience in their schools. They argued that well-maintained classrooms, libraries, and

laboratories create an environment that enhances student engagement and motivation. For instance, several respondents noted that when students have access to modern science laboratories equipped with necessary tools and materials, they are more likely to participate actively in experiments and hands-on learning. One respondent highlighted how the introduction of a newly built library, stocked with relevant resources, has encouraged students to spend more time reading and conducting research, thereby improving their academic performance.

In terms of necessary improvements, the respondents indicated a need for additional physical facilities such as more spacious classrooms and adequate recreational areas. They suggested that overcrowded classrooms negatively affect learning, making it difficult for teachers to provide individual attention to students. The respondents argued that by increasing classroom sizes and ensuring they are properly equipped, students would benefit from a more comfortable learning environment. Additionally, they emphasized the importance of recreational facilities, stating that these areas promote physical health and well-being, which are essential for optimal learning outcomes. They believed that such enhancements would foster a holistic educational experience, encouraging students to thrive academically and socially.

4.4.5 NGCDF Allocation for School Feeding Program

The allocation of resources from the National Government Constituency Development Fund (NGCDF) towards school feeding programs plays a crucial role in shaping educational outcomes. This section explores the impact of these programs on student attendance and transition rates, drawing insights from the gathered data presented in Table 4.7.

Table 4:7:NGCDF Allocation for School Feeding Program

| | Mean | Std. Dev |
|--|-------------|-----------------|
| Schools with feeding programs experience higher learner attendance rates | 4.4000 | .49172 |
| Ending school feeding programs adversely affects school attendance | 4.4815 | .50152 |
| The presence of school feeding programs influences the likelihood of learner transition | 4.4741 | .50119 |
| Meal programs at schools contribute to increased learner attendance | 4.3704 | .48470 |
| In rural schools, attendance rates tend to be higher where feeding programs are implemented | 4.5259 | .50119 |
| The nutritional advantages of school feeding programs draw learners, particularly those from disadvantaged backgrounds | 4.4895 | .52152 |

Source: Research Data (2024)

The data in Table 4.7 indicates a strong relationship between the presence of feeding programs and increased learner attendance rates, with an aggregate score of 4.4569. Such findings align with the growing recognition of the role of nutrition in supporting students' educational journeys. The results reveal that schools with feeding programs consistently demonstrate higher learner attendance rates (mean: 4.4000). This suggests that the provision of meals not only serves as a critical incentive for students to attend school but also fosters a more stable educational environment. Respondents highlighted instances where students from disadvantaged backgrounds benefitted significantly from these

programs, emphasizing that the nutritional advantages provided by school feeding initiatives are pivotal in attracting and retaining students. This observation is consistent with previous research that emphasizes the importance of addressing nutritional needs to enhance educational outcomes (Akomolafe & Adesua, 2016).

The data reveals that school feeding program terminations cause students to miss school classes (mean: 4.4815). The dependency of numerous students on school-provided meals serves as evidence that no such programs would increase drop-out rates. The academic research illustrates schools maintain better transition rates while also retaining more students when they operate sustainable feeding programs (Pangrazi & Beighle, 2019). Policymakers need to understand how vital cuts to essential services will impact their people in the future.

The data shows that educational transition likelihood receives substantial impact (mean: 4.4741) from school feeding programs during the study. The results demonstrate that school feeding meals enhance learner attendance (mean: 4.3704) while rural schools experience higher attendance when these programs are active (mean: 4.5259). Relevant observations presented by Belle (2018) confirm educational transitions depend on proper feeding programs. Research by Maphosa and Shumba (2017) alongside other contradictory studies demonstrate that local investigations should be conducted to confirm these outcomes within Meru County in Kenya.

According to the respondents' assessment the school feeding program significantly improved student attendance figures while simultaneously increasing student school involvement. The respondents maintained that feeding students prevents undernourishment since it creates community relationships while addressing food deprivation. The survey

participants observed how students demonstrate better attendance patterns because they understand nutritionally balanced meals will be available at school. Special meals distributed by the program resulted in a notable rise of students attending classes according to the teacher's observation about the program's motivational effect. The school feeding program results in increased class focus because students experience fewer distractions from hunger thus raising their engagement while participating in classroom learning activities.

