

**ALLOCATION OF NATIONAL GOVERNMENT CONSTITUENCY
DEVELOPMENT FUND AND ITS INFLUENCE ON TRANSITION TO
SECONDARY EDUCATION IN KIRINYAGA COUNTY, KENYA**

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NOVEMBER, 2022

DECLARATION

I confirm that this thesis is my original work and has not been presented in any other institution for any award. It has been supplemented by works that have been duly accredited.

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DEDICATION

I dedicate this research work to my loving mum (Alice Muthoni) and my grand
mum (Margret Muthoni Karunguru

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ABBREVIATIONS AND ACRONYMS

CDF:	Constituency Development Fund
IEA:	Institute of Economic Affairs
NACOSTI:	National Council for Science Technology and Innovation
NGCDF:	National Government Constituency Development Fund
SFP:	School Feeding Programme
SPSS:	Statistical Package for Social Sciences
WFP:	World Food Programme

ABSTRACT

The significant obstacles to transition to secondary schools include huge expenses associated with it, poverty, additional fees by schools and generally uncondusive learning settings. This greatly affects particularly learners from poor families. To take care of this issue, most governments have presented methods of making education affordable. One of such ways is the allocation of the National Government Constituency Development Fund (NGCDF) in order to help address issues of transition and make better the education quality provided in Kenya, among other objectives. It is meant to provide financing for the building of more schools, constructing and improving the existing classrooms, facilities, and providing bursaries to learners. In spite of the introduction of the NGCDF, there are still many learners who fail to transition to the secondary school level. In Kirinyaga County for example, the transition rate (61.5%) was lower compared to the national rate of 80% in 2019, with huge disparities existing between girls' and boys'. Further, focus has been on the expansion of the infrastructure to improve access but transition to secondary school is still low. This study sought to establish how allocation of the National Government Constituency Development Fund (NGCDF) enhances transition into secondary education in Kirinyaga County, Kenya. The following objectives guided the study: to establish how NGCDF's allocation for teaching and learning resources influences transition to secondary school in Kirinyaga County; to find out how NGCDF's allocation for physical facilities influences transition to secondary school in Kirinyaga County, to assess how NGCDF's allocation for school feeding program influences transition to secondary school in Kirinyaga County; and to establish the association between community's perception of NGCDF and transition to secondary school in Kirinyaga County. The study was anchored on the production function theory. The research used a descriptive research design. The study targeted 19 public secondary schools which had benefitted from NGCDF, 19 principals, 247 teachers and 12 CDF officials in the County. The study adopted a sample size of 12 schools, which were identified through simple random sampling. The study also adopted a sample size of 12 principals. Teachers were identified through random sampling while community leaders were identified through census survey. Piloting was conducted in 4 schools in the county. Data was collected using questionnaires for teachers, while an interview guide was used for the principals and CDF officials. Validity of the tools were guaranteed through triangulation, while Test-retest technique were done to ensure reliability of data. Quantitative data analysis was done using descriptive statistics i.e. mean and standard deviation, frequencies and percentages. Qualitative data was thematically analyzed using content analysis and presented using narration and verbatim quotes as appropriate. The findings indicated that NGCDF allocation on teaching and learning resources, physical facilities and school feeding programs and the community's perception on NGCDF influenced transition. The community's perception on the NGCDF determined the number of applicants and not all learners applied for the fund. The findings may help the NGCDF managers in the County to improve the community's perception of the fund and thereby increase allocation and enhance transition to secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, statement of the problem, purpose, objectives, research questions, significance, limitations, delimitations, theoretical and conceptual framework and operational definition of terms.

1.2 Background of the Study

Secondary school education is an important facilitator in the achievement of national developmental goals; as a result, all stakeholders should endeavor to ensure that they maintain a desirable number of learners especially at this level (Briant Carant, 2017).

Access to secondary education is one of the major educational goals of most governments and each has an obligation to finance education intensely to promote it (Owens, 2017). As indicated by Kombo (2018), the significant obstacles to access in secondary schools include huge expenses associated with it, poverty, additional fees by schools and generally inconducive learning settings. This greatly affects particularly learners from poor families.

To take care of this issue, most governments presented methods of making education affordable so as to further enhance access. In 2003 the Kenyan government through parliament created the Constituency Development Fund (CDF Act of 2003). CDF was expected to enhance access to secondary education through improved enrolment, completion and transition. Since it is a decentralised fund, CDF is financed through yearly government income. At first, about 2.5% of all government income was directed to it, and was overseen by a legislative committee at the local level. The

provision was then expanded to 7.5% meaning that more money reached the grassroots while education continued to take the largest share (Kung'u & Gachunga, 2017). Still, the fund allocation and administration lay with the CDF board. The CDF Amendment Act of 2008 then allowed stakeholders to execute and start utilizing CDF cash. CDF then established schools by setting up infrastructure and giving bursary to destitute learners to help with fees payment.

The idea behind NGCDF was also to help address issues of transition and make better the education quality provided in Kenya, NGCDF is also meant to focus on crucial areas and streamline services (Kimirri, 2018).

To improve access and ensure that learners move from primary to secondary education, among other objectives, the National Government Constituency Development Fund (NGCDF) was introduced by parliament in 2003 (Odundo, 2017). The idea behind NGCDF was to help address issues of transition and make better the education quality provided in Kenya, NGCDF is also meant to focus on crucial areas and streamline services (Kimirri, 2018). The NGCDF provides financing for the building of more schools, constructing and improving the existing classrooms and other facilities and providing bursaries to learners (Rukwaro, Olembo & Ogeta, 2017); however, while focus has been on the expansion of the infrastructure to improve access, transition is still low.

In spite of the social and economic importance of education, there are still many children who are unable to transition to secondary education after completing their primary education (James *et al.*, 2016). Despite putting in place the 100% transition policy, there are still challenges with the policy with evidence pointing to dropout in

Kirinyaga Central Constituency, where learners join then, drop out due to challenges with the fees for the lunch programs (Muteti, 2018).

In Europe, Asia and America investment in education has continuously been increased over time as it is considered necessary for development. A UNESCO report (2019) emphasises that extended obligatory education improves access to, and involvement in secondary education. It also states that transition rates in developed nations is higher than 90 percent.

Studies on transition in Ghana indicate that 44 percent of poor children continue to miss in enrolment. They explain that hidden costs deter poor children from accessing and also the lost opportunity greatly reduces their chances of enrolling in and completing basic education (Carter *et al.*, 2020). Tanzania happens to have the lowest rates of transition (20%) since some households cannot raise school fees (Kombo, 2018).

The Constitution of Kenya guarantees children's right to free and compulsory basic education. It is through these measures that the government committed to boost primary to secondary school transition rates to 70 percent by the year 2017. This happened after the effective introduction of the Free Primary Education (Cheruiyot, 2019). The Government's plan to add four more years to basic education i.e. from 8-12 as provided by the Sessional Paper No. 1 of 2005 meant that the government was to introduce the Subsidized Secondary Education (SSE). It was geared towards reducing the fees paid by parents and thereby make it possible for the most of the children in primary schools to join secondary schools (Awour, 2018). The number of learners joining secondary schools was projected to increase four times due to the

FPE and SSE. Together with SSE, the government has also expanded the NGCDF bursary to support schools in the implementation of their education programs. These bursaries are supposed to be applied for by the learners and usually supports the schools' internal programs.

In order for the NGCDF to improve the progress from primary to secondary school, there are key areas of focus on which its allocation must be directed. They include providing teaching and learning (T&L) resources (Bol, 2017). Learning opportunities are expanded through the provision of T&L resources (Valenzuela & Montecinos, 2017). Fredriksen and Brar (2016) note that lack of the necessary instructional materials for example books, pens and other stationery necessary in schools causes high drop out in secondary schools. Waweru (2016) further argues that lack of enough desks and chairs leading to overcrowding is also a demotivator to continued learning. Teaching and learning resources must therefore be provided in order for learners to be in school. Previous literature has mainly focused on the relationship between provision of learning resources and access/retention (Hunzvi, 2015, Hardley, 2016, Kaindi, 2019). The current study attempted to link the provision of learning resources with transition.

Physical facilities for example labs and classrooms have also been cited as important influencers of transition (James-MacEachern & Yun, 2017). The government acknowledges that physical facilities and materials necessary during instruction are essential for learning to take place (Olayinka, 2016). Maphosa and Shumba (2017) assert that classrooms greatly influence learners' access to secondary education. As a result, classrooms are so important facilities in learning institutions that in their absence, such institutions would not operate optimally. The obvious indicator of the

presence of a learning institution is the classroom. Communities value structures as they are the sole indicators of the presence of formal learning (Johnson-Harris & Mundschenk, 2017). They further argue that the significance of classrooms is amplified by their being the focal point of the Quality Assurance Officers in education. This study focuses on finding out how NGCDF allocation for physical facilities influences transition.

School also utilize the NGCDF to support feeding programmes. Schools encourage the needy learners to apply for the bursary and the money is utilized on lunch. This way, no learner has to stay in school hungry (Gathoni & Ngugi, 2016). Zenebe *et al*, (2018) posit that learners who do not have to worry about what to eat, and do not suffer from lack of enough nutrients in the body, concentrate better, grasp new content and do better in socializing with both teachers and friends. Teachers acknowledge that learners who feed on balanced meals are more cooperative and easier to handle in the classroom (Ostindjer *et al*, 2017). They are therefore better able to remain in school and even transition to the next level (Belle, 2018).

The community's perception on the role of NGCDF allocation in enhancing access also influences access to education. Perception has to do with the community's belief in what the NGCDF should do for the community with regard to financing education (Kimirri, 2018). This in turn affects the number of applicants for the bursaries. The perception that the NGCDF is not beneficial to them means that they won't apply for the bursaries even when the government has made such money available for use (Kariuki, 2016). This in turn has an adverse effect on the number of beneficiaries who can access these resources, which are meant to ensure that learners complete basic education.

Globally, education bursaries and other devolved funds have been available for long in order to improve transition (Olendo, 2017). For instance, devolved funding has been in use in order to promote better governance and progress in the education sector in the United Kingdom. This fund is known as devolved schools' capital. Again, financing and expanding education is a key way of promoting transition in education in Scotland (Di Cataldo, 2017). Further, in Argentina education functions including funding were transferred from the state to the regional governments with an aim to scale down central government shortcomings while at the same time improving transition (Segatto, 2018). In Jamaica, the Constituency Development Fund was initiated in February, 2008 to make available for the Members of Parliament, a percentage of the budget for funding the projects at the constituency level (Kimirri, 2018). The programme was aimed at promoting human and structural development at the local level. It was also targeted at the empowerment of the Members of Parliament to attend to necessities and concerns aired by their electorate, thus realizing better governance locally for projects like road repairs, economic enablement and water (Hossein, 2016).

In a study conducted by Matipa (2020) the main use of the Constituency Development Fund in Zambia is to expand schools, employ teachers and to renovate and build new teachers' houses. The study notes that the programme has succeeded albeit with a myriad of challenges; the school environment is better and this has seen many students complete both primary and secondary education by providing vital infrastructural facilities.

Through NGCDF, many schools in Kenya have been built and the quality of education improved in all constituencies ultimately increasing the number of students

joining higher institutions (Ong'are, 2017). However, the allocated NGCDF does not seem enough as the number of students dropping out of school after primary education is still high. NGCDF is meant to help address issues of transition and make better education quality in Kenya however, Kirinyaga County is still experiencing low transition rates to secondary school (61.5%) in comparison with the national transition rate of 79% percent in 2019 as shown on Table 1.1

Table 1.1: Transition Rates

Year	2016	2017	2018	2019
National Transition Rates	81.3	81.8	83.3	84.1
Kirinyaga County Rates	66.2	67.8	63.2	61.5

Source: Kirinyaga County Director of Education's Office (2020)

Allocation of NGCDF in the provision of financial resources to schools creates more opportunities for learners who would have otherwise missed opportunities in secondary education, especially those who do not receive invitation letters to schools of their choice. Through construction of CDF schools and providing them with the learning resources, the learners get a chance to continue with their education (Gathoni & Ngugi, 2016).

