

**INFLUENCE OF SELECTED ETHICAL FACTORS ON THE EFFICACY OF A
HUNDRED PER CENT TRANSITION IN PUBLIC SECONDARY SCHOOLS IN
KISII COUNTY, KENYA**

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DEDICATION

In memory of the late Mathew Simiyu Namunwa who filled my life with love and laughter. To Margret, my love and companion upon life's way. To my children, each of whom has brought something fresh and new to the table of life.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
CBC	Competence Based Curriculum
EARC	Education Assessment and Resource Centres
EFA	Education for All
FPE	Free Primary Education
FSE	Free Secondary Education
GER	Gross Enrolment Ratio
IBE	International Bureau of Education
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KM²	Square Kilometres
KNEC	Kenya National Examination Council
KNBS	Kenya National Bureau of Statistics
MoE	Ministry of Education
NACOSTI	National Commission for Science Technology and Innovation
OVC	Orphans and Most Vulnerable Children
ROK	Republic of Kenya
SMS	Short Message Service
SPSS	Statistical Package for Social Sciences
SSA	Sub-Saharan Africa
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children Educational Fund
VBE	Value Based Education

ABSTRACT

The study interrogated the influence of selected ethical factors on the efficacy of a hundred per cent transition in public secondary schools in Kisii County. Three objectives guided the study: to investigate the effect of students' inclusivity, to examine the role of relationships between learners and teachers and to analyse the influence of students' welfare on the efficacy of a hundred per cent transition in public secondary schools in Kisii County. Kant's deontological theory of ethics was employed to guide the study. The study adopted the descriptive research design, with questionnaires and interview schedule serving as the research instruments. The study targeted all the students, teachers and principals in public secondary schools in Kisii County. A sample of 380 students, 357 teachers, and 27 principals were selected from a research population of 33,593 Form Three students, 4,986 teachers, and 186 principals. The study's validity of instruments was established by utilizing research supervisors who attested to their contents and the value of the scale in assessing the data. The instrument yielded a Cronbach alpha of 0.83 and, therefore, was accepted as being reliable enough to be employed in research. Quantitative data were analysed using descriptive and inferential statistical methods, while thematic analysis was used in analysing qualitative data. Regression analysis showed that the variations of students' inclusivity could result in improved efficacy of learner's transition in secondary schools in the county by 32.4%, and it was statistically significant, $p < .05$. Additionally, ANOVA ($F_{(1,206)} = 62.842, p = .000 < .05$) showed a statistically significant effect of inclusivity on the efficacy of a hundred per cent transition in the county. Variations in relationships could result in improved efficacy of learner's transition in secondary schools in the county by 37.9%, and it was statistically significant, $p < .05$. ANOVA ($F_{(1,206)} = 82.471, p = .000 < .05$) showed a statistically significant effect of relationship on the efficacy of a hundred per cent transition in the county. Changes in students' welfare appraisal could result in a decline in efficacy of learner's transition in secondary schools in the county by 3.0%, and it was statistically insignificant at 5% since $p > .05$. ANOVA ($F_{(1,206)} = 48.860, p = .716 > .05$) showed a statistically insignificant effect of welfare on the efficacy of a hundred per cent transition in the county. The study concluded that students' inclusivity and relationships had a significant impact on a hundred per cent transition, while students' welfare had an insignificant effect on the efficacy of a hundred per cent transition in public secondary schools in Kisii County. As a result, the study recommends improvement of physical facilities to accommodate learners with disabilities. The study also recommends a framework for additional time for student consultation and teacher capacity building on contemporary students' challenges. Moreover, the requisite for consolidating the roles of Guidance and Counselling unit in schools was distinguished, and admission policy to consider the behavioural factor of a learner.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Provision of knowledge is anchored on sound ethical principles. A desirable education system endeavours to be equitable and offer learners lifelong learning opportunities (Leal Filho et al., 2019). It is envisaged that this ideal educational system should address the emotional, social, ethical, and academic components of learning, which are largely ignored in the actual school setup (Dusenbury et al., 2015). Since the emphasis on the cognitive parts of education is more prominent in Kenyan schools, there is less emphasis on adopting ethics. There are no philosophical foundations to function as a compass for execution, and the evaluation system for ethics is prejudiced and overtly summative. The unethical conduct of people working in the field of education exacerbates school drop-out and hinders a seamless transition.