School feeding program participants asked for diverse nutritional meals that would address both the different diet preferences and dietary requirements. Local farming communities would receive added support through the addition of locally sourced foods according to the survey participants.

4.4.5 Access to Public Secondary School Education

This section aims to analyze the access to public secondary school education, focusing on the impact of the NGCDF bursary program and its influence on student transition rates.

Table 4:8: Access to Public Secondary School Education

| | Mean | Std. Dev |
|--|-------------|-----------------|
| The transition rate for Form One students has been high. | 3.4546 | .56678 |
| Higher awareness of the NGCDF bursary scheme has led to an enhanced number of scholars at the school. | 4.1519 | .49995 |
| Public venues such as churches together with women’s groups conduct regular announcements about the NGCDF program. | 4.5859 | .51119 |

| | | |
|---|--------|--------|
| Increased awareness of the NGCDF has positively influenced student transition. | 4.4996 | .49697 |
| The local community appears disinterested in applying for NGCDF bursaries. | 3.0001 | .56545 |
| The absence of assured benefits following successful applications may have led to a reduced number of applicants. | 4.7815 | .55645 |
| The amount of bursary available per beneficiary in the constituency has increased. | 3.8876 | .67442 |

Source: Research Data (2024)

Data reveals that students see the transition to Form One as high-level but their overall satisfaction with this rate falls at a moderate point according to mean score 3.4546. The increased awareness regarding the NGCDF bursary has led to an elevated number of beneficiaries according to research results that show 4.1519 as the mean value. Research by Akomolafe together with Adesua (2016) demonstrates that education enrollment and retention improve when students become more aware about available financial support.

Studies indicate that regular information dissemination through churches and women's groups successfully increases NGCDF awareness levels according to a mean score of 4.5859. Ogunmoyela (2019) confirmed in his research that communities play a central part in distributing information about educational support programs. The research shows that student transition increases when people become more aware of the NGCDF because the average score reached 4.4996. Pangrazi and Beighle (2019) provide backing to the

observation that better knowledge of resources leads to higher successful transitions between primary education and high school.

The local community shows limited interest in applying for NGCDF bursaries because their rating stands at 3.0001. The respondents demonstrated low interest in applying for NGCDF bursaries that offered guaranteed advantages because the evaluation results showed that applicants received high benefits. The results support Chonjo (2018) who observed that applicants avoid financial aid because they perceive uncertainty in the system. The bursary amount for each beneficiary has shown positive growth (mean score of 3.8876) but the essential requirement is to provide detailed information about bursary applications and post-acceptance benefits to intending candidates.

The findings from this study present a multifaceted view of access to public secondary school education in the context of the NGCDF bursary program. While the awareness and availability of financial resources appear to positively influence student transition rates, challenges related to community engagement and the perception of guaranteed benefits persist. These insights highlight the need for targeted strategies to enhance community involvement and ensure that potential beneficiaries fully understand the advantages of applying for NGCDF bursaries. Addressing these issues will be essential in promoting equitable access to secondary education for all students in the region.

The respondents opined that the NGCDF bursary application process has been a significant factor in shaping students' access to public secondary school education in Meru County. They argued that while the process is designed to support disadvantaged students, many parents and guardians find it complicated and time-consuming. A few respondents shared

their experiences of successfully navigating the application process, highlighting how financial support from the NGCDF enabled students to pursue their secondary education. However, they also noted that some families still face challenges due to a lack of understanding of the application requirements, which leads to low participation rates.

Moreover, several respondents pointed out that the impact of the NGCDF bursary has been positive for students who were able to secure funding. They emphasized that the bursaries have alleviated the financial burden on families, allowing students to focus on their studies rather than worrying about school fees. However, the respondents also mentioned that the process can be improved. They noted that the communication about the application timeline and requirements is often insufficient, leading to confusion among potential applicants. Additionally, some expressed concerns about the perceived lack of transparency in how beneficiaries are selected, which may deter families from applying.

In terms of enhancing community awareness and participation in the NGCDF bursary program, the respondents suggested several strategies. They argued that regular workshops and informational sessions should be held in local schools and community centers to educate families about the application process and the benefits of the bursary program. Respondents emphasized the importance of utilizing local leaders and community organizations to disseminate information and encourage applications. They also proposed that schools should integrate discussions about the NGCDF bursary into parent-teacher meetings, ensuring that all stakeholders are informed and engaged.

