



**NG-CONSTITUENCY DEVELOPMENT FUND FOR  
EDUCATION SUSTAINABILITY IN KENYA - A REVIEW PAPER  
ON INFRASTRUCTURAL FACILITIES IN PUBLIC SCHOOLS,  
SIRISIA CONSTITUENCY, BUNGOMA COUNTY**

**Simiyu Chililia Pius<sup>i</sup>**

Dr.,

Bomet University College,

Kenya

**Abstract:**

The paper explored the role played by the NG-Constituency Development Fund (CDF) for education sustainability in Kenya. It specifically reviewed the physical infrastructural facilities in primary public schools in Sirisia Constituency, Bungoma County. In the current highly competitive knowledge-based economy of the 21st century, education is the most vital strategy for socio-economic development worldwide. For individuals and states, it is key to creating, applying, and spreading knowledge and development of dynamic, globally competitive economies. Through quality education, individuals can realize their highest potential by preparing and giving them hope to face future challenges in life. Quality education requires efficient systems that would provide a challenging and supportive learning environment. Globally, education is experiencing paradigm shifts in instructional practices, putting much emphasis on digital literacy and the use of Information Communication Technology (ICT) in classroom practices, more so in the current CBC Curriculum in Kenya. This requires learner-friendly physical infrastructural facilities. Constructive and effective learning requires a conducive environment, which is usually in the physical, social, cultural, economic, and political spheres in the context of Kenya's Vision 2030 and the global SDGs. In this review paper, such a learner-friendly environment can only be attained and sustained through the support from the CDF kitty, as observed by Tony, Simiyu and Chesaro (2023). It is out of this background that this review paper sought to examine the role played by the NG-Constituency Development Fund for education sustainability in terms of physical infrastructural facilities in public schools, Sirisia Constituency, Bungoma County. It is hoped that these findings, if well implemented, will provide great insight into creating awareness on the role of the CDF kitty in education sustainability and policy improvement, assist CDF committees to improve in the distribution and use of funds, establish challenges faced and recommend for the increase of the funds. There is a need

---

<sup>i</sup> Correspondence: email [simiyup@buc.ac.ke](mailto:simiyup@buc.ac.ke)

for commitment from both the Central and County governments and education stakeholders regarding the provision of learner-friendly physical infrastructural facilities in our public schools in Kenya.

**Keywords:** NG-CDF, constituency, physical infrastructural facilities, and sustainability

## 1. Introduction

Education consumes a large percentage of the budget in most governments of the world because it is the main nerve for economic and social development. In the 2023/24 financial year, the education sector in Kenya was allocated a total of Ksh628.6 billion, representing 27.4% of the planned expenditure (David M., 2023). Most countries worldwide are searching for a workforce that is able to adapt to the fast-changing global dynamics. It has been proved that heavy investment in quality education yields higher returns in society (UNESCO, 1997). Kenya has embraced digital education as one of the human rights in her 2010 Constitution (GOK, 2010). In Kenya, these funds go to help the needy and bright learners as bursaries, as well as boost infrastructural development in learning institutions. It is expected that the refined products from the education curriculum should contribute towards the development of their society, and some human resources may be exported. Research has established that for quality learning to take place, learners require adequate, modern and motivating physical facilities (Shami & Hussain, 2005).

A school is any educational institution or building designed to provide learning spaces and an environment for teaching children under professional teachers (Wikipedia). The Cambridge Advanced Learners Dictionary and Thesaurus @ Cambridge University Press (2024) refers to a public school as a free school, supported by taxes and managed by local representatives. These are schools maintained by the government at public expense for the children of the community. Such schools, both primary and secondary, are funded primarily by the public. In general, Sirisia has 84 public primary and 30 secondary schools with a total enrolment of 57,000. 32,000 in public primary and 25,000 learners in both Junior and Secondary schools, currently being supported by the CDF kitty in terms of physical infrastructure and bursaries (SQASO Report, 2024).

In Kenya, CDF funds help the needy and bright learners, as well as boost infrastructure development in learning institutions. It is expected that the refined products from the education curriculum should contribute towards the development of their society, and some refined human resource may be exported. Research has established that for quality learning to take place, learners require adequate, modern and motivating physical facilities (Shami & Hussain, 2005).