There are however other factors that determine transition from primary to secondary education. They include socio-cultural factors. Children are culturally influenced by the way parents are involved in the development of attitude, values and practices in raising them. The cultural way of living in totality may include initiation, early pregnancies, peer pressure, poverty, religious practices, beliefs, domestic chores and parental attitude. Studies indicate that in many communities set ups, socio-cultural

factors influence pupils' completion and eventual transition. Socio-cultural practices pose as a challenge to drop out of pupils in school hence need to be investigated (Mollet & Chong, 2017).

Other factors which influence transition include institutional factors. The institution has a powerful influence on students' achievement and transition. Institutional factors may take the form of but not limited to pupils' composition, structural characteristics and even the school culture (Liu & Bellibas, 2018). This study seeks to establish how the National Government Constituency Development Fund allocation influences transition from primary to secondary education in Kirinyaga County.

1.3 Problem Statement

Even with the introduction of NGCDF as an affirmative measure, transition to secondary education in Kenya has remained low. Lack of teaching and learning materials, lack of funds to pay for the feeding programs in day secondary schools and even boarding fees are some of the challenges that have resulted in this state of affairs. There are still many learners who fail to transition to secondary school. This implies that transition to secondary education is still a challenge to many learners in Kirinyaga County. The County has a lower transition rate (61.5%) compared to the national rate of 84.1% in 2019, with huge disparities existing between girls' and boys'. Studies conducted in Kirinyaga County have mainly focused on NGCDF and access to secondary education for instance (Cheruiyot, 2019) and (Wangui, 2019), while (Muteti, 2018) has focused on causes of high dropout rates in secondary schools in the County. These studies have not addressed the issue of transition. The current study therefore intends to establish how NGCDF allocation influences transition from primary to secondary education.

1.4 Purpose of the Study

The study intends to establish the current status of the allocation of the National Government Constituency Development Fund and how it influences transition in Kirinyaga County. This is because transition is still low compared to the national average even after the allocation of NGCDF to improve the physical facilities and even supporting the school feeding programmes.

1.5 Objectives of the Study

The following were the research objectives:

- i. To establish how NGCDF's allocation for teaching and learning resources influences transition to secondary school in Kirinyaga County.
- ii. To find out how NGCDF's allocation for physical facilities influences transition to secondary school in Kirinyaga County.
- iii. To assess how NGCDF's allocation for school feeding program influences transition to secondary school in Kirinyaga County.
- iv. To establish the relationship between community's perception of NGCDF and transition to secondary school in Kirinyaga County.

1.6 Research Questions

The following were the research questions:

- i. How does NGCDF's allocation for teaching and learning resources influence students' transition to secondary education in Kirinyaga County?
- ii. How does NGCDF's allocation for physical facilities influence students' transition to secondary school education in Kirinyaga County?

- iii. How does NGCDF's allocation for school feeding programs influence transition to secondary school education in Kirinyaga County?
- iv. How does the community's perception of NGCDF influence transition to secondary school education in Kirinyaga County?

1.7 Justification of the Study

The significant obstacles to transition from primary to secondary schools in Kenya include huge expenses associated with secondary education, poverty, additional fees by schools and lack of enough infrastructure in the schools. This negatively affects particularly learners from poor families. The government has therefore introduced the NGCDF in order to help address issues of transition and make better the education quality provided in Kenya. This study explored how allocation of this fund has influenced transition. The study has made recommendations that may inform decision making at the stakeholders level with the aim of improving transition.

1.8 Significance of the Study

These study findings may contribute to better understanding of the role of the Constituency Development Fund in transition education.

The study findings may also guide policy decisions with regard to the role the Constituency Development Fund plays in education financing.

The study findings may also lead to the revision of the criteria for CDF bursary allocation in the county in an effort to improve disbursement to attain better transition to secondary school education in Kirinyaga County.

The study findings may also form the basis for other researchers interested in further research in the field of NGCDF and transition to secondary school.

1.9 Limitations of the Study

The informants may fear that the information they provide may be used against them at the work place. To overcome this, the informants were requested to fill in the questionnaires incognito. Assurance was also made to them that their responses would only be used for academic purposes.

The opinions of all the beneficiaries of the NGCDF in the public secondary schools in Kirinyaga County could not be taken as the county is expansive in terms of land size; consequently, the study also limited itself to the sampled respondents.

1.10 Delimitations of the Study

The study was limited to Kirinyaga County. It also only covered transition; specifically, it focused on the NGCDF's role in providing teaching and learning resources, physical facilities, feeding programs and the community's perception of NGCDF as the study variables.

1.11 Assumptions of the Study

The study assumed that:

A relationship exists between the NGCDF and transition.

The sampled informants had knowledge in the area of NGCDF and transition to secondary school.

The secondary schools in Kirinyaga were receiving NGCDF bursaries.

The respondents would cooperate when collecting data.

1.12 Theoretical Framework

The study was anchored on the production function theory propounded by Mace (1979). According to him, the theory explains the connection between output and input. This connection is strictly an economic association elucidating the maximum output that is possible to be produced by each fixed input. Borrowing from this theory, education is seen as a production undertaking that brings together a number of inputs of capital and labour to convert a certain set of input into another. The aim of primary school education is to prepare its consumers for the next level of learning. The inputs include teaching and learning resources, physical facilities and feeding programs, all these in the context of the community's perception towards NGCDF. The output on the other hand is the graduate of that level of learning. In this context, transition remains the only physical embodiment of output. In this case then, the school is a key determinant of either transition or dropout rates and consequently, the graduates who proceed to the following level of education. This theory was applicable to the study as the main objective of primary schools is to get ready its pupils for the next level of learning. It is through establishing whether primary school graduates proceed to secondary school that primary schools accomplish their objectives.

1.13 Conceptual Framework

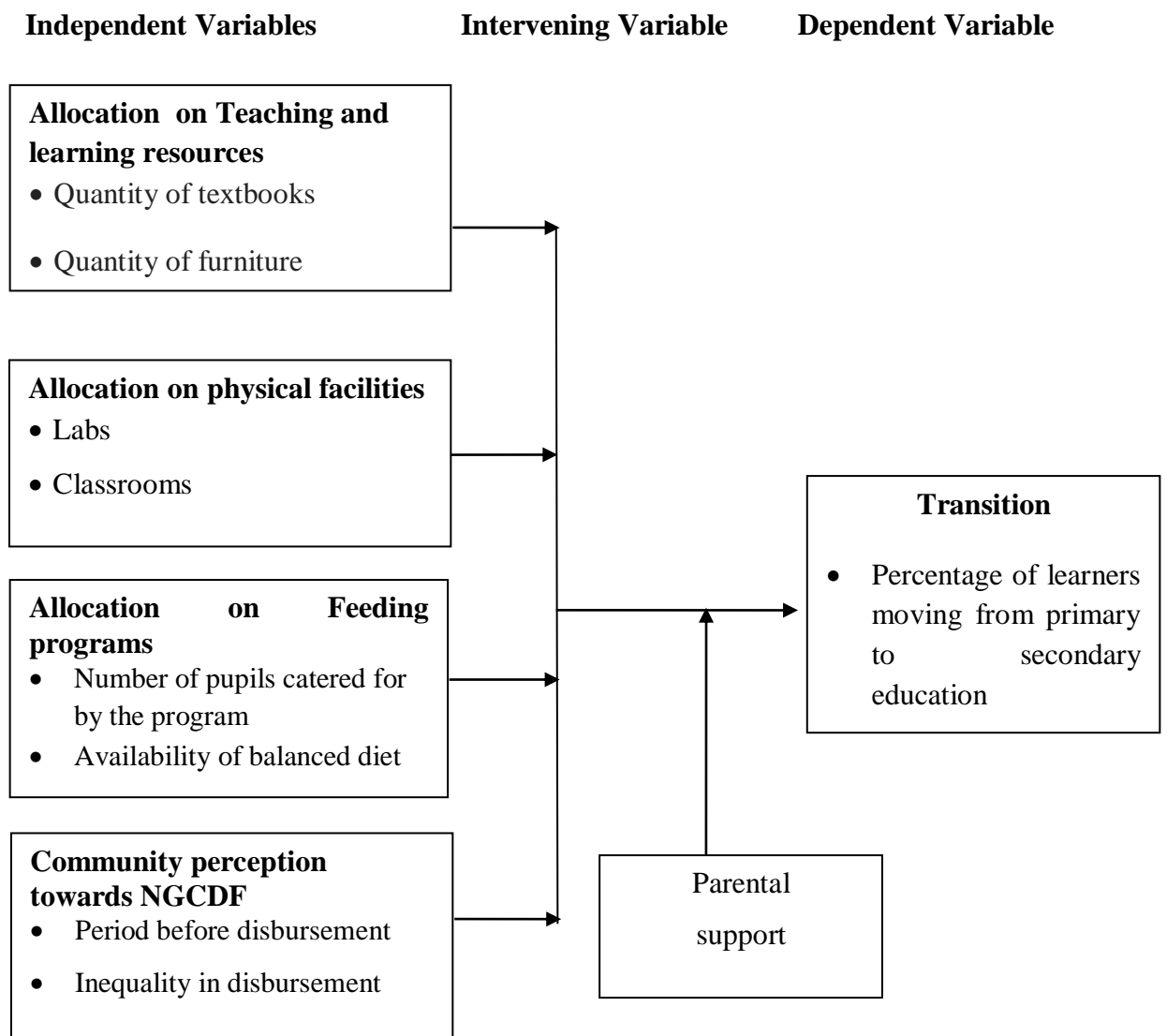


Figure 1.1: Conceptual framework featuring connection between NGCDF allocation and transition to secondary education in Kirinyaga County.

1.14 Operational Definition of Terms

The following words were used to mean the following:

Community's perception: the level of awareness of the community towards the role of NGCDF in funding secondary education their community

Enrolment: the number of learners registered in a certain class every year

Instructional materials: includes books, stationery and any other materials needed by the teacher and/or learner during classroom instruction.

National Government Constituency Development Fund (NGCDF): the amount of money made available by the government to the constituencies for purposes of supporting secondary education programs

Physical facilities: any facility/equipment other than the learning materials, needed by the teachers and learners for a smooth learning process

School feeding programme: the programme instituted by the NGCDF in Kirinyaga County that provides the learners with lunch in order to retain them at school

Transition: the progression of learners from primary school to secondary school education

Teaching and learning resources: textbooks, exercise books and other writing materials and stationery used by both learners and teachers in the classroom

Allocation: the amount of money given to schools by the NGCDF

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the related literature reviewed in the four variables i.e. provision of teaching and learning resources, provision of physical facilities, provision of feeding program, community's perception of NGCDF and how they influence transition to secondary school in Kirinyaga County. It also includes the summary of literature and the research gaps.

2.2 History of NGCDF

Access to affordable secondary education remains a key educational goal for many regimes and each has a duty to finance education so as to boost it (Sang, 2019). Kombo (2018), argues that the major limitations in the access to secondary education include cost, extreme poverty, additional fees charged for individualized coaching and unfavourable atmosphere more so for learners hailing from economically challenged families and the ones with special needs. In an effort to address this challenge, governments put in place measures of ensuring that education is attainable to as many people as possible and also to improve it. The government of Kenya for example established the Constituency Development Fund (CDF) and anchored it in law i.e. the CDF Act of 2003 (Maluki, 2018). CDF was meant to expand secondary education which was out of reach for many, through the creation of ability to admit more and safeguard both transition and completion rates through providing bursary to disadvantaged learners. Education receives a large amount of funding from CDF. Since it is a form of decentralised financing whose main objective is to reduce poverty at the, CDF is supported by the exchequer annually. At the beginning, about 2.5% of

the budget was directed to it so that it would be accessible at the constituency level and was administered by a local committee. The amount was later raised to 7.5% which implied that a large amount of funds was being directed to local projects, from which education took about 34% (Kung'u & Gachunga, 2017). The obligation of allocation and ensuring every constituency used their portion of the funds as intended lay with the CDF board. This allowed people concerned to implement and start spending the funds. Schools started using the funds by erecting physical facilities and expanding available space to increase enrolment and giving bursaries to needy students to help them clear fees balances (Mettoi, 2017).