Additionally, the respondents highlighted the potential of using social media and local radio stations to reach a broader audience. They suggested that creating informative

materials, such as flyers or short videos, could help demystify the application process and motivate families to participate. By fostering a more inclusive and transparent environment around the NGCDF bursary program, the respondents believed that more students could benefit from the support, ultimately improving access to secondary education in Meru County.

4.5 Inferential Analysis

The evaluation of variable relationships requires inferential analysis. This section focuses on how the three different educational allocations known as teaching, physical facilities and feeding influence access to education. The analysis relies on Pearson's correlation coefficient combined with correlation analysis for determining linear relationships between variables in study.

4.5.1 Correlation Analysis

The examination conducted by correlation analysis determines how variables in a study relate to each other. Table 4.9 demonstrates the relationship between budgetary expenditures for teaching, physical facilities, and feeding and educational access. The numeric value of Pearson correlation coefficient falls within a range between -1 and 1 with 1 representing strong positive relationships while -1 indicates strong negative relationships and values close to 0 show no relationship between variables. The following table illustrates the quantitative relationship between budget allocations related to teaching, physical facilities, feeding and access to education.

Table 4:9: Correlation Coefficients

| | | Allocation on Teaching | Allocation on Physical facilities | Allocation on Feeding | Access to Education |
|---|------------------------|---------------------------|---|--------------------------|------------------------|
| Allocation on Teaching | Pearson Correlation | 1 | | | |
| | Sig. (2-tailed) | | | | |
| | N | 135 | | | |
| Allocation on Physical facilities | Pearson Correlation | .367** | 1 | | |
| | Sig. (2-tailed) | .430 | | | |
| | N | 135 | 135 | | |
| Allocation on Feeding | Pearson Correlation | .296** | .972** | 1 | |
| | Sig. (2-tailed) | .500 | .610 | | |
| | N | 135 | 135 | 135 | |
| Access to Education | Pearson Correlation | .494** | .620** | .613** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | |
| | N | 135 | 135 | 135 | 135 |

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Research Data (2024)

The inferential analysis in this section focuses on examining the relationship between various types of allocations—teaching, physical facilities, and feeding—and access to education. Using Pearson's correlation coefficient, the study identifies the strength and direction of these relationships. The findings presented in Table 4.9 indicate significant positive correlations between the allocations and access to education, with all correlation coefficients being significant at the 0.01 level. Specifically, the allocation on teaching has a moderate positive correlation with access to education ($r = 0.494$, $p = 0.000$), suggesting that increased investment in teaching resources significantly improves educational access. Similarly, the allocation on physical facilities exhibits a stronger positive relationship with access to education ($r = 0.620$, $p = 0.000$), highlighting the critical role of proper infrastructure in enhancing educational opportunities.

Furthermore, the allocation on feeding also shows a strong positive correlation with access to education ($r = 0.613$, $p = 0.000$), indicating that feeding programs are an essential factor in promoting school attendance and retention. The interrelationships between the different types of allocations are also notable, with the strongest correlation observed between physical facilities and feeding ($r = 0.972$). This suggests that schools with better infrastructure tend to have well-established feeding programs, reflecting the interconnectedness of these factors in supporting education. Overall, the results demonstrate that balanced and adequate allocations across teaching, physical facilities, and feeding are necessary to improve access to education, with physical facilities and feeding having the most substantial impact.

4.5.2 Regression Analysis

The study run a regression analysis to establish the relationship between the allocation of the NGCDF funds and access to secondary school education in Meru County. The model summary is as presented below

Table 4:10: Model Summary

| Mode | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|------|-------------------|----------|-------------------|----------------------------|
| 1 | .695 ^a | .483 | .471 | 2.32409 |

a. Predictors: (Constant), Allocation on Teaching, Allocation on Physical Facilities, Allocation on Feeding Programs

Source: Research Data (2024)

Table 4.10 shows that the regression model indicates a robust relationship between the variables with an R-value of 0.695 between independent variables and the dependent variable. The strong positive connection shows that educational facility and learning opportunities expand in direct proportion to increased teaching investments along with physical infrastructure and feeding programs allocations.