## 2. Background

### 2.1 Review Guiding Question

- To what extent has the NG- CDF addressed the physical infrastructural facilities in Public Primary and Secondary Schools in Sirisia Constituency, Bungoma County?

From historical background, there has been inequitable development in most counties in Kenya. To balance and attain equitable learning resources and services the Kenyan government is to assist disadvantaged groups financially as per the MOEST (2003). CDF funds were set up to address regional, special needs and gender disparities in Kenya (Ohba, 2009). Funds were needed for investment to achieve Universal Primary Education in Kenya (Turner, 1994). This forced the National Rainbow Coalition (NARC) to spearhead the enactment of the National Development-Constituency Development Fund (CDF) (MOEST, 2007). The government wanted to make education be accessed more easily and affordably through the CDF ACT in the Gazette Supplement No. 107 of January 2004 (ROK, 2003).

Funds were channelled from the national government to the constituencies to meet the socioeconomic objective of eliminating poverty (CDF ACT, 2007) and other challenges in rural society. MOEST (2002) indicated that such investment was to enable children of the poor and the vulnerable to access quality education. It was to reduce poverty and unequal development in the rural areas. The main objective of CDF was to ensure equitable distribution of resources to association allocation to all constituencies, which are the grassroots electoral zones. Fund allocation was pegged on the poverty index and population size in the areas. These funds become a big relief for parents from the heavy burden of education (UNESCO, 1986). At the Dakar Conference (2000), Universal Primary Education (UPE) was set as one of the EFA goals to eliminate gender inequality in society by 2015, and education was to be crucial.

It was later endorsed by the Millennium Development Goals (MDGs). Education was declared as one of the rights of the child in the World Jomtien Declaration of Education for All (EFA, 1990). Community members are empowered to be actively involved in their own development projects (ROK, 1985) under the patron ship of the area Member of Parliament (MP). For Bungoma West and Sirisia Constituency, the coordination and community participation have been good (National Government Report, 2015), where locational development committees sit to identify, own, and initiate projects after writing proposals for funding. They manage, monitor and supervise up to completion.

The NG-CDF Boards programme is to ensure, among others, that there is sustainable development in line with the guidelines of various ministries, including education and social inclusion, where the process of identifying the project is to be transparent, honest and involving the electorates for public participation to earn public trust (Amended CDF Act, 2013). The kitty is committed to supporting the government in

achieving 100% transition of students from primary to secondary, ensuring access to quality education, and giving hope for a better life for tomorrow.

Sirisia Constituency, which forms Bungoma West Sub-County, is one of the nine constituencies in Bungoma County. Bungoma West borders Mt. Elgon, Bumula, Kabuchai and Uganda along river Lwakhakha. It has a unique historical, economic, social-cultural and geographical background. From this review, Sirisia is well watered with wet Mt. Elgon water shade. The area, therefore, heavily relies on agriculture. The main cash crops grown are coffee, which is not well paying and sugar cane, whose Mill factories are facing challenges in Kenya. Tobacco in Malakisi and cotton has yet to be revived. Some people plant cereals such as maize, sorghum and millet for food. Other food crops planted are bananas, sweet potatoes, cassava, and horticultural crops.

Most of the multi-ethnic people are peasant farmers and small businessmen in urban centers like Sirisia, Bukokholo, Malakisi, Wamono, Lwakhakha and Namwela markets. Transport and communication are fairly good. It is traversed with Chwele-Lwakhakha highway, Namwela-Kikai, connecting to Mt Elgon. Other roads are well-maintained feeder roads. These are Srisia- Malakisi, Sirisia- Mayanja and Srisia- Toloso roads, to mention but a few. It is well watered by river Malakisi, with other tributaries which in 2020 flooded and destroyed a lot of property including maize, sugarcane, horticultural crops and even breeds. River Toloso and Malakisi are good for silts and sand harvesting. Bungoma West has fairly good land terrain with hills like Wekelekha, Mwalie and Kulisiru. Soils are fairly fertile for the growing cash and food crops, especially Namwela-Kikai-Kaptanai soils. There are Sitabicha-Mwalie fertile swamps that are good for farming and Mulukhu-Luicho salt lick, which is crucial for Bukusu cultural practices and livestock.

