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Utilization of National Government Constituency Development Fund and Its Influence on Transition to Secondary Education in Kirinyaga County, Kenya

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ABSTRACT

This study sought to establish how utilization of the National Government Constituency Development Fund (NGCDF) enhances transition into secondary education in Kirinyaga County, Kenya. 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. Quantitative data analysis was done using descriptive statistics i.e. mean and standard deviation, frequencies and percentages. Qualitative data was thematically analysed using content analysis and presented using narration and verbatim quotes as appropriate. The findings revealed that NGCDF utilization 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.

Keywords: National Government Constituency Development Fund, Utilization, Teaching And Learning Resources, Physical Facilities, School Feeding Programs, Community's Perception, Transition.

INTRODUCTION

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 (Wachiye & Nasongo, 2010).

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 (Okumbe, 1998). As indicated by Psacharopolous and Woodhall (1993), 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 (Ministry of Education, 2007).

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% (Ochieng & Tubey, 2013) meaning that more money reached the grassroots. Education continued to take the largest share (IEA, 2006). 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

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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). 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 Kirinyaga County, 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 (63%) 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	64.1	63.2	61.5

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

This study sought to establish how the National Government Constituency Development Fund utilization influences transition from primary to secondary education in Kirinyaga County. Specifically, the study aimed at answering the following 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?

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 both transition and dropout rates and consequently, the graduates who proceed to the following level of education. This theory is applicable to the study as the main objective of primary school 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.

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Conceptual framework

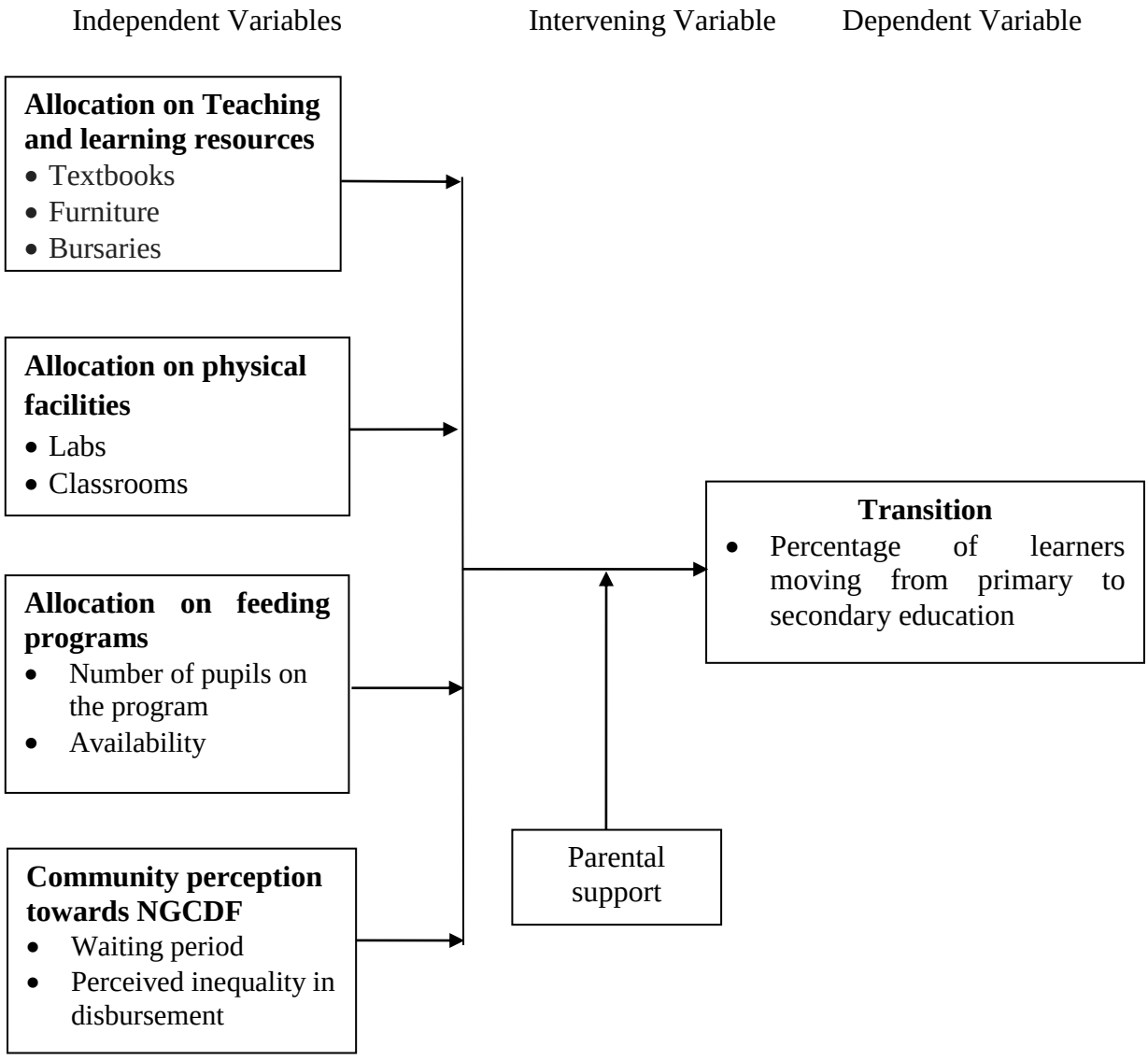

Fig 1.1 Conceptual Framework

RESEARCH METHODOLOGY AND METHODS

The study adopted a descriptive research design. The target population was all the 19 public secondary schools in Kirinyaga Central Constituency, which have benefitted from NGCDF bursaries from 2016-2020. Census survey, simple random and proportionate sampling methods were employed. Census survey was used for the principals. Simple random sampling was used to identify the 16 schools and the 96 teachers (6 teachers per school). The study used the Krejcie, Robert and Morgan (1970) formula to determine the school sample size i.e.