The amount of change is seen to be the strongest indicator of whether education is developing steadily or erratically between two levels. The educational system undergoes a number of transitions from one educational level to another, such as from early childhood to elementary education and from elementary to middle school. Due to secondary education's crucial role in empowering people socially and economically, low student transition rates from elementary to secondary have been a problem in many countries. According to Akinkunle (2003), many students in primary school view education as a way to move up the occupational ladder. The changeover of students from primary to secondary school will enhance job mobility.

Ethics play a very important role in developing ethical citizens. Ethics education serves to impart ethical values to students (Kenya Institute of Curriculum Development (KICD), 2017). These values include integrity, discipline, and honesty, which students are required to apply in their lives (Haas, 2013). The world has placed more emphasis on unethical principles associated to education because of perceived success and a fascination with science and technology (Akanga, 2014; Joshi, & Verspoor, 2012). This is likely the reason Akanga (2014) and Joshi and Verspoor (2012) stated that the application of ethical norms is declining in today's society. Children should be educated for better future conditions rather than for the present (Chaffin et al., 2011).

Whenever there is an ethical crisis, debates on ethics and values in education gain attention in society (Balakrishnan, & Griffiths, 2018). For instance, the global evidence demonstrates that due to despicable unethical activities like youth radicalism and corruption, ethics continues to receive attention. A study by Boudreaux et al. (2018) found that corruption exists in many countries in the education sector. For example, Boudreaux et al. (2018) established that countries like Hong Kong, India, Bangladesh, Taiwan, South Korea, Mauritius and Kenya abet corrupt practices in schools, such as unscrupulous private tuition. Similarly, Goel et al. (2016) found across the globe that professionals solicited bribes for services they offered. For instance, 74% of education professionals asked bribes for services. In Bangladesh, 24% in Indonesia, 41% in 24% Ghana and Cambodia. Students who are learning under the direction of such special educators (teachers, school heads, education officials, and University professors) would be unwise to think that success is the result of fraud, favouritism, and bribery rather than hard effort.

Education has traditionally been regarded as being crucial for genuine communication and intentional transmission of society's expectations, opinions, perceptions, standards, norms, customs and ethics from ancient generations to earlier generations with a goal of preserving the society's consistency and well-being (Sifuna, & Oanda, 2014). Wringe (2014) and Kant et al. (2018) support Sifuna and Oanda (2014) by asserting that education and practice help individuals acquire the capacity to form ethical judgements, leading to ethical improvement (Wringe, 2014). In the quest for good and responsible citizens, an efficacious education system attempts to develop learners with strong ethical values and progressive political awareness that leads to good governance devoid of ethnicity, corruption, and violence but one that engenders positive social change, among other things (Towah, 2019). Therefore, education should focus on the holistic development of the learner in all dimensions, including critical thinking, cognitive, problem-solving, normative and creative dimensions.

A system that does not give due consideration to basic ethical tenets in the process of providing education to its learners is wanting. Such a system may as well require overreaching reforms. The Kenyan education system has not fully achieved its education goals, including the promotion of ethics and sound social values (Karue, & Amukowa, 2013). For example, cheating in the Kenya Certificate of Secondary Education (KCSE) has long been a persistent issue that plagues Kenya's educational system. This is a vice that involves parents, teachers, police officers and Kenya National Examination Council officials (KNEC). This highlights the fact that numerous educational institutions in Kenya no longer prioritize ethical values (Kibogo, 2016).