Most public schools in Sirisia constituency, just like it is in other Kenyan counties, lack important physical infrastructural facilities, especially in public primary and secondary schools (Ochieng, 1992). The government has committed itself to providing and improving services and facilities in the schools in rural areas, and not just schools but also hospitals (like Srisia, Kaptanai and Malakisi Sub County hospitals) and transport sectors (Wesonga, 2006).

The situation in Sirisia schools has been worse since 2013 in terms of physical facilities and academic achievement despite the CDF kitty being in operation. Schools by 2013/2014 witnessed high enrolment (Education Report, 2015) due to the compulsory Free Primary Education Policy (FPE). This, in turn, caused much pressure on the existing poor learning facilities like classrooms, toilets, libraries, workshops and even playgrounds in most public schools. Further, the usual government capitation funds for repair, improvement and maintenance are hardly sufficient in some schools. From this review, it can be seen that this handy fund sometimes delays reaching schools. Classrooms in most schools became overcrowded and congested, which in turn killed the morale of both learners and teachers to work and perform well. In some schools pupils

sat on either dusty, stony or muddy floors with no desks. Classrooms sometimes were made of mere sticks, mud or banana fibres.

Simiyu C.P. (2019), in his research on the challenges to effective utilization of media in Bungoma County, observed that quality education depends on three main components: physical infrastructural facilities, qualified teachers and adequate, relevant learning instructional materials. From this review, teaching is not complete until knowledge has been successfully transferred, which in most cases may not just be tied to teacher effectiveness or teaching skill but also to the instructional materials used and learner-friendly classrooms. Further, unhealthy, stuffy, and muddy classrooms, especially in Makhonge, Kaptanai, Munnyang'anyi, and Londo areas, are not learner-friendly. Classrooms were sometimes full of jiggers and caterpillars. Roofs of temporary buildings were leaking, and floors were dusty, if not muddy. Pupils in many schools used to carry cow dung to smear the dilapidated floors to reduce dust and jiggers (Education Report, 2010).

Worse still, the few poorly made temporary toilets with wooden slabs were inadequate, putting the lives of children at risk, especially the girl-child. The rate of 1-25 (for girls) and 1-35 (for boys) had not been met even up to now in most schools due to high enrollment and destructive floods.

Parents kept complaining about the unhealthy, hazardous learning environment for their children. Early Childhood Development Education (ECDE) globally and in Kenya has been recognized as a crucial programme that lays a foundation for a child's holistic and integrated education that meets the cognitive, social, moral, spiritual, emotional, physical and developmental needs (Felicity *et al.*, 2011). The early years (EYEs) and other lower primary pupils were sickly and remained demotivated by the unattractive school environment, yet the only happiest moment for the child is school life, which needs to be free and friendly, interactive with peers and parental academic tutors. It is such a scenario that has prompted this review study to be carried out in Sirisia constituency, Bungoma West Sub-County. It was meant to ascertain the actual situation on the ground today. Some studies have proved that such schools were ill-equipped with instructional facilities in Bungoma County (Chililia and Wanjala, 2020). This gap, according to this paper, in terms of quality education can be solved through adequate investment in terms of physical infrastructural learning facilities. If schools are not adequately equipped with modern physical facilities, academic performance will remain an unrealized dream only on paper in Sirisia. The literature reviewed has proved that a rich and challenging learning environment full of appropriate instructional facilities results in quality constructive learning.

Research done in Kisii County by Otieno showed that pupils performed poorly in tests where physical and learning facilities were poor and missing (Otieno, 2009). The scenario resembles one in Sirisia. From this review paper, teaching and learning that involves adequate modern instructional facilities that are learner-friendly has a force whose role cannot be ignored if the performance of the teacher is to benefit the learner.

According to research, old and poor structures in schools, majorly before 2013, were seriously demotivating to the learners and their teachers. Learners sometimes in such schools become disciplined and rowdy, involving themselves in school fires, riots, drug abuse and vandalism (Schneider, 2002). Such a scenario obviously yields poor examination results. Furthermore, learner-friendly classrooms in this digital era of the 21<sup>st</sup> century times that are well-equipped with appropriate instructional resources would enable learners to work on real-world academic tasks to their interests and experiences, allowing them to develop critical 21st-century skills (Barbousas J., 2016). The ongoing implementation of the Competence Based Curriculum (CBC) in Kenya requires ICT skills, knowledge and digital competencies (Simiyu C., Mutsotso S., & Masibo E., 2019). This will enable our children to learn anytime, from anywhere, and will make them remain relevant (Chen *et al.*, 2011). Digital literacy is a must for our children to be globally competitive, even in the current job market. Through literature review, CDF, the area MP, has done a lot in terms of the construction of modern learner classrooms.