In spite of the government's effort in enhancing access to secondary education, transition is still a major challenge as drop-out rate continue to go up. The following section has reviewed literature to assess the extent to which NGCDF can enhance transition to secondary school education through the providing teaching and learning (T&L) resources, physical facilities, school feeding program and assessing the relation between the community's perception of NGCDF and transition.

2.3 Allocation of NGCDF for Teaching and Learning Resources and Transition

Transition from one class or level to another depends greatly on the academic performance at the current level (Palmu, Närhi & Savolainen, 2018). Performance and eventual transition are greatly dependent on the T&L process which again is made possible through the provision of appropriate, sufficient learning materials e.g. books, laboratories, library resources and other teaching aids (Kaindi & Kimiti, 2019). Okongo *et al*, (2015) argue that there exists a direct relationship between transition from one level to another, and availability of school teaching and learning resources.

This is also in line with Mwangi, Barchok and Ogola, (2016) who argue that better rates of transition are as a result of availability of text books, stationery, laboratory equipment and other appropriate learning materials thus enhancing good performance at the current level. They note that transition is highly dependent on good performance. Good academic performance can as well be achieved through having a pleasant atmosphere for learning. Kivunja (2017) posits that in order for learners to aspire to move to the next level, they must perform well at the current level. Further, poor performance at the current level discourages learners and contributes to the dropout rates. Onyango (2017) reports that T&L materials improve the child's acquirement of music and psychomotor skills and also makes sure progression from pre-primary to primary school takes place smoothly. This underscores the centrality of the role played by teaching and learning materials thus all the people tasked with provision of education ought to ensure that these are obtainable in schools. The provision of a variety of teaching and learning materials e.g. audio and visual materials go along way in creating a lasting impression on the mind of the learner; what they see is more likely to last in their mind than what they just heard (Nwajiuba, 2020). Onyango (2017) proposes that educators ought to employ a range of teaching learning resources to enhance transition. The stakeholders including the school management should ensure that resources are made available to boost learning (Kivunja, 2015). Yet, in spite of the allocation of the NGCDF resources, transition has still remained low due to inadequacy of the teaching and learning resources.

Gottfredson and Hussong (2018) conducted a study entitled detecting predictors of successful and challenging transitions to secondary education. Descriptive survey design was used. The sample size was 1,240 from 6 regions in London, UK. Data

collection tool was a questionnaire. Simple random sampling was employed. The results showed a positive link between teaching and learning materials and transition to secondary education. This study was however conducted in the US which is a developed country with the necessary infrastructure in school. The current study intends to validate similar findings among the schools in Kirinyaga County.

Motlanthe (2017) studied the effect of teaching and learning materials on transition and retention in Natal province, South African. The study population was 35 schools. The study objectives included: availability of textbooks, availability of classrooms and availability of desks, lockers and chairs. The study used a descriptive research design. Questionnaires and interviews were used to collect data. Results showed that availability of T&L had no significant effect on learners' transition, however there was a significant effect on retention. This was however a broad study combining both retention and transition. The current study attempted to focus on transition only and compare the outcome.

Chiroma (2017) studied the effect of T&L on enhancing transition from secondary to tertiary education among the internally displaced person camps in Northern Nigeria. This study used a descriptive survey design. It targeted 12 informal schools, the study obtained a sample of 8 secondary schools and respondents identified through purposive sampling. Questionnaires and interview schedules were used to collect data. The study discovered a strong positive connection between T&L resources and transition. This study nevertheless evaluated transition from secondary school to tertiary level. The current study conducted a similar study while focusing on transition from primary to secondary schools.

2.4 Allocation of NGCDF for Physical Facilities and Transition

The presence of physical facilities that are sufficient and in perfect working condition ensures that there is a favourable atmosphere for learners and also ensures they remain in school, this is the first step in ensuring they transition to the next level (Akomolafe & Adesua, 2016). Availability and efficiency of physical facilities positively impacts the students' transition; arguably the presence of physical facilities attracts potential clients to a certain school; such facilities make learners to want to join a particular school. This in turn enhances transition from the current school (Sephania, Too & Kipng'etich, 2017). Pangrazi and Beighle (2019) argue that adequate physical facilities strengthen and encourage learners to perform well, in readiness for the next level of learning.

If the performance is poor at the primary school level, then transition will also be low (Spaull, 2015). Transition can therefore be enhanced through creating a conducive learning environment (Adekola *et al.*, 2017).

Research has established that physical facilities and material resources in primary schools are insufficient the world over e.g. Chonjo (2018) argues that physical facilities are both insufficient and have an uneven distribution in the rural and urban schools in Sub-Saharan Africa, which affects academic achievement.

Shaked *et al.*, (2017) concisely indicates that school buildings are very fundamental inputs to educational systems; highlighting that although they do not carry out the class instruction themselves, their use may ensure smooth learning or actually block it. Akomolafe and Adesua (2016) however carried out a study which failed to establish any link between buildings and transition. The study did not provide any

evidence indicating that investing in an expensive school building indeed enhanced transition.

In yet another study, Ogunmoyela (2019) noted that schools are still lacking physical facilities like classrooms. The classrooms of public schools are without roofs, windows and doors, have cracked walls and other requisite amenities are missing. This makes teachers discouraged due to the resultant lack of equipment to adequately carry out their duties while still meeting educational goals. Again, Chonjo (2018) posits that physical facilities are the central elements in quality learning and achievement of the students; consequently, all amenities must be made available for use by the schools if the learners are to gain better, concrete, and real skills. These facilities have been seen to aid the acquisition of knowledge by the learners. Studies have demonstrated that the presence of such facilities which include classrooms, water, electricity, perimeter fence, lavatories, furniture, play grounds, libraries, and dispensaries positively influence learner achievement and transition (Ogunmoyela, 2019).

Belle (2018) conducted a study entitled the effect of physical facilities on transition from basic to secondary education. The study was carried out in Texas USA. correlational research design was used in surveying the challenges of inadequate facilities in 56 schools. School principals responded to questions from the interviews, while questionnaires were filled by the teachers. The study discovered that physical facilities had a significant effect on transition. There was need however to evaluate the prevailing status of the effect of physical facilities on transition in Kirinyaga County.

Idu and Ojedapo (2017) studied the effect of physical facilities on transition from elementary to primary education in Northern Nigeria. The study sampled 85 schools using a descriptive research design. Questionnaires and interviews were employed to collect data. Analysis showed a significant positive correlation between physical facilities and transition. The study however involved elementary education learners therefore the need to find out whether similar findings could be validated among secondary school learners.

Maphosa and Shumba (2017) explored the effectiveness of physical facilities on transition in South African. The study used a descriptive survey research design. The study sample was 3,240 participants selected using probability sampling. Data collection was done via questionnaires. Simple random sampling was adopted to select informants. Descriptive statistics were used. The results indicated that provision of physical facilities did not have a significant effect on enhancing transition. The current study intended to establish if similar results could be corroborated among schools in Kirinyaga County.

2.5 Allocation of NGCDF for School Feeding Program and Transition

The introduction of School Feeding Program (SFP) has ensured that more learners attend and remain in school the world over (Yendaw & Dayour, 2015). Data from trials made randomly indicated that the programme had raised school attendance (Zenebe *et al*, 2018). Espejo (2016) compared the attendance numbers in schools with and without SFP in Jamaica. The study discovered that schools with SFP registered a higher attendance numbers than those without. The attendance rates went down by 22 percent when breakfast and take home ration programmes were terminated.

Adelman *et al.* (2018) described the relationship between school-provided meals and achievement in learning, performance of schools and transition. They discovered that that this effect was two-pronged. On one hand school school-provided meals improved class attendance, which meant that learners spent more time learning. Consequently, the greater the time children spent in school, the better they learnt. These relationships eventually bring about better school performance, thereby minimizing the chances of drop-out and increasing the prospects of transition. This nevertheless depends on additional external factors for example quality of the school, accessibility to learning resources and even quality of teachers. Secondly, better nutritional nourishment also enhances school retention, performance and transition in both the short and long term. Through, school provided meals, hunger is alleviated and therefore children can concentrate and learn better thereby improving their overall school performance, drop-out minimized and transition improved. As a long term measure, the meals could boost learning in that they supplement the nutritional status of children and there is evidence of nutritional status also affecting learning.

Hunzvi (2015) posits that ending the SFP negatively impacts the numbers that attend school, as a result, the performance of such children is greatly hindered. In a study conducted by WFP in 2016, it was discovered that in the developing world, more than 70 percent of children go hungry. Though education has been hailed internationally as a human right, still over 74% percent of girls and 56% of boys of primary school age do not attend school in Africa, owing to hunger; especially in the drought and famine prone areas; consequently, there is persistent food insecurity in those homes (WFP, 2017).

In the developing countries, studies indicate that SFP significantly determines the school retention and transition hence scaling down dropout (Hardley, 2016). Espejo (2016) points that consistently higher rates of school absence is noted among children who do not have access to adequate food, let alone completing and transitioning. Although the government has introduced FPE, children continue to dropout at a very high in ASAL regions owing to lack of food security (Musolo, 2020). Data from field studies indicate that the “magnet effect” of the SFP greatly increases school attendance rates particularly among the young children. Country schools with feeding programmes record better attendance rates and reduced initial dropout rates compared to schools without (Terry-McElrath, O'Malley & Johnston, 2015). The direct financial and nutritional benefits provided by schooling appeal to the parents who find it hard to support their children through smallholder farming. Typically, families that participate have been found to save 4-9% of their yearly revenue through benefitting from school meals and avoiding unnecessary food expenses (Adelman, 2018). Thus the presence of SFP encourages parents to support the government’s major aim of achieving universal primary school completion rate and transition to secondary school.

In relatively higher-income South American nations, SFPs are usually common, and are actually financed and ran largely by the governments (Bundy *et al.*, 2019). A good example is the National School Lunch Program in the United States (NSLP) whose function is to subsidize the provision of meals in 99% of public schools, while majority of the the students participating (Schanzenbach, 2019). This highlights the importance of the SFPs. Nevertheless, even after affirming the imperative

fundamental effect on education outcomes, for example academic achievement, little is known about its impact on transition, especially among the developing countries.

Mei and Fook (2017) studied the influence of feeding program on transition in Hims. This was an exploratory study. The target population was 588 high schoolers. The study sample was 324. A questionnaire was adopted to collect data. The study discovered that the SFP had a major impact on retention in primary schools. This study however failed to link the school feeding programme with transition. This study attempted to provide that link.

Mwenwa and Gori, (2019) studied factors affecting the school feeding program in Kitui County. The study sampled 55 schools in Kibera slums. Correlational research design was adopted for the study. The sample size was 355 including the headteachers from the 55 schools, education officials and teachers. Questionnaires and interviews were used to collect data. Purposive sampling was used to select respondents. Data were presented using descriptive statistics. The results showed a significant positive link between the school feeding programme and transition to secondary school. The current study adopted the descriptive research design to validate the findings among the schools in Kirinyaga County.