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

S= sample size

X^2 = value of chi square at the desired confidence level (3.841)

N=population size

P= population proportion (0.5)

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d= degree of accuracy (0.05)

Substituting the formula

$$S= \frac{(3.841)^2 x19x0.5(1-0.5)}{(0.05)^2(19-1)+(3.841)^2 0.5(1-0.5)} = 16 \text{ schools}$$

The study also adopted a census of the 16 principals who headed the schools identified, and the 12 CDF officials. The teachers' sample was calculated using Kothari's (2014) formula for sample size determination i.e.

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

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

Thus;

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

Data were collected using questionnaires and interviews. Field data was organized, coded and input into SPSS. Quantitative data from the close-ended parts of the questionnaires were analyzed 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 guided by the research objectives. 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. Correlation analysis was conducted to establish the relationship between NGCDF utilization and transition. Analysis was done using SPSS version 23. Tables, charts and graphs were generated appropriately for presenting data.

Ethical considerations

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 (May, 2011). Informants filled the consent form before filling the questionnaire. They were asked to omit their names on the tools for anonymity.

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RESULTS

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 4.6

Table 4.2 Transition rates in Kirinyaga County

Year	KCSE candidates	Number joining	Transition rates
2019	10346	7377	71.3%
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 4.6, transition from primary school to secondary school level of education has been fluctuating, with the lowest being in 2018 and the highest in 2019, yet below the national average of 79%, in 2019. This was also below the national government's target of 100% transition.

FINDINGS AND DISCUSSION

Findings for the influence of NGCDF allocation for teaching and learning resources on transition

The first task of the study was to analyse 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 4.6. 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 4.3 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). The respondents were also in agreement that the NGCDF provides stationery and lab equipment (Mean 4.3136). The study also found that the respondents agreed that teachers used a variety of teaching/learning resources to enhance transition (4.2148). The respondents also agreed that the schools management uses NGCDF resources to enhance learning through provision of T&L materials (4.1248). The respondents however disagreed that the teacher was the main source of teaching and learning materials (2.3213). They also disagreed that the learning materials were provided by the parents (2.2031).

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

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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 are 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 findings also 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 findings are further corroborated by Onyango (2014) 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. Again, (Asiyai, 2015) argues that the use of a variety of teaching and learning resources 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.

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 4.4 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). The respondents also agreed that the availability and efficiency of the physical

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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). The respondents also agreed that well-designed classrooms improve learner co-operation (Mean 4.3621). 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).

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.*

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 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.

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, Saeed and Wain (2011) 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 (Saeed & Wain, 2011).

However, the findings contradict those of Bakhshialiabad, Bakhshi and Hassanshahi, (2015) 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.

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

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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 4.5 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)

They also agreed that school feeding programmes determined chances of learner transition (Mean 4.4091)

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).

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)

Nutritional benefits from the school feeding programmes attract learners especially from poor background (Mean 3.8939) respectively.

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 every day 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*

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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.

The findings are similar to those of Yendaw & 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, Gebremedhin, Henry & Regassa, 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.

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 (Finan, 2010). 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 (Mwendwa & Chepkonga, 2019).

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 4.9. 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 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

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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). The community around the school does not seem keen to apply for NGCDF bursaries (Mean 4.7091). The respondents agreed that lack of guaranteed benefits after successful application may have contributed to low number of applicants (Mean 4.4621). Improved levels of NGCDF bursary awareness had increased the number of beneficiaries in the school (Mean 4.2273).

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.

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 4.11.

Table 4.7 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			

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(p) Sig. (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		
			0.314		
community's perception (r)	0.606		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 4.11) illustrate that there was a significant negative relationship between NGCDF's allocation for teaching and learning resources (T&L) and transition to secondary school (rho = 0.381, p-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-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-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-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.

LIMITATION

Geographical location was a limitation in that Kirinyaga County is only one of the 47 counties in the country, therefore the sample drawn from only one county may not adequately represent the whole country. As such generalization of the study findings to the whole country should be approached with adequate caution.

RECOMMENDATIONS

Based on the findings, the study recommended that:

(i) Since the NGCDF allocation for teaching and learning resources affected transition, NGCDF should endeavour to fully fund the T&L resources to the schools in an effort to realize 100% transition.

(ii) The NGCDF should work with the school administrations to expand existing physical infrastructure in order to enhance transition.

(iii) The NGCDF office should also do more to popularize the fund and guaranteeing the applicants that every case will be considered and allocated resources in order to eliminate the apathy in application.

CONCLUSION

The study concluded that NGCDF allocation for teaching and learning resources positively influenced transition. The study also concluded that presence of physical facilities positively influenced transition. Further, the study concluded that the presence of the school feeding programs positively influenced transition. Finally, the study concluded that the community's perceptions on the NGCDF influenced the number of applicants for the fund thus influenced transition.

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