Once schools are well designed, built, and adequately equipped, society will not be ambushed again, nor will schools be closed down during emerging pandemics as it was in 2020 worldwide, with COVID-19 being the only option for preventing the spread of the disease. Most of our schools in Bungoma were hit the hardest although still many are seriously ill-equipped in terms of ICT tools, libraries and science equipment. The situation during COVID-19 forced most students to remain in their homes, idling and disengaged in terms of digital literacy learning. Students could not access KICD learning online materials (Simiyu C. *et al.*, 2018). Worse still, most homes that are up to date lack electricity, internet connectivity, and even ICT tools like smartphones and laptops. It is out of this background that this review study was set to ascertain the influence of the CDF Funds on physical infrastructural development in boosting learning, academic

performance and curriculum implementation in Sirisia Constituency and Bungoma County.

This COVID-19 pandemic hit the KCPE/KCSE candidates for not accessing online learning materials. Internet connectivity was and is still poor in most areas of Bungoma County. Still most parents and their children lack ICT skills in homes except a few those from financially stable and elite families. This is an area where CDF funds should be spent most to construct and equip media laboratories and internet connectivity for learning.

In Kenya, children through the CBC curriculum are to develop competencies in the senior schools to enable them to choose from the three Senior School Pathways: Arts and Sports Science, Social Sciences, and Science, Technology, Engineering, and Mathematics (STEM). For the Sirisia constituency, this review paper proposes that stakeholders need to identify schools to cater for the CBC Pathway skills, one for girls and one for boys, at least two per ward. These may include Chwele Girls High, Namwela Boys, Kikai Girls, St. Anthony Sirisia, Namang'ofulo Secondary (with large size of land acreage conducive for the Technicals/ TIVET), Lwandanyi Secondary, AC Butonge and many others like Bishop Wabukala. In the past education system, there were schools that purely catered for technical skills like Sigalagala and those that were for Pure sciences or for both Arts and sciences combined. Early preparation for this should be done because the implementation of the CBC curriculum is ongoing. Appropriate physical classrooms, technical workshops, well-equipped ICT Media laboratories with well-trained technicians and science laboratories should be under construction in the critically well-selected institutions.

Indeed, online learning has become a critical lifeline for education worldwide. Good-innocent pupils and students who face many social challenges in their homes and unattractive schools in terms of classrooms may drop out of school for not engaging themselves virtually. The girl child has been threatened by teenage pregnancy, which has become a big menace in Bungoma County. This may worsen in case of another pandemic like COVID-19 during school lockdown (Baker, J., 2020). Many curriculum implementers on the ground may be lacking the preparedness to handle digital literacy, especially the current CBC curriculum in the lower grades and junior schools which is more interactive, creative and innovative. Through CDF, this can become history.

The review paper makes an appeal to all stakeholders to team up for a paradigm shift in the way the Bungoma community views education for their children in in this 21<sup>st</sup> century and beyond. The COVID-19 pandemic has taught us a big bitter lesson always to be prepared to handle emergencies in future in the education curriculum planning and implementation through online literacy in Kenya (Simiyu C. P., 2010). Schools should be adequately equipped with ICT media laboratories to enable learners to access learning materials and collaborate with their peers and instructors. The focus of a teacher should be to facilitate the learner to develop higher-order thinking skills, effective communication, collaboration, and other 21st-century skills. With well-equipped media rooms in public schools, teachers should be innovative enough to develop new

instructional strategies that are radically different. This review paper proposes that CDF kitty should also be used to build the capacity of all teachers in Sirisia constituent in ICT integration skills. If this is done, our children will be eager to learn well and be relevant with the rest of the global community, with no geographical boundaries worldwide in terms of digital literacy. This will facilitate children in Sirisia to learn to know, learn to do, learn to live together with other global members and learn to be (UNESCO, 1996).