Obiero (2017) investigated the factors influencing transition in Isinya Sub-county. Descriptive design was adopted for the study. The study targeted 12 public secondary schools. Census survey was conducted for the schools. Interviews were conducted among the school headteachers. The study discovered that SFP had a significant effect on learners' transition to secondary school. Nevertheless, the study had a limited sample size. The current study employed a larger sample size.

2.6 Relationship between the Community's Perception of NGCDF and its Influence on Transition

Muusya (2019) argues that awareness on the presence and uses of NGCDF should be constantly emphasized, for the community members in order to increase participation as well as build strong links with the relevant government ministries. Kenya Human Rights Commission and SPAN stated that the public perception of NGCDF among sampled constituencies revealed that awareness improves when the citizens' involvement, especially in activities implementation and monitoring is generally high (Maluki, 2018). How different interest groups engage with the NGCDF structures impacts the extent of benefits accrued from the same, by the recipients. Levels of awareness on the NGCDF and participation in its management, identifying projects and implementing them, determine how much such people benefit (Kariuki, 2016).

According to Muusya (2019) publicizing all the NGCDF funded activities in a way that appeals to the recipients, for example, making announcements in churches, Barazas, placing posters of activities in places like entrances to market places, schools, availing lists of activities to women groups/merry-go-rounds to inform the members of such activities during meetings, pinning them on bill boards for all NGCDF funded activities, enables people to be informed on which activities are funded by the NGCDF. The main function of NGCDF bursary is to boost access, retention and transition. Indeed, over the years, the NGCDF bursary fund has made it possible for many learners to transition through supporting the fees requirements for the needy learners. This is especially so in the NGCDF established schools (Kimirri, 2018).

Community participation in project commencement, execution and management, aside from making a feeling of proprietorship and obligation inside communities, is a significant factor in fostering a successful and enduring projects (Matipa, 2020). When looked at as a way to accomplish something, involvement in education is viewed as an approach to expand resources, further develop a sense of responsibility of schools to the local area they serve, guarantee the most practical use of assets and be critically receptive to local needs (Green, 2017).

Bol (2017) however observes that in education like in any other project management cycle, the benefits must be clear to the beneficiaries in order for them to not only participate but even to enjoy the full intended benefits to them. In case they see no clear benefits in the project, their interest in it fades away and this may affect its successful implementation.

Mathipa and Mukhari (2016) evaluated the effect of community's perception of education bursaries on transition among primary school learners in South Africa. Descriptive design was adopted for the study which had a sample size of 600 taken from 120 schools. Data were collected through questionnaires. Simple random sampling was adopted. The results indicated a significant positive link between the perception on the available bursaries and transition. This was reflected in the fact that where the community felt that the bursaries were beneficial to them, there was a higher number of bursary applications compared to those who had a different perception. This study was nonetheless done in urban South Africa in a community with access to several government and non-government bursaries. This study sought to validate the findings in the schools in Kirinyaga County.

Abdullahi and Adebayo (2019) evaluated the determinants of transition from elementary to primary education in Nigeria. The study focused on 85 schools in Bono state. Random sampling was employed to get the sample size. Questionnaires and interview guides were the data collection instruments. The study established that the community's perception of the available education bursaries was a significant factor that influenced transition in that where the community felt that the bursary would support the learners through the next level of learning, the learners were more likely to complete the current education level compared to where the community had no hope of benefitting from a bursary fund. The parents encouraged the young learners to remain in school and complete the current level and transition to the next. The study however did not focus on transition level which the current study addressed.

Kamau (2018), studied the community perceptions of the impact of NGCDF on transition in Thika District. A descriptive design was adopted. The study had a target population of 12 schools. Data were collected from among parents using questionnaires. Data were analysed using descriptive statistics. The study found no significant relationship between community perception on the role of NGCDF bursary and transition. This study attempted to establish a link between the two in Kirinyaga County.

2.7 Summary of Literature and Research Gaps

The literature review focused on teaching and learning resources, provision of physical facilities, provision of feeding program and community's perception of NGCDF on transition, and their influence on transition to secondary education. Studies for example, Gottfredson and Hussong (2015), Kaindi and Kimiti (2019) and Okongo *et al*, (2015), established a relationship between learning resources and

transition. Yet, while the NGCDF in Kirinyaga County had continued to provide such resources, transition had remained low.

Other studies which include, Chonjo (2018), Pangrazi and Beighle (2019), Sephania, Too and Kipng'etich, (2017) have evaluated the influence of physical facilities on transition. The studies discovered that the presence of physical facilities in a certain school influenced transition. This study attempted to establish why even after allocation of NGCDF on provision of physical facilities in schools, transition was still low.

There were also conceptual gaps in terms of the studies failing to link the independent variables with the dependent variable e.g. Yendaw and Dayour (2015), Zenebe *et al*, (2018) and Mwenwa, and Gori (2019), had linked the school feeding programs to access to education while the current study attempted to link school feeding programs with transition.

From his study, Kamau (2018) found no relationship between community perceptions on the CDF and transition while Mathipa and Mukhari (2016) established a significant positive relationship between the two. These studies provided conflicting findings, there is need therefore to establish the current status of the relationship between the two variables. This study aimed at bridging these gaps by conducting a study on the allocation of NGCDF and its influence on transition to secondary education in Kirinyaga County, Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter presents the research design, study variables, location of the study, target population, sample size, sampling methods and sample size, research instruments, data collection, pilot study, validity and reliability, data analysis and logistical and ethical considerations.

3.2 Research Design

The study used descriptive research design. This approach was appropriate since this was a descriptive study, therefore it helpful in establishing the status of the influence of NGCDF on transition without manipulation of variables (Siedlecki, 2020). This helped in the use of comparative statistical methods in analysing the research subject in the targeted schools

3.3 Study Variables

The study variables included; transition as the dependent variable. The independent variables included influence of NGCDF's allocation for teaching and learning resources, physical facilities, NGCDF's allocation for school feeding programs and the relationship between community's perception of NGCDF and transition. The intervening variable was parental support.

3.4 Location of the Study

The study locale was Kirinyaga Central Constituency. The constituency had continued receiving funding for education bursaries from the National government yet transition was lowest among the four constituencies in Kirinyaga County (59%)

compared to the national rate of 84.1%, with huge disparities existing between girls and boys.

3.5 Target Population

The target population was the 19 public secondary schools in Kirinyaga Central Constituency, which have benefitted from NGCDF bursaries from 2016-2020. The unit of analysis was the school. It also included the 19 principals of the secondary schools, 247 teachers and all the 12 NGCDF officials in the constituency as shown on Table 3.1

Table 3.1: Target Population

Category	Population
Principals	19
Teachers	247
NGCDF officials	12
Total	278

3.6 Sampling Procedures and Sample Size

3.6.1 Sampling Procedure

Census survey, simple random and proportionate sampling methods were employed. Census survey was used for the principals. This method was appropriate since the area of investigation was limited and required intensive examination of the population (Lohr, 2021). Simple random sampling was used to identified the 16 schools and the 96 teachers (6 teachers per school). Simple random sampling provides an objective population representation (Lohr, 2021). The method suited the study in that the responses provided were generalizable to the whole population.

3.6.2 Schools' Sample

The study used the Krejcie, Robert and Morgan (1970) formula to determine the school sample size. The formula provided a representative statistical sample in empirical research

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

where

S= sample size

X² = value of chi square at the desired confidence level (3.841)

N=population size

P= population proportion (0.5)

d= degree of accuracy (0.05)

Substituting the formula

$$S = \frac{(3.841)^2 \times 19 \times 0.5(1-0.5)}{(0.05)^2(19-1) + (3.841)^2 0.5(1-0.5)} = 16 \text{ schools}$$

3.6.3 Principals' Sample

The study adopted a census of the 19 principals who headed the schools identified.

3.6.4 Teachers' Sample

The teachers' sample was calculated using Kothari's (2014) formula for sample size determination i.e.

$$n = \frac{Z^2 pqN}{e^2(N-1) + Z^2 pq} \quad \text{Where;}$$

n = sample size for a finite population

N = population size

p = population reliability (where p is 0.5)

q = 1 – p = 0.5

e = margin of error at 10%

Z = value for the selected alpha level (at 0.05 level of significance), Z is 1.96

$$\text{Thus; } n = \frac{(1.96)^2 \times 0.5 \times 0.5 \times 249}{(0.1)^2 (249 - 1) + [(1.96)^2 \times 0.5 \times 0.5]} = 96$$

3.6.5 CDF Officials Sample

This included the NGCDF committee members in the constituency who were identified through census survey. A census survey is more reliable, representative and accurate because the researcher is able to evaluate each individual item (Pandey & Pandey, 2021).

Table 3.2: Sampling grid

	Target Population	Sample size	%
Principals	19	16	84.2
Teachers	249	96	38.5
CDF officials	12	12	100
Total	280	124	44.2

3.7 Research Instruments

Data was collected using tools formulated from the study objectives. The tools included:

3.7.1 Teachers' Questionnaires

The study used self-administered structured questionnaires. Leiner (2019) posits that questionnaires are efficient when one intends to gather a lot of data. Section A comprised biodata, section B covered influence of NGCDF's provision of teaching and learning resources, section C covered influence of NGCDF's provision of physical facilities, section D covered influence of NGCDF's support of school feeding program while section E covered the relationship between community's perception of NGCDF and transition.

3.7.2 Interview Guide for Principals and CDF Officials

The study also used interviews to collect data. This is because interviews are viewed as superior to other data collection instruments as they enable the creation of rapport between respondents and the researcher. They enable participants to be fully involved and present their views (Allan, 2020). A semi-structured interview guide guided by the study objectives was used to interview the principals who provided in-depth information on the study subject.

3.8 Data Collection

The researcher acquired research authorization from NACOSTI and K.U. Permission to collect data was also obtained from CDE, Kirinyaga County and from principals concerned. Reconnaissance visits were made in the schools in order for the researcher to familiarize himself with the school heads and teachers prior to data collection. The

researcher explained to the informants that the exercise was free and the information confidential, thus it ought to be anonymous. The researcher guided the respondents on how to fill each section. The questionnaires were then distributed to the teachers for filling. The filled questionnaires were then collected. The researcher proceeded to the principals' office for the interview.

3.9 Pilot Study

This is done to ascertain the appropriateness of the tools. Research outcome depends on the quality of instruments (Majid *et al*, 2017). Piloting helps in finding out whether instruments will measure the construct sufficiently; whether the informants will have challenges answering the questions; whether time is sufficient (Kothari, 2014). Piloting was conducted in 2 schools (10% of the sample), that didn't participate in the actual study. The tools were pre-tested using methods like the ones used on the actual day. Pre-testing was useful in clarifying the questions and required time by the informants when answering. The schools' characteristics were similar to those in the actual study.

3.10 Validity and Reliability of the Instruments

3.10.1 Validity

Validity is the scale to which outcomes obtained in the data analysis represents the circumstances under investigation. As Kothari points out, the commonest method to guarantee validity is triangulation (Kothari, 2014). Content validity was ensured through expert judgment by the supervisors. The tools were then reviewed and fine-tuned.

3.10.2 Reliability

Reliability is an assessment of the extent to which a research tool yields consistent outcomes or data after administering it several times. Test-retest technique was adopted to ensure reliability of data. For data to be reliable it must be both relevant and correct (Kothari, 2014). This involved administering the tool two times to the same informants within a time difference of seven days and responses compared to determine if they elicit same responses. The coefficient of correlation was calculated using the Pearson Product Moment formula to guarantee the consistency of the questionnaire contents. The questionnaire had a co-efficient of 0.77, while the interview guide had a co-efficient of 0.81. This indicated a strong positive association among variables (Orodho, 2005).