The independent variables together account for 48.3% of the variability in educational access according to the R² value of 0.483. The distribution of educational resources between teaching staff and facilities and feeding programs explains 48.3% of all changes observed in educational access. The Adjusted R² value shows a lower figure of 0.471 because it includes the number of variables in the model, yet it demonstrates that the model suits the data by explaining substantial variance.

The standard error of the estimate (2.32409) shows the average difference between observed values and predicted values thus indicating the quality of model fit. Analysis shows that the strategy achieves an acceptable fit in determining educational access levels through release expenditures. The research indicates that educational access receives substantial support from well-allocated teaching resources as well as infrastructure and feeding program funds which together explain a considerable amount of the observed educational access variation. The unexplained portion of variation amounts to 51.7% despite the presence of included variables in the model.

ANOVA functions in regression analysis by evaluating the total importance of an organizational model. The analysis investigates whether the independent elements such as teaching funding along with physical facilities and feeding programs effectively predict education accessibility. The model proves statistically significant when the Sig. value remains below 0.05 because it demonstrates the independent variables accurately predict the outcomes.

Table 4:11: ANOVA

| Model | Sum of Squares | df | Mean Square | F | Sig. | |
|-------|----------------|----------|-------------|---------|--------|-------------------|
| 1 | Regression | 661.901 | 3 | 220.634 | 40.848 | .000 ^b |
| | Residual | 707.580 | 131 | 5.401 | | |
| | Total | 1369.481 | 134 | | | |

a. Dependent Variable: Access to Education

b. Predictors: (Constant), Allocation on Teaching, Allocation on Physical Facilities, Allocation on Feeding Programs

The ANOVA table shows that the F-value for the model is 40.848, with a significance level (Sig.) of 0.000. Since the Sig. value is less than 0.05, the model is statistically significant, meaning that the combined effects of allocations on teaching, physical facilities, and feeding programs significantly predict access to education. In other words, these allocations collectively explain a significant portion of the variability in educational access, making the model valid for further analysis.

The sum of squares is partitioned into two parts: regression and residual. The regression sum of squares (661.901) reflects the portion of the total variability in access to education that is explained by the independent variables, while the residual sum of squares (707.580) represents the unexplained variability. The total sum of squares (1369.481) is the sum of the explained and unexplained variances, indicating the overall variability in the data.

The mean square for regression (220.634) is much higher than the residual mean square (5.401), which shows that the independent variables contribute significantly more to explaining the variation in access to education than random error. This further reinforces the effectiveness of the model. In summary, the ANOVA results suggest that the allocation of resources in teaching, physical facilities, and feeding programs significantly influences access to education, confirming the robustness and statistical significance of the regression model.

Table 4:12: Coefficients

| Model | Unstandardized | | Standardized | t | Sig. |
|-------------------------------------|----------------|------------|--------------|--------|------|
| | Coefficients | | Coefficients | | |
| | B | Std. Error | Beta | | |
| (Constant) | 31.883 | 3.181 | | 10.024 | .000 |
| Allocation on Teaching | 1.031 | .134 | .562 | 7.716 | .000 |
| 1 Allocation on Physical Facilities | 1.075 | .218 | .347 | 4.942 | .000 |
| Allocation on Feeding Programs | .938 | .456 | .569 | 2.057 | .042 |

a. Dependent Variable: Access to Education

Source: Research Data (2024)

Results in Table 4.12 show a positive direct association between funding allocations for teaching, physical facilities and feeding programs on education access levels. When resources dedicated for teaching increase by one unit the rate of access to education rose by 1.031 units in the analysis results. When National Government Constituency Development Fund (NGCDF) allocates 1 unit increase for physical facilities education access increases by 1.075 units and when feeding programs increase by 1 unit access to education increases by 0.938 units. Statistics reveal these results as significant because their p-values drop below 0.05 thus validating that National Government Constituency Development Fund (NGCDF) allocations boost education accessibility. Research findings support these results because Palmu, Närhi, and Savolainen (2018) along with Okongo et

al. (2015) showcase how educational resources determine academic results and transition processes. Ndedi Mwangi, Philip Barchok and Francis Ogola (2016) support the positive outcomes of teaching resources by stating that textbooks alongside laboratory equipment along with additional resources enhance both student achievement and transition success. The significance of a harmonious learning environment in improving academic outcomes was validated by Kaindi & Kimiti (2019).