For school children to make constructive learning, they require a healthy academic environment socially, mentally and classroom-wise (Berry, 2002). Food, security, clean water, adequate sanitation and conducive learning classrooms are all important for constructive learning to take place (Hesselbarth, 2005). Surely, a rich, motivating and academically-tickling learning environment improves academic performance (APHRC, 2011). This paper asserts that it is through CDF kitty (The term “kitty” is used to reference an amount of money set aside for these development purposes.) that quality physical infrastructural facilities could be constructed and sustained in our public primary and secondary schools.

### **3. Way Forward**

This Study calls upon all the stakeholders: education officers, county government, professionals, sponsors, esteemed parents and the business community in Bungoma to team up with the NG-CDF patrons in the Counties to source adequate funds to equip our learning institutions at all levels from EYE, Tertiary to University for quality instruction and learning to take place.

According to this review study, if the funds were released early and equitably distributed to the learning institutions, the eagerly required tuition facilities could be constructed. Such funds should be prudently utilized. NG-CDF kitty will strengthen the future digital literacy and CBC curriculum implementation through infrastructural expansion not only in Bungoma County Schools but also in other counties in Kenya. This will enable learning to continue uninterrupted even in the event of any other pandemic in the future, such as COVID-19.

The education office is called upon to play its key role in facilitating the process of inculcating knowledge, attitudes, and skills necessary for catapulting Kenya to the status of a globally competitive country (Republic of Kenya, 2008).

Apart from the Constitution of Kenya (2010), Vision 2030 is in line with Goal 4 of the global Sustainable Development Goals (SDGs), which are meant to ensure an inclusive, equitable, quality education that promotes lifelong learning opportunities for all. The full implementation of CBC education, starting at the constituency level, would be a surer way of attaining access to equity quality education for all. Adequate media laboratories will be made available for online instruction and access to global information and collaboration. This will enable learners to have equal chances to access and acquire quality education from anywhere at any time globally.



- There is a need for new policy decisions to increase funds and the prudent utilization of NG-CDF funds in financing education projects.
- There is a need to review the criteria for the allocation of CDF funds. This should ensure equitable allocation of funds to viable identified projects.
- The NG-CDF committee should fund identified projects to the completion. This will help to avoid wastage.
- There is a need for the CDF kitty to be used to fund the training of the practicing teachers in ICT knowledge and skills, apart from digital literacy in the CBC curriculum.
- Other donors should come on board to assist NG-CDF in financing education in Kenya.

### **Conflict of Interest Statement**

The author declares no conflicts of interest.

### **About the Author(s)**

Dr. Simiyu Chililia Pius holds a Doctor of Philosophy Degree in Curriculum and Instruction, with 10 years of experience in university teaching and is currently a full-time lecturer at the Department of Curriculum, Instruction and Management, Bomet University College, Kenya. He teaches curriculum studies, specifically pedagogy, both at the undergraduate and postgraduate levels. He has published and authored several books and research papers on education and social issues linked to academic education. His research interest has been centred on education-related issues, majorly on the application of ICTs and the use of technology in enhancing instruction in the classroom. He has presented several papers at international conferences.

### **References**

- Baker S. (2020, April 13). The kids who will never return to school after COVID-19. *The Sydney Morning*. Retrieved from <https://www.smh.com.au/national/the-kids-who-will-never-return-to-school-after-covid-19-20200411-p54j0e.html>
- Berry, M. I. A. (2002). Health school environment and enhanced educational performance: The case of Charles Young Elementary School, Washington, DC. Retrieved from <https://carpet-rug.org/wp-content/uploads/2018/08/Healthy-School-Environment-and-Enhanced-Educational-Performance.pdf>
- Barbousas, J. (2016, November 16). Teaching in the 21st century: Challenges, key skills, and innovation. *Nest*. Retrieved from <https://www.latrobe.edu.au/nest/teaching-in-the-21st-century-challenges-key-skills-and-innovation/>
- Cambridge Advanced Learners Dictionary and Thesaurus @ Cambridge University Press (2024). *University Press & Assessment*.