3.11 Data Analysis

Field data was organized, coded and input into SPSS. Quantitative data from the close-ended parts of the questionnaires were analysed using descriptive statistics i.e. through use of mean and standard deviation, frequencies and percentages (Kothari, 2014). Qualitative data from the open-ended parts of the questionnaire and the interview guide were grouped according to themes. It was then analyzed through content analysis and presented using narration and verbatim quotes as appropriate. It was then integrated within the quantitative data and discussed in line with the relevant literature and guided by the research objectives. Pearson Correlation analysis was also conducted to establish the relationship between NGCDF allocation and transition. Analysis was done using SPSS version 23. Tables, charts and graphs were generated appropriately for presenting data.

3.12 Logistical Considerations

Research consent was acquired from KU graduate school, NACOSTI and the management of the sampled schools. Logistical challenges comprised time and financial resources shortages when collecting data.

3.13 Human Relations and Ethical Issues

Ethical considerations included voluntary involvement and informed consent from the informants. It is usually carried out to ensure that the informants' right to privacy and anonymity is guaranteed (Surmiak, 2018). Informants filled the consent form before filling the questionnaire. They were asked to omit their names on the tools for anonymity. During data analysis, all the data from the various institutions was coded, then treated as a block i.e. no data was isolated on the basis of where it was collected. As a result, the conclusions made referred to the population rather than single schools.

CHAPTER FOUR

PRESENTATION OF FINDINGS, DISCUSSION AND INTERPRETATION

4.1 Introduction

This chapter presents the findings, interpretations and discussion according to the research objectives. The study set out to investigate the allocation of NGCDF and its influence on transition to secondary education in Kirinyaga County, Kenya. It also provides the general and demographic information of the respondents.

4.2 General and Demographic information

4.2.1 Return Rate

The filled questionnaires were collected and cleaned in readiness for analysis. This included checking for completeness, accuracy and relevance. The return rate was as shown on Table 4.1

Table 4.1: Return Rate

Return rate	F	%
Complete questionnaires	236	96
Incomplete questionnaires	11	4
Total	247	100

Source: Research Data (2021)

From Table 4.1, the researcher distributed 247 questionnaires to the teachers. They completed and returned 236 questionnaires, being a response rate of 96%. This response conforms to Surmiak, (2018) who indicates that response above 50% are generally suited for analysis.

4.3 Demographic Information

In order to determine the suitability of both the teachers and students as the study respondents, their demographic information which included age, sex, year of study and work experience were analysed as indicated.

4.3.1 Age of Teachers

The study sought to find out the age of the teachers and the findings were as shown on Table 4.2

Table 4.2: Age of Teachers

Age in years	Frequency	Percentage
Under 25	11	4
25-29	58	25
30-34	95	40
Over 34	72	31
Total	236	100

Source: Research Data (2021)

From Table 4.2, few teachers were aged under 25 years, a quarter were aged 25-29 years, 40% were aged between 30-34 years, while a third were aged over 34 years of age. This implied that the teachers were all above 18 years and were therefore suitable respondents of the study.

4.3.2 Teachers' Gender

The study also sought to find out the teachers' gender and recorded the findings as shown on Figure 4.1

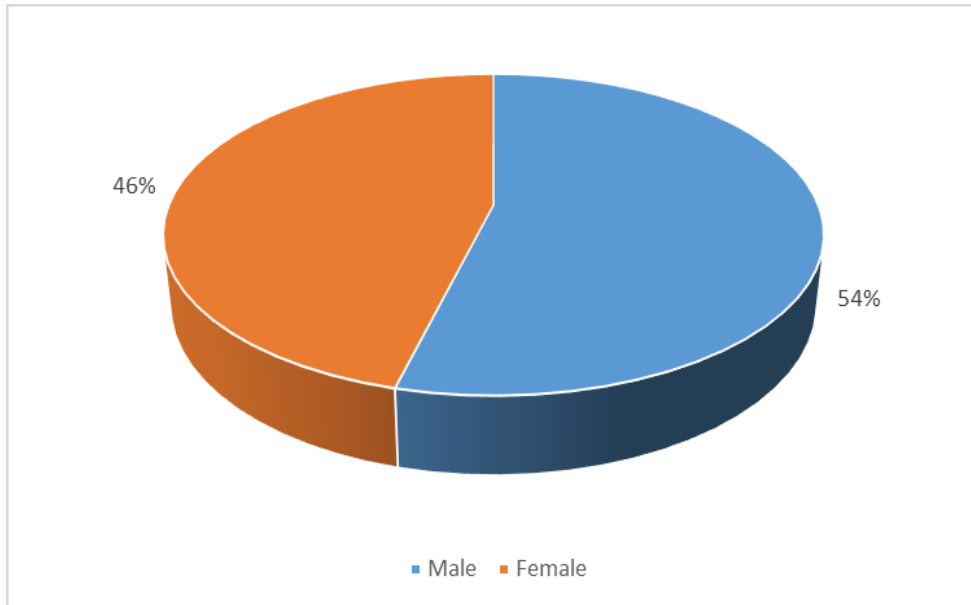


Figure 4.1: Teachers' Gender

Source: Research Data (2021)

From Figure 4.1, majority of teachers (54%) were male while 46% were female respectively. This implied that there was gender disparity among teachers in Kirinyaga County.

4.3.3 Length of Work Period

The study sought to find out the length of work period of the teachers and recorded findings as shown on Figure 4.2

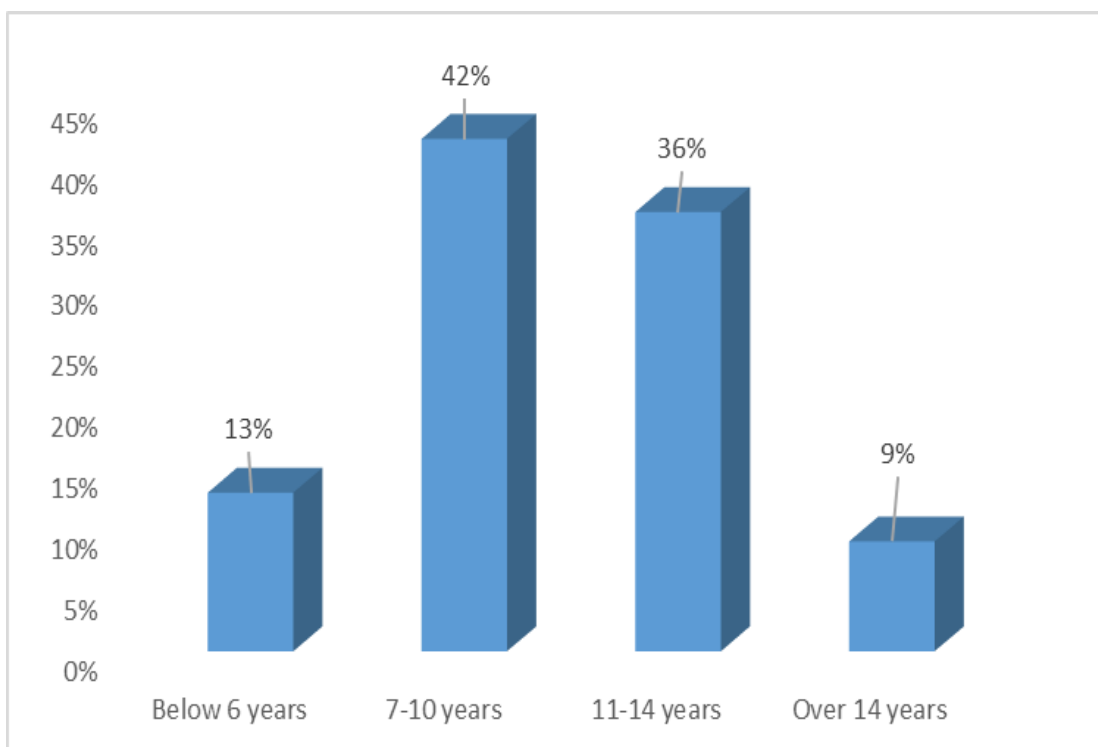


Figure 4.2: Length of Work Period

Source: Research data (2021)

From Figure 4.2, 42% of the teachers had worked in their current schools for 7-10 years, 36% had worked for 11-14 years, 13% had worked for under six years while 9% had worked for over 14 years. This implied that all the teachers had worked in their respective schools long enough to understand the issue of NGCDF and transition and as such were suitable respondents for the study.

4.4 Transition Rates in Kirinyaga County

The study sought to find out the rates of transition in Kirinyaga County. The findings were as shown on Table 4.3

Table 4.3: Transition Rates in Kirinyaga County

Year	KCSE candidates	Number joining	Transition rates
2019	10346	6363	61.5%
2018	9835	6216	63.2%
2017	9571	6490	67.8%
2016	9356	6194	66.2%

Source: Kirinyaga County Director of Education's Office (2020)

From table 4.3, transition from primary school to secondary school level of education has been fluctuating, with the lowest being in 2019 and the highest in 2017, which was below the national average of 79%, in 2019. This was also lower than the national government's target of 100% transition.

4.5 Findings for the Influence of NGCDF Allocation for Teaching and Learning Resources on Transition

The first task of the study was to analyze the influence of NGCDF allocation for teaching and learning resources on transition. Informants were consequently asked to show their degree of concurrence with declarations on allocation. Their reactions were graded on a 5 point Likert scale where: 5 - Strongly Agree, 4 - Agree, 3 - Neutral, 2 - Disagree and 1 - Strongly Disagree. The mean and standard deviations were generated from SPSS as illustrated on Table 4.4. A mean range of 1-2.5 meant Disagree, 2.5 - 3.5 meant Neutral while 3.5 - 5 meant Agree. A standard deviation of 0.0000 meant unanimous agreement on a certain statement.

Table 4.4: Respondents’ Opinions on the Influence of NGCDF Allocation for Teaching and Learning Resources on Transition

Statement	Mean	Std. Dev
Library resources are readily provided by the NGCDF	4.5217	0.8630
Visual and audio learning resources are also provided	3.7434	0.0440
The teacher is the main source of teaching and learning materials	2.3213	0.6373
Stationery and lab equipment are also provided	4.3136	0.3393
Teachers use of variety of teaching/learning resources enhances transition	4.2148	0.7868
Learning materials are also provided by the parents	2.2031	0.2364
School management uses NGCDF to enhance learning through provision of T&L materials	4.1248	0.5667

The study findings indicated that the respondents generally agreed that the NGCDF allocation for teaching and learning resources provided library resources (Mean 4.5217). This implied that the schools were receiving library resources from the NGCDF. Library resources are a pre-requisite for ensuring that learners remain in school and eventually transition to the next level.

These findings are also supported by those of Kaindi and Kimiti (2019) who argue that performance and transition are greatly dependent on the teaching and learning process which is made possible through the provision of appropriate, sufficient learning materials e.g. books, laboratories, library resources and other teaching aids. The respondents were also in agreement that the NGCDF provides stationery and lab equipment (Mean 4.3136). This implied that stationery and laboratory equipment

were deemed foundational to proper learning and eventual transition. Labs are especially important for the science lessons. The findings resonate with those of Mwangi, Barchok and Ogola (2016) who argue that better rates of transition are contributed to by the availability of text books, stationery, laboratory equipment and other appropriate learning materials thus enhancing good performance at the current level. They note that transition is highly dependent on good performance.

The study also found that the respondents agreed that teachers used a variety of teaching/learning resources to enhance transition (4.2148). This implied that the teachers underscored the importance of using stimulating the learners interest in learning usually in order to take care of the individual learners' interests. This also implied that the learners would develop interest in class work and were therefore likely to complete the course and transition to the the next level. The findings are corroborated by Onyango (2017) who reports that a variety of T&L materials have been associated with improvement of children's acquirement of music and psychomotor skills and also makes sure progression from pre-primary to primary school takes place smoothly. The researcher further states that the use of a variety of teaching and learning resouces underscores the centrality of their role thus all the people tasked with the provision of education ought to ensure that these are obtainable in schools. Therefore, educators ought to employ a range of teaching learning resources to enhance transition.