Research evidence provided by Akomolafe and Adesua (2016) and Pangrazi and Beighle (2019) confirms that budgeting funds for physical facilities establishes an optimal learning space for students. The authors indicate that well-kept physical facilities in educational institutions provide students with enhanced readiness to progress toward the following academic level. The survey results validate that improving school buildings leads to enhanced secondary enrollment as per Belle's (2018) American research and Idu and Ojedapo's (2017) work in northern Nigerian facilities. The different findings of Maphosa and Shumba (2017) regarding physical facilities showing no significant transition effects suggest that contextual variables matter yet the Kenyan situation receives distinct focus in this research. The budget allocation for feeding programs creates positive outcomes for education accessibility according to empirical research since these programs successfully maintain student enrollment and enhance academic performance. The data validates the present study's findings because Ogunmoyela (2019) describes how feeding programs tackle students' hunger issues which prevents them from regularly attending schools.

Theoretical perspectives such as the Production Function Theory and Human Capital Theory provide a robust framework for interpreting these findings. The Production

Function Theory, as articulated by Mace (1979), highlights the role of inputs such as teaching resources, physical facilities, and feeding programs in producing educational outputs, reflected in the increased transition rates to secondary education. This theory supports the observed positive impact of resource allocation on education access by framing education as a production process where capital investments lead to desired outcomes. Similarly, the Human Capital Theory, introduced by Gary Becker in the 1960s, argues that investments in education yield returns in the form of improved skills, knowledge, and productivity. The positive coefficients for teaching, physical facilities, and feeding programs align with this theory's proposition that investments in education lead to better outcomes for individuals and society. These findings reinforce the economic rationale for funding education through the NGCDF, as these investments enhance the quality of education and increase access, ultimately benefiting both individuals and the community through improved human capital. In conclusion, the empirical results, supported by both theoretical frameworks and existing literature, demonstrate that the allocation of funds for teaching resources, physical facilities, and feeding programs significantly enhances access to secondary education in Meru County.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The findings and recommendations along with conclusions derive from the study objectives within this chapter. A central objective of the research investigated the connection between NGCDF resource distribution and public secondary school education accessibility within Meru County of Kenya. The chapter first presents major data analysis findings and then proceeds to summarize findings that stem from result analysis. The research ends with suggested policies that focus on efficient fund distribution strategies to improve education access together with recommendations for future practice examination.

5.2 Summary of the Findings

Results from the research show that how the National Government Constituency Development Fund (NGCDF) distributes money for physical facilities directly affects public secondary school education access in Meru County, Kenya. The direct correlation exists between adequate infrastructure funding and increased enrollment records at schools. The quality of maintained facility spaces forms an essential condition for keeping students enrolled in their studies. Educational facilities including libraries and laboratories improve the complete learning experience through their adequate presence in educational establishments. Schools which enhanced their physical infrastructure managed to recruit more qualified teaching staff which enhanced academic success. All evidence indicates that schools require proper funds to develop their infrastructure which enables better

educational resources distribution. So, stakeholders need to give top priority to facility improvements which will help schools handle growing enrollment numbers.

Public secondary school education experiences better access to quality services when teaching and learning resources receive funding through NGCDF. Academic achievement of students improved when schools obtained adequate funding to purchase important educational materials including textbooks and computers alongside teaching supplies. The available resources play an essential role in backing up effective teaching approaches and developing stronger student educational results. Educational materials up to date enable students to connect better with curriculum content thus deepening their subject comprehension. The educators working in equipped schools displayed increased lesson delivery assurance which created better student attendance and classroom involvement. The analysis shows that schools need equal access to teaching resources in order to reduce differentiations between their educational performance. All students require targeted learning materials investments for success since such funding acts as an essential instrument for student achievement.