- Chen, T. (2011). Social and economic impact of school closure resulting from pandemic influenza A/H1N1. *Journal of Infection*, 62(3), 200–203. <https://doi.org/10.1016/j.jinf.2011.01.007>
- Bruce T. (2009). Early childhood development education: A guide for students. (n.d.). London: Sage Publishers. Muchunguh, D. (2023, June 15). *Nation Media*. Retrieved from <https://uk.sagepub.com/en-gb/eur/early-childhood/book233492>
- Githinji, F. W., & Kanga, A. (2011). Early childhood development education in Kenya: A literature review on current issues. *International Journal of Current Research*, 3(11), 129–136.
- Hasselbarth, S. (2005). Socio-economic impacts of water supply and sanitation projects. PPJ-10.
- Ochieng, W. R., & Maxon, R. M. (1992). An economic history of Kenya. *Nandi East African Educational Publishers*. Retrieved from <https://www.jstor.org/stable/24328647>
- Ohba, A. (2009). Does free secondary education enable the poor to gain access? A study from rural Kenya. *CREATE Pathways to Access, Research Monograph No. 21*. Education Publishers Ltd. Retrieved from <https://kerd.ku.ac.ke/bitstream/handle/123456789/392/Does%20free%20secondary%20education...pdf?sequence=1&isAllowed=y>
- Otieno, T. (2009). A case study of factors influencing the performance of Gusii schools, Kenya. *West Journal of Education and Practice*, 9(2).
- Schneider, M. (2002). Do school facilities affect academic outcomes? *National Clearinghouse for Educational Facilities*. Retrieved from <http://www.edfacilities.org/pubs/outcomes>
- Shami, P. A., & Hussein, K. S. (2005). Quality education planning and management. Moost Academy of Education.
- Simiyu, C. P. (2019). Teacher preparedness and use of instructional resources in implementing ECDE curriculum in Busia County, Kenya. *West Journal of Education and Practice*, 8(4)
- Simiyu, C. P., Mutsotso, S., & Masibo, E. (2018). Influence of technical support on ICT integration in classroom practices in public primary schools in Bungoma County, Kenya. *International Journal of Science and Research (IJSR)* 8(10). Retrieved from <https://www.ijsr.net/archive/v8i10/ART20201403.pdf>
- Simiyu, C., & Wanjala, M. (2020). Instructional Resources Availability and Use in Early Childhood Education and Development Centres in Bungoma County, Kenya. *European Journal of Education Studies*, 7(4) <https://doi.org/10.5281/zenodo.3821117>
- Simiyu, C. P., & Wanjala, M. M. (2019). Challenges to effective utilization of instructional resources in early childhood education and development centers in Bungoma County, Kenya. *International Journal of Innovative Science, Engineering & Technology*, Vol. 6 Issue 6. Retrieved from [https://ijiset.com/vol6/v6s6/IJSET\\_V6\\_I6\\_17.pdf](https://ijiset.com/vol6/v6s6/IJSET_V6_I6_17.pdf)
- Sub-County Quality Assurance and Standards Education Report. (2024).
- The Amended Constituency Development Fund Act. (2013).

- Simiyu, T., & Chesaro V. (2023). Learning Indigenous Languages in Public Primary Schools in Kenya: Overview, Problems, and the Way Forward. *European Journal of Education Studies*, 10(12). <http://dx.doi.org/10.46827/ejes.v10i12.5091>
- UNESCO. (1996). Learning: The treasure within. Report to UNESCO of the International Commission on Education for the Twenty-first Century (highlights). Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000109590>
- UNESCO. (2010). Teaching and learning for a sustainable future. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000125238>
- Wikipedia. (n.d.). <https://en.wikipedia.org/wiki/Tea>
- Wesonga, W. J. M. (2006). Essentials of development and planning. Nairobi: Phoenix Publishers. Retrieved from [http://102.220.23.121:81/cgi-bin/koha/opac-detail.pl?biblionumber=10275&shelfbrowse\\_itemnumber=11922](http://102.220.23.121:81/cgi-bin/koha/opac-detail.pl?biblionumber=10275&shelfbrowse_itemnumber=11922)

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit, or adapt the article content, providing proper, prominent, and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions, and conclusions expressed in this research article are the views, opinions, and conclusions of the author(s). Open Access Publishing Group and the European Journal of Education Studies shall not be responsible or answerable for any loss, damage, or liability caused by/arising out of conflicts of interest, copyright violations, and inappropriate or inaccurate use of any kind of content related or integrated into the research work. All the published works meet the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed, and used for educational, commercial, and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](#).