The respondents also agreed that the schools management uses NGCDF resources to enhance learning through provision of T&L materials (4.1248). This implied that even the schools management underscored the important role played by learning materials in schools, thus they committed the NGCDF resources to acquire the T&L materials.

The findings are similar to those of Okongo *et al*, (2015) who posit that there exists a direct relationship between transition from one level to another, and availability of school teaching and learning resources. The findings also indicated that visual and audio learning resources were also provided (3.7434). This implied that the school management were alive to the fact that audio and visual learning materials enhanced learning and therefore they made them available for use by the learners. The findings resonate with those of Nwajiuba (2020) who states that the provision of a variety of teaching and learning materials e.g. audio and visual materials go along way in creating a lasting impression on the mind of the learner; what they see is more likely to last in their mind than what they just heard.

The respondents however disagreed that the teacher was the main source of teaching and learning materials (2.3213). This implied that perhaps because they were aware of the role that the NGCDF and the school management were doing in terms of providing the teaching and learning materials in the schools, then they would not disregard that important role. The finding was consistent with their earlier statement that the NGCDF was used to provide a variety of teaching and learning resources and therefore the teacher would not have been the sole source of teaching and learning materials. In any case the teachers can only use what the schools provide.

They also disagreed that the learning materials were provided by the parents (2.2031). This implied that the respondents were also aware of the NGCDF as the source of the learning resources. The findings also implied that the the respondents were aware the NGCDF was indeed being utilized for the provision of teaching and learning resources in Kirinyaga County in order to enhance transition.

The principals also indicated that the NGCDF provided funds to procure teaching and learning resources. One of the principals [P01] commented;

The NGCDF in this area has been instrumental in the provision of funding which goes into the purchase of books, stationery and even building laboratories and other library materials that are needed by the learners. This has enabled them to remain in school at a time when they would have been sent home for these learning materials. It is only a learner who completes the current learning level who proceeds to the next; there is no transition without completion.

The NGCDF officials also affirmed that their office supported schools in procuring teaching and learning materials. One of the officials [NG07] commented:

We are very particular in the use of the NGCDF resources. We do a follow up to ensure that the resources are spent in the areas that directly benefit the children. These areas include buying exercising books and other stationery that are used by the learners in the classroom. The resources are meant to help in maintaining learners in school when they join secondary school from the previous level.

These findings indicated that the teachers, principals and even the NGCDF officials concurred on the role played by the NGCDF in the provision of T&L materials in order to ensure transition of learners from the previous level.

These findings are corroborated by those of Gottfredson and Hussong (2015) who conducted a study to find out predictors of successful and challenging transitions to secondary education. The results showed a positive link between teaching and learning materials and transition to secondary education. Similar findings were found by Chiroma (2017) who studied the effect of T&L on enhancing transition from

secondary to tertiary education among the internally displaced person camps in Northern Nigeria. The study discovered a strong positive connection between T&L resources and transition. These findings were however contrary to those of Motlanthe (2017) who studied the effect of teaching and learning materials on transition and retention in Natal province, South Africa. The results showed that availability of T&L had no significant effect on learners' transition, however there was a significant effect on retention.

4.6 Findings for the Influence of NGCDF Allocation for Physical Facilities on Transition

The second objective of the study was to analyze the influence of NGCDF allocation for teaching and learning resources on transition. Informants were consequently asked to show their degree of concurrence with declarations on allocation. Their reactions were graded on a 5 point Likert scale where: 5 - Strongly Agree, 4 - Agree, 3 - Neutral, 2 - Disagree and 1 - Strongly Disagree. The mean and standard deviations were generated from SPSS as illustrated on Table 4.7. A mean range of 1-2.5 meant Disagree, 2.5 - 3.5 meant Neutral while 3.5 - 5 meant Agree. A standard deviation of 0.0000 meant unanimous agreement on a certain statement.

Table 4.5: Respondents' Opinions on the Influence of NGCDF Allocation for Physical Facilities

Statement	Mean	Std Dev
Adequate physical facilities create a conducive learning environment	4.1212	.8136
Availability and efficiency of the physical facilities impact on learner transition	4.8273	.7399
Presence and use of physical facilities attract potential students	4.8061	.8063
Presence and use of physical facilities encourage learners to remain in school	4.8515	.8272
Adequate physical facilities enhance transition	4.2091	.7227
Well-designed classrooms improve learner co-operation	4.3621	.8136
Learners in uncomfortable classrooms are likely to drop out of school	3.8273	.7399

From the study findings, the respondents agreed that the presence and use of physical facilities encourage learners to remain in school (Mean 4.8515). This implied that the respondents were aware of the importance of the physical facilities in the learning institutions. Perhaps they understood that not all learners shine inside the classroom; that some do better in sports and or practical work rather than memorizing facts passively.

Nevertheless, the aim is to have them remain in school and possibly transition to the next level. The findings are similar to those of Akomolafe and Adesua, (2016) who posit that the presence of physical facilities that are sufficient and in perfect working condition ensures that there is a favourable atmosphere for learners and also ensures they remain in school since this is the first step in ensuring they transition to the next

level. The respondents also agreed that the availability and efficiency of the physical facilities impact on learner transition (Mean 4.8273). This finding is closely connected to another which states that the presence and use of physical facilities attract potential students (Mean 4.8061). This implied that the respondents underscored the important role played by the physical facilities. The presence of such facilities would most likely be appealing to learners, as they would provide a variety of activities once the learners join the school.

As argued earlier on, learners who complete a current level of learning are more likely to transition to the next; in any case completion is a pre-requisite for transition. The findings are corroborated by Sephania, Too and Kipng'etich (2017) who posit that availability and efficiency of physical facilities positively impacts the students' transition; arguably the presence of physical facilities attracts potential clients to a certain school; such facilities make learners to want to join a particular school. This in turn enhances transition from the current school. In the same vein, Pangrazi and Beighle (2019) argue that adequate physical facilities strengthen and encourage learners to perform well, in readiness for the next level of learning.

The respondents also agreed that well-designed classrooms improve learner cooperation (Mean 4.3621). This implied that the respondents appreciated the role of well-designed and maintained structures, in learning. Perhaps they understood that learners need to be protected from the effects of weather in order to ensure they are in school round the year. The findings are also closely related to the statements that adequate physical facilities enhance transition (Mean 4.2091), adequate physical facilities create a conducive learning environment (Mean 4.1212) and learners in uncomfortable classrooms are likely to drop out of school (Mean 3.8273).

These findings are supported by those of Ogunmoyela (2019) who lamented that schools are still lacking physical facilities like classrooms. The classrooms of public schools are without roofs, windows and doors, have cracked walls and other requisite amenities are missing. This makes teachers discouraged due to the resultant lack of equipment to adequately carry out their duties while still meeting educational goals. Further, Shaked *et al.*, (2016) posit that physical facilities are the central elements in quality learning and achievement of the students; consequently, all amenities must be made available for use by the schools if the learners are to gain better, concrete, and real skills. These facilities have been seen to aid the acquisition of knowledge by the learners. Studies have demonstrated that the presence of such facilities which include classrooms, water, electricity, perimeter fence, lavatories, furniture, play grounds, libraries, and dispensaries positively influence learner achievement and transition.

However, the findings contradict those of Akomolafe and Adesua, (2016) whose study failed to establish any link between buildings and transition. The study they carried out did not find any evidence indicating that investing in an expensive school building did enhance transition.

The principals also underscored the importance of physical facilities on transition; one of the principals [P13] commented

The NGCDF bursary has been made available to the school and has gone a long way in building infrastructure that include classrooms and laboratories. Some of the projects they have done for the school would have taken very long without their input. The learners now have a lab in which to conduct practicals in the Sciences. Students now spend more time in school unlike before, increasing their chances of completing the course. More learners are

now joining us from the primary level because they are guaranteed physical facilities especially in the Science subjects and we are proud of the NGCDF.

The NGCDF officials also affirmed that their office had supported schools in building classes and laboratories. One of the officials [NG18] commented:

We are very passionate in building and improving the physical infrastructure in the schools as this is the only way to ensure that quality learning will take place. We always encourage learners to do well in primary schools as we promise to support them once they join the secondary level. The best way to keep our promise and to encourage them to transition is through providing these facilities so that these learners have a place to go after the previous level. We are glad this is happening as more learners are joining secondary schools nowadays.

These findings indicated that the teachers, principals and even the NGCDF officials concurred on the NGCDF provision of physical facilities in the schools in order to improve transition from primary school.

The findings from the key informants are supported by those of Belle (2018) who conducted a study on the effect of physical facilities on transition from basic education to secondary education. The study discovered that physical facilities had a significant effect on transition. Again, Idu and Ojedapo (2017) studied the effect of physical facilities on transition from elementary to primary education in Northern Nigeria. Analysis showed a significant positive correlation between physical facilities and transition. Nevertheless, the findings contradict those of Maphosa and Shumba (2017) who explored the effectiveness of physical facilities on transition in South African schools. The results indicated that provision of physical facilities did not have a significant effect on transition.

4.7 Findings for the Influence of NGCDF Allocation for School Feeding Program on Transition

The third objective of the study was to identify the influence of NGCDF allocation for school feeding program on transition. Informants were consequently asked to show their degree of concurrence with declarations on allocation. Their reactions were graded on a 5 point Likert scale where: 5 - Strongly Agree, 4 - Agree, 3 - Neutral, 2 – Disagree and 1 - Strongly Disagree. The mean and standard deviations were generated from SPSS as illustrated on Table 4.8. A mean range of 1-2.5 meant Disagree, 2.5 – 3.5 meant Neutral while 3.5 - 5 meant Agree. A standard deviation of 0.0000 meant unanimous agreement on a certain statement.

Table 4.6: Respondents’ Opinion on the Influence of NGCDF Allocation for School Feeding Program on Transition

Statement	Mean	Std. Dev
Parents view school feeding programmes as a means of saving money at home thus bringing more children to school	4.0605	0.2278
Termination of school feeding programmes negatively impacts school attendance	4.7576	0.4257
School feeding programmes determines chances of learner transition	4.4091	0.2369
School meal programmes enhance school attendance	4.6818	0.1389
Transition rates in rural schools are usually higher in schools with feeding programmes	4.3636	0.4020
Nutritional benefits from the school feeding programmes attract learners especially from poor background	3.8939	0.3488

The study findings indicated that the respondents agreed that there was CDF allocation for school feeding program. The following were their opinions with regard to transition; termination of school feeding programmes negatively impacts school

attendance (Mean 4.7576). Closely related to that assertion is that school meal programmes enhance school attendance (Mean 4.6818). This implied that the respondents were aware of the paramount role played by the SFP in terms of school attendance.

The findings are similar to those of Yendaw and Dayour (2015) who posit that the introduction of School Feeding Program (SFP) has ensured that more learners attend and remain in school the world over. Further, data from trials made randomly indicated that the feeding programme had raised school attendance (Zenebe *et al*, 2018). Again, Espejo (2016) compared the attendance numbers in schools with and without SFP in Jamaica. The study discovered that schools with SFP registered a higher attendance numbers than those without. The attendance rates went down by 22 percent when breakfast and take home ration programmes were terminated. They also agreed that school feeding programmes determined chances of learner transition (Mean 4.4091). This implied that SFP had an influence on transition.

The findings are consistent with those of Adelman *et al*. (2018) who described the relationship between school-provided meals and achievement in learning, performance of schools and transition. They discovered that that this effect was two-pronged. On one hand school school-provided meals improved class attendance, which meant that learners spent more time learning. Consequently, the greater the time children spent in school, the better they learnt. These relationships eventually bring about better school performance, thereby minimizing the chances of drop-out and increasing the prospects of transition. This nevertheless depends on additional external factors for example quality of the school, accessibility to learning resources and even quality of teachers. Secondly, better nutritional nourishment also enhances

school retention, performance and transition in both the short and long term. Through, school provided meals, hunger is alleviated and therefore children can concentrate and learn better thereby improving their overall school performance, drop-out minimized and transition improved. As a long term measure, the meals could boost learning in that they supplement the nutritional status of children and there is evidence of nutritional status also affecting learning.