The transition of students from one level of learning to another is an important factor in most learning institutions (United Nations Educational, 2014). However, performance in selecting students for the next level may as well be discriminatory. This has made most learners resolve to cheat in examinations to meet the requirements of transition (Mayhew et al., 2009). Kopweh (2014) learned that although their counterparts in industrialized countries passed their exams and were transited at a 60% to 70% rate, African youth failed their exams and were never transited. According to Yikealo et al. (2018), many students in Eritrea repeated primary school, leading to very poor transition rates of learners. These studies focused on using learners' performance to select them for the next level of learning, whereas the current study intends to fill the gap of learner inclusivity and efficacy of a hundred per cent transition in secondary schools.

85% of pupils in the world continue on to secondary school in the last grade of primary school. This is according to the UNESCO Institute of Statistics (UIS) 2015 report. Compared to the worldwide average, only two regions had transition rates below it. West and Central Africa (52.4%), and Eastern and Southern Africa (67.1%), respectively. The industrialized nations (98.2%) and Eastern Europe and the CIS nations (96.1%) have the highest transition rates. However, several nations in Sub-Saharan Africa even have transition rates that are higher than 80%. According to the UNESCO Report (2015), transfer from primary to secondary education was relatively common in industrialized nations, with almost all primary school students moving on to secondary education. According to Bruns and Mingat (2003), the transition rate was low in countries in Africa, Latin America, the Caribbean, and Oceania since secondary school attendance was not mandated as it was in wealthy nations like Finland, Japan, Germany, and Russia where secondary education was free.

The Education for All (EFA) goals, Millennium Development Goals (MDGs), and Sustainable Development Goals (SDGs) serve as the foundation for the policies that steer this study. Six objectives were developed during the Dakar Framework for Action in 2000 (UNESCO, 2000). Two of the six objectives had to do with education. These were Goal 2 and Goal 1. Goal 2 called for all people to have access to free and required elementary education. There were 1,100 participants in total, representing 164 nations, with Kenya being one of them. Kenya's government responded by making primary education free beginning in 2003. Every child of eligible school age was expected to be registered in primary educational institutions, according to the government's plan (MOE, 2003).

The Kenyan government initiated the establishment and enhancement of the Quality Assurance Officer's office at the national, county, and sub-county levels offices as a response to aim 6, which aimed at elevating the standard of education, with the overarching goal of ensuring that every student receives a top-notch educational experience. The eight Millennium Development Goals (MDGs), which were first announced in 2000, were furthered by the EFA objectives, particularly MDG2 on universal primary education and MDG3 on gender equality in education by 2015. Only one-third of the countries had met the global education goals by the end of 2015. When the MDGs came to an end in 2015, the SDGs were introduced. The eight (8) MDGs were reaffirmed and strengthened by the SDGs. In education, the right of every child to education is strengthened by the SDG4 on ensuring education is both inclusive and equitable, offering quality learning opportunities for everyone (United Nations, 2015).

In industrialized nations like North America and Western Europe, secondary education is practically universal, with an average net enrolment ratio (NER) of over 90% (UNESCO,

2007). The average NER ranges from 82% to 85% in other regions, particularly Central and Eastern Europe and Central Asia. The NERs are significantly lower in the remaining regions: East Asia and the Pacific (69%) and Latin America and the Caribbean (67%); this achievement is largely ascribed to the concerned states' adequate secondary education funding and the absence of significant hidden expenses (UNESCO, 2007). According to Canada's education indicators, all citizens are entitled to free public education up until the conclusion of high school.

The majority of the costs associated with a public elementary and secondary education are covered by government funding; nevertheless, families typically incur additional costs for their children's school supplies and extracurricular activities (World Bank, 2006). The knowledge gap to be filled in the current study is whether households in Kenya play a comparable role under the FSE program. The desire of governments in Sub-Saharan Africa and their financial partners to improve secondary education's accessibility, relevance, and quality is growing. As a result, the percentage of secondary SSA participants rose from 19 per cent in 1999 to 30 per cent in 2004 (SEIA, 2007). To further expand secondary education, the region must overcome various obstacles, particularly those related to costs. Only a few nations in the region, like Botswana, Cape Verde, Mauritius, and South Africa, have junior secondary access rates as high as 80%.