The distribution of NGCDF funds for school feeding programs has shown beneficial results toward improving public secondary school education in Meru County. Schools offering nourishing meals regularly boosted school attendance because students saw school meals as their primary reason to attend school. Students engaged in these programs obtained better concentration levels and academic results since hunger and malnutrition received attention. Students receive better cognitive function due to nutritious meals which enables them to concentrate well throughout their lessons. School feeding programs cut down

school dropout rates by providing financial relief to families who belong to vulnerable groups. Educational access and success demonstrate clear dependence on proper nutritional assistance according to this research. School feeding programs require funds from policymakers to become a vital element of educational development plans.

5.3 Conclusion

The research results confirm that the National Government Constituency Development Fund allocation serves as a vital mechanism for improving quality public secondary education access in Meru County, Kenya. Consulted data proves that physical facility investments need to address student number growth while building educational settings that students need. The delivery of suitable teaching materials and learning tools represents an essential element which increases both student classroom performance and their classroom participation. Home delivery of meals at schools demonstrates why nutrition requirements need attention so students can obtain the complete educational experience. This analysis demonstrates how strategic spending from NGCDF creates significant effects on both educational accessibility and educational quality because these aspects strongly connect. The stakeholders must understand that these investments create an equalized educational environment. The successful implementation of planning frameworks along with allocation mechanisms supports maintaining and improving overall positive results.

5.4 Recommendations

5.4.1 Recommendations on Practice

The improvement of access to quality public secondary school education in Meru County requires a strategic strategy by school administrators together with local education authorities for NGCDF allocation use. School development through funding of physical infrastructure deserves highest importance because it shapes learning conditions and affects student dropout rates. Major school funds must be used to invest in sufficient teaching materials and instructional tools because such resources represent critical elements needed for effective teaching and academic learning outcomes. The efforts of parents and local community members and government officials when collaborating with educational programs produce more effective results through supportive educational spaces. The implementation of robust tracking systems at schools would allow both the monitoring of investment funds together with their effects on student learning outcomes. Program evaluation and resource assessment lead to necessary changes and betterments through regular evaluation cycles. The entire allocation process should integrate various perspectives to fulfill its goal of delivering quality education for every student.

5.4.2 Policy Recommendations

National Government Constituency Development Fund piloting requires the Kenyan government to create specific protocols to guide funding along its educational pathway. Administrative bodies must direct funding towards investments which deliver the most substantial effects on educational accessibility through provisions of infrastructure and

educational materials. Government representatives should develop techniques to track how NGCDF money impacts educational success measurements. The proposed review process enables stakeholders to track developments and find where adjustments should be made. The development of community participation within allocation decisions will boost responsible fund management practices and maintain relevant educational requirements among schools. The educational success of administrators and school leaders depends on receiving essential training about fund management techniques coupled with resource distribution skills. Policymakers can make sure NSCDC funds deliver maximum results for improving quality public secondary education through the implementation of these recommendations.

5.5 Suggestions for Further Study

Future research needs to study the extended consequences of NGCDF funding which extends past access to education by studying student performance and retention rates. The investigation of NGCDF funding effects on educational outcomes between different US counties will help understand how such resources optimally support education. Examination of community involvement in the NGCDF allocation system through research would show how local opinions affect educational development. Observing NGCDF investments through time will demonstrate their capacity to maintain benefits and sustainable effects on student populations and educational institutions.

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APPENDICES

Appendix I: Letter to Respondents

Leah Wairimu Njoroge

Kenyatta University

Dear Respondent,

My name is Leah Wairimu, pursuing a Masters of Public Policy and Administration degree in Kenyatta University. I'm conducting research on the *allocation of National Government Constituency Development Fund and access of public secondary education; a case of South Imenti Constituency, Meru County.*

I will be grateful if you filled the questionnaire duly without any form of coercion. The information given is anonymous, will be maintained confidentially and that it will serve for the academic purposes for which it is sort. There is no right or wrong answer but just a response

Thank you for your help

Yours faithfully

Leah Wairimu

INFORMED CONSENT FORM

Do you agree to participate in this study voluntarily? Yes No

| | | | | | |
|--|--|--|--|--|--|
| Teachers deploy multiple educational resources for enhancing student transition. | | | | | |
| The school management directs NGCDF funds toward educational enhancements. | | | | | |
| The teacher stands as the fundamental source of instructional materials for both education and learning processes. | | | | | |

In your opinion, how has the allocation of NGCDF resources impacted the quality of teaching and learning in your school? Please provide specific examples.....