The study also found that the respondents agreed that transition rates in rural schools are usually higher in schools with feeding programmes (Mean 4.3636). This implied that in the rural areas you are more likely to find children in schools where there is SFP than in schools without. The findings are similar to those of Hunzvi (2015) who posits that ending the SFP negatively impacts the numbers that attend school, as a result, the performance of such children is greatly hindered. In another study conducted by WFP in 2016, it was discovered that in the developing world, more than 70 percent of children go hungry (WFP, 2017). Though education has been hailed internationally as a human right, still over 74% percent of girls and 56% of boys of primary school age do not attend school in Africa, owing to hunger; especially in the drought and famine prone areas; consequently, there is persistent food insecurity in those homes (WFP, 2017).

The study also found that parents view school feeding programmes as a means of saving money at home thus bringing more children to school (Mean 4.0605) and that nutritional benefits from the school feeding programmes attract learners especially from poor background (Mean 3.8939) respectively. This implies that parents view the school feeding programme as a burden of feeding their children, lifted off their shoulders. Perhaps these views have something to do with the economic power of

these parents. Again concerning the rural/urban divide, one is more likely to find parents more economically empowered in the urban than rural areas owing to the presence of more economic opportunities in the urban areas than in the rural areas.

The findings are consistent with those of Musolo (2020) who observes that the direct financial and nutritional benefits provided by schooling appeal to the parents who find it hard to support their children through smallholder farming. Typically, families that participate have been found to save 4-9% of their yearly revenue through benefitting from school meals and avoiding unnecessary food expenses. Thus the presence of SFP encourages parents to support the government's major aim of achieving universal primary school completion rate and transition to secondary school.

On his part, Hardley (2016) observes that in the developing countries, studies indicate that SFP significantly determines the school retention and transition hence scaling down dropout. Espejo (2016) also points that consistently higher rates of school absence is noted among children who do not have access to adequate food, let alone completing and transitioning. Another observation is that although the government has introduced FPE, children continue to dropout at a very high in ASAL regions owing to lack of food security (Musolo, 2020). Further, data from field studies indicate that the "magnet effect" of the SFP greatly increases school attendance rates particularly among the young children. Consequently, country schools with feeding programmes record better attendance rates and reduced initial dropout rates compared to schools without (Mwendwa & Chepkonga, 2019).

The principals also agreed that the SFP was a major boost to both retention and transition. One principal [NG12] noted;

The greatest help we have received from the NGCDF in my opinion is the school feeding program. Lack of lunch at school is no longer an excuse for dropping out of school, which has been a challenge for many years. In fact at the primary school level, kids long to join secondary school to enjoy food for high school learners. There has also been an improvement in form one enrolment in the past few years, thanks to the lunch programme. I attribute this to the certainty among learners that when they come to school, lunch is guaranteed. Some of these learners survive on only one meal in a day and therefore the lunch provided at school is an additional meal. This has made them attend and remain in school.

The NGCDF officials also affirmed that they were happy that their office had supported schools in the school feeding programme, which had seen transition rates from primary school to secondary schools go up. One of the officials commented:

We are very encouraged by the fact that everyday we see more primary school leavers join secondary schools compared to the past when there was no such a programme in place. This may be because of the assured meals when they show up in school. We shall continue to enhance the programme until we have all the learners in primary schools joining secondary education. We started with a few schools and we are scaling to cover all the public schools in the constituency.

These findings implied the important role played by the NGCDF in supporting the school feeding programme as a means of retaining learners in school and even helping them to transition from the primary to secondary school level. The findings are supported by those of Mei and Fook (2017) who studied the influence of feeding program on transition in Hims. The study discovered that the SFP had a major impact on retention in primary schools. Mwenwa and Gori (2019) studied factors affecting

the school feeding program in Kitui County. The results showed a significant positive link between the school feeding programme and transition to secondary school. Obiero (2017) investigated the factors influencing transition in Isinya Sub-county. The study discovered that SFP had a significant effect on learners' transition to secondary school

4.8 Findings for the Influence of Community's Perception of NGCDF on Transition

The final objective of the study was to identify the influence of community's perception of NGCDF on transition. Informants were consequently asked to show their degree of concurrence with declarations on allocation. Their reactions were graded on a 5 point Likert scale where: 5 - Strongly Agree, 4 - Agree, 3 - Neutral, 2 – Disagree and 1 - Strongly Disagree. The mean and standard deviations were generated from SPSS as illustrated on Table 4.7. A mean range of 1-2.5 meant Disagree, 2.5 – 3.5 meant Neutral while 3.5 - 5 meant Agree. A standard deviation of 0.0000 meant unanimous agreement on a certain statement.

Table 4.7: Opinions on the Influence of Community’s Perception of NGCDF on Transition

Statement	Mean	Std. Dev
I am aware of different interest groups promoting awareness on the use of NGCDF bursary in the constituency	4.1212	.9136
Improved levels of NGCDF bursary awareness has increased the number of beneficiaries in the school	4.2273	.7399
Announcements are made in churches, women groups, and other public places to improve NGCDF awareness	4.8061	.8063
Improved NGCDF awareness has improved transition	3.1515	.8272
The community around the school does not seem keen to apply for NGCDF bursaries	4.7091	.7227
Lack of guaranteed benefits after successful application may have contributed to low number of applicants	4.4621	.6136

The study findings indicated that the respondents were in agreement with the following perceptions on NGCDF; announcements are made in churches, women groups, and other public places to improve NGCDF awareness (Mean 4.8061). This implied that the NGCDF office had made efforts to publicise the presence and importance of the bursary using the locally available platforms. The findings are echoed by Muusya (2019) who posits that publicizing all the NGCDF funded activities in a way that appeals to the recipients, for example, making announcements in churches, Barazas, placing posters of activities in places like entrances to market places, schools, availing lists of activities to women groups/merry-go-rounds to inform the members of such activities during meetings, pinning them on bill boards for all NGCDF funded activities, enables people to be informed on which activities are funded by the NGCDF. He also recognizes that awareness on the presence and uses of NGCDF should be constantly emphasized, for the community members in

order to increase participation as well as build strong links with the relevant government ministries.

However, even with these efforts, study findings indicate that the community around the school does not seem keen to apply for NGCDF bursaries (Mean 4.7091). This implies that perhaps there are other factors which discourage the prospective beneficiaries of the fund from applying for it. This finding therefore contradicts the earlier observation by Muusya (2019) that improved awareness leads to better participation and more beneficiaries.

The respondents agreed that lack of guaranteed benefits after successful application may have contributed to low number of applicants (Mean 4.4621). Related to this observation was the view that the respondents disagreed that improved levels of NGCDF bursary awareness had increased the number of beneficiaries in the school (Mean 4.2273). This implied that although there had been considerable efforts from the NGCDF officials to raise the levels of awareness of the presence of the fund, the number of applicants were still low. This was contrary to the assertion by the Kenya Human Rights Commission which states that the public perception and awareness of NGCDF improves when the citizens' involvement, especially in activities implementation and monitoring is generally high. Again, Kariuki (2016) affirms that how different interest groups engage with the NGCDF structures impacts the extent of benefits accrued from the same, by the recipients. Levels of awareness on the NGCDF and participation in its management, identifying projects and implementing them, determine how much such people benefit.

The respondents also indicated that they were aware of the different interest groups promoting awareness on the use of NGCDF bursary in the constituency (Mean 4.1212). This once again implied that awareness creation had been done by the various groups tasked to do this. However, as to whether the improved NGCDF awareness had improved transition, the mean was (3.1515) indicating that they were not sure whether it had improved. This further goes against the assertion by Kimirri, (2018) who observes that the main function of NGCDF bursary is to boost access, retention and transition. Indeed, over the years, the NGCDF bursary fund has made it possible for many learners to transition through supporting the fees requirements for the needy learners. This is especially so in the NGCDF established schools.

The principals had this observation to make: [P0 11] commented:

In the best case scenario one would expect all the learners to apply for the fund since it is free. However, sometimes you find parents with fees arrears failing to apply. This is confusing because we at the school level also popularise the fund and encourage the parents to apply especially during the parents' meetings and other forums where we meet parents. I honestly do not understand why some do not apply at all. Perhaps they have applied and missed previously, hence the apathy. I've heard and seen announcements in the churches and market places, yet some still do not apply. Nevertheless, the number of applicants continue to increase everyday.

To support the sentiments one of the NGCDF officials [NG01] noted:

We at the CDF office publish posters and paste them in the public places in order to enhance awareness of the fund to the public. Why some parents do not apply remains a puzzle to us. Perhaps because of the little amounts they get at times but then it is important to have every applicant on board whatever the amount they will get. However, the numbers continue to go up every other

year. We hope that there will be a time every parent in every school will be able to benefit from the fund and thereby enhance transition.

The findings indicate that the principals and the NGCDF officials agreed on the important role played by the bursary. They also seemed to fail to understand why the intended beneficiaries failed to apply for the same bursary. They attributed the apathy in application to lack of guarantee that all the applicants would expressly benefit.

The findings agree with those of (Bol, 2017) who argues that in education like in any other project management cycle, the benefits must be clear to the beneficiaries in order for them to not only participate but even to enjoy the full intended benefits to them. In case they see no clear benefits in the project, their interest in it fades away and this may affect its successful implementation.

The findings also agree with those of Mathipa and Mukhari (2016) who evaluated the effect of community's perception of education bursaries on transition among primary school learners in South Africa. The results indicated a significant positive link between the perception on the available bursaries and transition. This was reflected in the fact that where the community felt that the bursaries were beneficial to them, there was a higher number of bursary applications compared to those who had a different perception. Further, Abdullahi and Adebayo (2019) evaluated the determinants of transition from elementary to primary education in Nigeria. The study established that the community's perception of the available education bursaries was a significant factor that influenced transition in that where the community felt that the bursary would support the learners through the next level of learning, the learners were more

likely to complete the current education level compared to where the community had no hope of benefitting from a bursary fund.

4.9 Inferential Statistics

4.9.1 Correlation Analysis

Pearson Correlation Coefficient was used to test the relationship between the dependent variable (transition) and independent variables (NGCDF’s allocation for teaching and learning resources, physical facilities, school feeding program and community’s perception towards NGCDF) of the study at 95% confidence level or at 5% level of significance. The results were as shown on Table 4.8.

Table 4.8: Correlation Matrix

	Transition	Allocation for T&L	Allocation for PF	Allocation for SFP	community’s perception
Transition (r)	1.000				
(p) Sig. (2 tailed)					
Allocation for T&L					
(r)	0.381	1.000			
(p) (2 tailed)	0.179				
Allocation for PF (r)	0.415	0.221	1.000		
(p) Sig. (2 tailed)	0.037	0.156			
Allocation for SFP					
(r)	0.483	0.271	0.199	1.000	
(p) Sig. (2 tailed)	0.029	0.118	0.337		
community’s					
perception (r)	0.606	0.314	0.162	0.272	1.000
(p) Sig. (2 tailed)	0.018	0.163	0.177	0.201	

*Correlation is significant at the 0.05 level (2-tailed)

Source: Research data (2021)

Results (as illustrated on Table 4.8) illustrate that there was a significant positive relationship between NGCDF's allocation for teaching and learning resources (T&L) and transition to secondary school ($\rho = 0.381$, $p\text{-value} > 0.05$) over the 4-year period. This implied that an increase in the allocation is associated with improved transition from primary to secondary school education in Kirinyaga County. The findings also indicated that there was a significant positive relationship between allocation for physical facilities (PF) and transition ($\rho = 0.415$, $p\text{-value} < 0.05$) over the 4 year period, implying that an increase in allocation for physical facilities is associated with improved transition from primary to secondary level of education in schools in Kirinyaga County. Further, the findings indicate that there was a significant positive relationship between allocation for school feeding program (SFP) and transition ($\rho = 0.483$, $p\text{-value} < 0.05$) over the 4 year period, implying that an increase in allocation for the school feeding program is associated with improved transition from primary to secondary level of education in schools in Kirinyaga County. Lastly, the findings indicate that there was a significant positive relationship between the community's perception of the role of NGCDF and transition ($\rho = 0.606$, $p\text{-value} < 0.05$) over the 4 year period, implying that an improvement in the community's perception on the role of NGCDF is associated with improved transition from primary to secondary level of education in schools in Kirinyaga County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter we find the summary of findings, conclusions, recommendations and suggested areas for further study.