In Asia and Latin America, elementary graduates have been chosen based more on norms than academic achievement. The majority of young people in Africa fail their junior exams, while their peers elsewhere achieve at a rate of 60 to 70%. As a result, the majority of these failures do not advance to the secondary cycle. Similar circumstances

can be found in West and South Asia, where densely populated nations like Bangladesh, India, and Pakistan have NERs of 20% and 24%, respectively (ADEA, 2004).

Africa's secondary education lags behind with a gross enrolment rate (GER) of 26.8% compared to developing countries' 56.6% (ADEA, 2004). Although enrolment in the FCUBE increased overall, research on the shift from primary to secondary education in Ghana indicates that students from economically disadvantaged backgrounds still face a significant under-representation in enrolment (Acheampong, 2002). According to the findings of a study on transition patterns in Malawi, home wealth continues to be a factor in the country's secondary education availability (Chimombo, 2009). Despite the elimination of direct fees, these studies show that ensuring the transition from primary to secondary school still requires other measures. In Kenya, access to education has not been evenly distributed across genders, geographic regions, or socioeconomic strata. (Ali, 2007).

Burundi, Burkina Faso, and Rwanda are a few nations that haven't even reached rates of 20%. Zambia has a GER of 19%, Malawi 28%, Ethiopia 31%, and Uganda 19%. Lesotho 39%, Senegal 21% (SEIA, 2007). Only 52.4 per cent of students in West Africa make the transition to secondary education, compared to 67.1 per cent in East and Southern Africa. This pattern stands in stark contrast to the global average of 98 per cent (Holsinger, & Cowell, 2000). Just half of pupils enrol at the end of primary school in one of every four African nations. In 25% of other African nations, one of every 3 students enrolls in post-primary school, and in Tanzania, Burundi and Kenya 20% less of the students, do (UNESCO, 2006). As per research conducted by Aketch and Rolleston (2007), a significant proportion of children in Sub-Saharan Africa fail to complete their secondary education. An analysis of the Gross Enrolment Rate (GER) reveals that approximately

two-thirds of countries with secondary GERs of 40% or lower are located on the African continent.

The importance of providing the required skills for industrialization was highlighted in Sessional Paper No. 1 of 2005 on Education, Training, and Research (Republic of Kenya, 2005). This was further underlined in the Vision 2030 development plan for the nation, which President Mwai Kibaki unveiled on June 10, 2008 (Republic of Kenya, 2007). According to the Republic of Kenya (2007), the goal of vision 2030 was to assist Kenya in becoming a “newly industrializing, middle-income country, providing a high quality of life to all its citizens by the year 2030 in a clean and secure environment.” Three pillars—the economic, social, and political pillars—formed the foundation of the Vision 2030.

To realize the vision 2030, the social pillar’s important areas that must be considered include education and training (Republic of Kenya, 2007). Schools and learning has been shown to significantly increase earning potential and assist people in escaping poverty. The main obstacles to moving from primary to secondary school in Chile are institutional funding, the admissions process, and the quality of secondary education. For instance, it is far from level in Latin America, where people and organizations battle for a limited amount of resources. The cost of schooling, household vulnerability, low parental education levels that frequently lead to early dropout rates and elevated levels of grade repetition, which adversely affect transition rates, are all factors that contribute to educational inequality (Ali, 2007).

According to Kenyan legislation, 100% of primary students will have transferred to secondary education by 2021 (GOK, 2012). The annual Kshs. 9,374 school fees that each

student in a public day secondary school was required to pay have been eliminated by the government. For day students, only the uniform and lunch are expected to be purchased by the parents. According to the Ministry of Education, no girl should be prevented from enrolling in secondary school because she is pregnant. There shouldn't be any discrimination in the distribution of Form one spaces based on the backgrounds, cultures, or economic circumstances of any child. All educational institutions should operate under the tenet of equity. Bursaries are provided by the Constituency Development Funds (CDF) and the County Government to deserving students who cannot afford secondary school.