.....

What additional resources or support do you believe the NGCDF should provide to further enhance the teaching and learning environment? Explain your reasoning.....

.....

Section C: NGCDF allocation for physical facilities

The information in this segment relate to the NGCDF’s provision of physical facilities.

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Physical facilities which are sufficient enough create conditions for optimal learning. | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Physical facilities both affect student educational development and learning transitions. | | | | | |
| Physical facilities attract potential students | | | | | |
| Physical facilities encourage learners to remain in school | | | | | |
| Adequate physical facilities enhance transition | | | | | |
| Well-designed classrooms improve learners' co-operation | | | | | |
| Learners in uncomfortable classrooms are likely to drop out of school | | | | | |

How do you perceive the impact of physical facilities on the overall learning experience in your school? Please share specific instances or observations that illustrate your viewpoint.....

.....

What improvements or additional physical facilities do you think are necessary to create a more conducive learning environment? Please explain your suggestions and their potential benefits.....

.....

Section D: NGCDF allocation for school feeding program

The information in this segment refers to NGCDF’s support of school feeding programs in South Imenti, Meru County.

| Statement | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| Higher learner attendance rates occur in schools with feeding programmes | | | | | |
| The termination of school food programs brings negative effects on student school attendance rates. | | | | | |
| The chance of student academic transition depends strongly on school feeding initiatives. | | | | | |
| School meal programmes enhance learner attendance | | | | | |
| Educational facilities that offer feeding programs experience better school attendance from their rural student population | | | | | |
| The nutritional advantages of school feeding programs drive poorer students to attend school | | | | | |

What impact has the school feeding program created on attendance rates and total involvement of students in your educational institution? Please provide specific examples or experiences that highlight the effects of this program.....

.....

What suggestions do you have for improving the school feeding program to better support students' learning and well-being? Please describe any changes or enhancements you believe could make a positive difference.....

.....

Section E: Access to Public Secondary School Education

The information in this segment relate to access to public secondary school education in South Imenti, Meru County, Kenya.

| Statement | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| The level of form one transition rate has been high | | | | | |
| Schoolwide NGCDF bursary knowledge growth increased the total number of recipients at the educational institution. | | | | | |
| The NGCDF awareness grows when announcements about the program take place in churches and women group meetings as well as public places. | | | | | |
| Increased understanding of the NGCDF bursary program has led to better transition levels. | | | | | |
| People residing in the vicinity of the school show little interest in applying for NGCDF bursaries | | | | | |
| The benefits provided to bursary applicants do not have guaranteed fulfillment after successful screening | | | | | |
| The minimal number of applicants might be due to this factor | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| <p>Each beneficiary receives higher amounts of bursary funding within their constituency area.</p> | | | | | |
|--|--|--|--|--|--|

Can you describe your experiences with the NGCDF bursary application process and its impact on students' access to public secondary school education? What challenges or successes have you observed in this regard?.....

.....

In your opinion, what additional strategies or measures could be implemented to enhance community awareness and participation in the NGCDF bursary program? Please share any ideas or initiatives that you believe could improve access to secondary education....

.....

.....

Appendix III: KU Authorization Letter



4

**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Website: www.ku.ac.ke

Internal Memo

FROM: Executive Dean, Graduate School

DATE: 8th July, 2024

TO: Leah Wairimu
C/o Public Policy and Administration Dept.

REF: C153/OL/EMB/32139/2016

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 19th June, 2024 approved your Research Project Proposal for the M.PPA Degree Entitled, "Allocation of National Government Constituency Development Fund and Access to Public Secondary School Education in Meru County, Kenya."

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report Forms per semester. The Forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your project before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.


ELIJAH MUTUA
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL

c.c. Chairman, Public Policy and Administration Department.

Supervisors:

1. Dr. Weldon Ng'eno
C/o Department of Public Policy and Administration
Kenyatta University

EM/mo

Transforming Higher Education... Enhancing Lives

Kenyatta University is ISO 9001:2015 Certified



Page 1 of 1

Appendix IV: NACOSTI Permit