5.2 Summary

This section summarizes the key findings, discussion and interpretation of the study of the study.

5.2.1 Influence of NGCDF Allocation for Teaching and Learning Resources on Transition

The study findings indicated that the NGCDF had made allocation for teaching and learning resources to improve transition. It provided library resources, stationery and even lab equipment in order to ensure that the schools have the requisite teaching and learning resources in order to enhance transition from primary school level. Correlation analysis also indicated that the NGCDF allocation for teaching and learning resources had significant positive influence on transition.

5.2.2 Influence of NGCDF Allocation for Physical Facilities on Transition

The study findings indicated that the NGCDF had made allocations for physical facilities to improve transition in the following ways; presence and use of physical facilities encourage learners to remain in school, availability and efficiency of the physical facilities impact on learner transition, presence and use of physical facilities attract potential students, well-designed classrooms improve learner co-operation and adequate physical facilities enhance transition. Further, correlation analysis also

indicated that the NGCDF allocation for physical facilities had a significant positive influence on transition.

5.2.3 Influence of NGCDF Allocation for School Feeding Program on Transition

The study findings indicated that the NGCDF made allocations for school feeding program to improve transition, which was important in the following ways; termination of school feeding programmes negatively impacted school attendance, school meal programmes enhance school attendance, school feeding programmes determines chances of learner transition, transition rates in rural schools are usually higher in schools with feeding programmes, parents view school feeding programmes as a means of saving money at home thus bringing more children to school and nutritional benefits from the school feeding programmes attract learners especially from poor background. Again, correlation analysis indicated that the NGCDF allocation for school feeding program had a significant positive influence on transition.

5.2.4 Influence of Community's Perception of NGCDF on Transition

The study findings indicated the following perceptions with regard to NGCDF; announcements were made in churches, women groups, and other public places to improve NGCDF awareness, the community around the school did not seem keen to apply for NGCDF bursaries, lack of guaranteed benefits after successful application may have contributed to low number of applicants, improved levels of NGCDF bursary awareness has increased the number of beneficiaries in the school, I am aware of different interest groups promoting awareness on the use of NGCDF bursary in the constituency and improved NGCDF awareness has improved transition. Further,

correlation analysis also indicated that the NGCDF allocation indicate that there was a significant positive relationship between the community's perception of the role of NGCDF and transition implying that an improvement in the community's perception on the role of NGCDF was associated with improved transition.

5.3 Conclusion

The study concluded that CDF made allocations for teaching and learning resources as they were considered critical to improving transition. This allocation was in form of library resources, stationery and even lab equipment in order to ensure that the schools had the requisite teaching and learning resources in order to enhance transition from primary school level. The study also concluded that NGCDF allocation for teaching and learning resources positively influenced transition.

The study concluded that CDF made allocation for physical facilities as they were also considered instrumental to the improvement of transition rates. The presence and use of physical facilities encouraged learners to remain in school, availability and efficiency of the physical facilities impact on learner transition, presence and use of physical facilities attract potential students, well-designed classrooms improve learner co-operation and adequate physical facilities enhance transition. The study also concluded that presence of physical facilities positively influenced transition.

The study concluded that NGCDF made allocations for the school feeding program since it was considered important for transition. This was because; termination of school feeding programmes negatively impacted school attendance, school meal programmes enhanced school attendance, school feeding programmes determined chances of learner transition, transition rates in rural schools were usually higher in

schools with feeding programmes, parents viewed school feeding programmes as a means of saving money at home thus bringing more children to school and nutritional benefits from the school feeding programmes attracted learners especially from poor background. The study therefore concluded that the presence of the school feeding positively influenced transition.

The study concluded that the community's perception about NGCDF were key to communities decisions to apply for it. As such the NGCDF endeavoured to make announcements in churches, women groups, and other public places to improve NGCDF awareness, the community around the school did not seem keen to apply for NGCDF bursaries, lack of guaranteed benefits after successful application may have contributed to low number of applicants, improved levels of NGCDF bursary awareness had increased the number of beneficiaries in the school, there were different interest groups promoting awareness on the use of NGCDF bursary in the constituency and improved NGCDF awareness had improved transition. The study also concluded that positive community's perceptions about NGCDF positively influenced transition.

5.4 Recommendations

From the above conclusions, the following recommendations are suggested;

- (i) Since the NGCDF allocation for teaching and learning resources positively influenced transition, the NGCDF office should come up with ways of increasing the allocation for T&L resources in the schools in order to improve transition and possibly realize 100% transition that the government desires.

- (ii) Since the NGCDF allocation for physical infrastructure improved transition the NGCDF should work with the school administrations to expand existing physical infrastructure in order to enhance transition.
- (iii) Since the publicisation of the NGCDF improved the community's perception the NGCDF office should enhance its efforts to popularize the fund even more in order to eradicate apathy in applications.

5.5 Areas for Further Research

Further research should be conducted to

- (i) Find out the allocation of national government constituency development fund and its influence on transition to secondary education in other counties for purposes of generalizing these research findings.
- (ii) Investigate the influence of the NGCDF allocation on transition from secondary level to tertiary level of education.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

My name is Japheth Gichira, pursuing a Masters degree in Kenyatta University. I'm conducting a research on the *allocation of National Government Constituency Development Fund and its influence on transition to secondary education in Kenya; a case of Kirinyaga County*. Answer all questions and do not indicate your name. Tick as appropriate.

SECTION A: Biodata

1. What is your age? Under 25 25-29 30-34 over 34 years

2. Indicate your gender? Male Female

3. For how long have you been a teacher in this school?
 Below 6 years 7-10 years 11-14 years Over 15 years

Section B: NGCDF allocation for teaching and learning resources

The information in this segment refers to the influence of NGCDF's provision of teaching and learning resources on transition to secondary school in Kirinyaga County. Use the key provided to show your concurrence with the following assertions. 1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5= Strongly Agree

Statement	1	2	3	4	5
Library resources are readily provided by the NGCDF					
Visual and audio resources are provided					
The teacher is the main source of teaching and learning materials					
Stationery and lab equipment are provided					
Learning materials are also provided by the parents					
Teachers use a variety of teaching/learnig resources to enhance transition					
School management uses NGCDF resources to enhance learning					
The teacher is the main source of teaching and learning materials					

Section C: NGCDF allocation for physical facilities

The information in this segment refers to the influence of NGCDF's provision of physical facilities on transition to secondary school in Kirinyaga County. Use the key provided to show your concurrence with the following assertions. 1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5= Strongly Agree

Statement	1	2	3	4	5
Adequate physical facilities create a conducive learning environment					
Availability and efficiency of the physical facilities impact on learner transition					
Physical facilities attract potential students					
Physical facilities encourage learners to remain in school					
Adequate physical facilities enhance transition					
Well-designed classrooms improves learner co-operation					
Learners in uncomfortable classrooms are likely to drop out of school					

Section D: NGCDF allocation for school feeding program

The information in this segment refers to the influence of NGCDF's support of school feeding programs on transition to secondary school in Kirinyaga County. Use the key provided to show your concurrence with the following assertions. 1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5= Strongly Agree

Statement	1	2	3	4	5
Higher learner attendance rates occur in schools with feeding programmes					
Termination of school feeding programmes negatively impacts school attendance					
School feeding programmes determines chances of learner transition					
School meal programmes enhance learner attendance					
Attendance rate in rural schools is usually higher in schools with feeding programmes					
Nutritional benefits provided by the school feeding programmes attract learners especially from poor background					

Section E : Community’s perception of NGCDF and transition

The information in this segment refers to the influence of relationship between community’s perception of NGCDF and transition to secondary school in Kirinyaga County. Use the key provided to show your concurrence with the following assertions. 1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5= Strongly Agree

Statement	1	2	3	4	5
I am aware of different interest groups promoting awareness on the use of NGCDF bursary in the constituency					
Improved levels of NGCDF bursary awareness has improved the number of beneficiaries in the school					
Announcements are always made in churches, women groups, churches and other public places to improve NGCDF awareness					
Improved NGCDF awareness has improved transition					
The community around the school does not seem keen to apply for NGCDF bursaries					
Lack of guaranteed benefits after successful application may have contributed to low number of applicants					

Thank you for your time.

APPENDIX II: INTERVIEW GUIDE FOR PRINCIPALS

My name is Japheth Gichira, pursuing a Masters degree in Kenyatta University. I'm conducting a research on the *allocation of National Government Constituency Development Fund and its influence on transition to secondary education in Kenya; a case of Kirinyaga County*. Answer all questions and do not indicate your name.

1. Do you think provision of teaching and learning resources by the NGCDF affects transition? Please explain your response.....
.....
.....

2. Do you think provision of physical facilities by the NGCDF influence transition to secondary school? Please explain your response.....
.....
.....

3. Do you think NGCDF's support of school feeding program affects transition to secondary school? Please explain your response.....
.....
.....

4. Do you think NGCDF's support of school feeding program affects transition to secondary school? Please explain your response.....
.....

APPENDIX III: INTERVIEW GUIDE FOR NG-CDF OFFICIALS

My name is Japheth Gichira, pursuing a Masters degree in Kenyatta University. I'm conducting a research on the *allocation of National Government Constituency Development Fund and its influence on transition to secondary education in Kenya; a case of Kirinyaga County*. Answer all questions and do not indicate your name.


1. Please explain how the NG-CDF office provides teaching and learning materials to schools in the constituency.
.....


2. Kindly explain how the NG-CDF office supports schools in the provision of physical facilities.
.....
.....

3. Kindly explain how the NG-CDF office provides support for the school feeding programmes?
.....
.....

4. What would you say is the community's perception of the NG-CDF?
.....
.....


APPENDIX IV : NACOSTI PERMIT


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **777457** Date of Issue: **09/August/2021**


RESEARCH LICENSE




This is to Certify that Mr. Japheth Gichira Kinuya of Kenyatta University, has been licensed to conduct research in Kirinyaga on the topic: Utilization of National Government Constituency Development Fund and its Influence on transition to Secondary Education in Kirinyaga County, Kenya for the period ending : 09/August/2022.

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APPENDIX V: RESEARCH AUTHORIZATION



KENYATTA UNIVERSITY GRADUATE SCHOOL

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

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Our Ref: E55/CE/32114/2017

DATE: 14th July, 2021

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR MR. KINYUA JAPHETH GICHIRA –
REG. NO. E55/CE/32114/17**

I write to introduce Mr. Kinyua Japheth Gichira who is a Postgraduate Student of this University. He is registered for M.Ed. degree programme in the **Department of Educational Management, Policy & Curriculum Studies**.

Mr. Kinyua intends to conduct research for a M.Ed. thesis Proposal entitled, "Utilization of National Government Constituency Development Fund and its Influence on Transition to Secondary School Education in Kirinyaga County, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

APPENDIX VI: MAP OF KIRINYAGA CENTRAL CONSTITUENCY