Chege and Sifuna (2006) blamed the high expense of education among economically disadvantaged individuals transitioning from primary to secondary education, as highlighted in their study on girls' and women's education in Kenya. Despite the enormous resources invested in school, this indicates that few school kids complete postsecondary education, where talents are developed. The average length of time spent in school in Kenya is currently 8.4 years, which is a very little amount of time for a child to gain the necessary abilities for economic development and growth. As a result, many Kenyans lack the necessary skills because eight years of education are insufficient.

Investing in education is one of the most valuable contributions a nation can make to bolster its economic prosperity and growth. (World Bank, 2009). One of the biggest obstacles in the rate of progression from primary to secondary school is often considered as the educational expenditure. Lewin (2007) asserts that the biggest barrier to secondary education access in Sub-Saharan Africa is the cost of attendance. According to Acheampong (2002), the poor's access to education is hampered by the direct and

opportunity costs of education. According to a study conducted in Malawi, parents' financial ability to finance the education of their offspring determines their access to it (Chimombo, 2009). In Kenya, the FDSE government subsidy scheme only covers secondary school tuition; as a result, parents are expected to make up the difference in funding.

In Imenti Central, Nyaga (2006) performed research on the effects of free secondary schooling on the rate of changeover from elementary to secondary education. The investigation discovered that, in comparison to the government's target of 85%, the transition rate only increased by a very slight margin of 16.58%. He asked for additional researchers to explain in the suggestions how the cost of education still poses a problem, despite the government's commitment to cover the tuition.

While several factors affect the ethical disposition of educational stakeholders, the desire for students' inclusivity, relationships and students' welfare is a particularly important attribute of an effective student transition. These ethical factors (students' inclusivity, relationships and students' welfare) among the educational stakeholders act as a buffer against exposure to unethical behaviours such as bullying, cheating, inequalities and intolerance among students and catalyse their transition. Education inclusivity implies that the school setting should accommodate all students to feel equal, respected and valued (Könings et al., 2021). While inclusivity primarily concerns matters of social equality and fostering tolerance within the school community, it also encompasses the creation of a school environment free from shortcomings in infrastructure. An inclusive education strengthens the system's capacity to reach every learner, which is a strategy desired for student transition. Inclusivity falls under the World Declaration on Education

for All (EFA) ratified in Jomtien, Thailand, in 1990 (Haggis, 1991), which outlined the aspiration to extend access to education to every child and advance the cause of equity.

On the other hand, the relationship relates to fairness in assessment and the deterrence of cheating in schools. Luz (2015) avers that in order to encourage social interaction and create a caring atmosphere of confidence and assistance in schools, relations are the positive ties that exist between students, peers, and adults. This builds a positive rapport between educators and students and minimizes teacher subjectivity. This relationship is known to engender constructive and long-lasting academic and social development of learners. Good relationships minimize school conflict and promote academic independence and resilience (Domitrovich et al., 2017). In the end, these attributes promote the progression of learners from one educational stage to another. This is achieved through good performance and controlled social interactions, as exhibited by learners in their various class levels.

Students' welfare involves equal treatment, conducive school environment as well as mutual and peaceful coexistence. Welfare refers to any element of a child's education or learning environment that impacts the child's capacity to learn as required by any applicable law, rule, regulation, or sound educational practice (Cornish, 2019). Students' well-being encompasses a range of services dedicated to enhancing the physical, mental, and social health of students. Students' well-being aims to create a safe working environment and prevent exclusion (Brede et al., 2017). With the help of students' welfare, learning difficulties and other issues are identified earlier on, and intervention strategies are put in place in time to mitigate them.

The 100% transition policy as a new phenomenon in the recent undertaking has a dearth of research findings to demonstrate how ethical factors affect the overall intended results. Not much effort has been put in place to monitor and evaluate how ethical issues, especially ethics that borders on inclusivity, relationships and welfare, are being integrated into the provision of Free Secondary Education. Kisii County public secondary schools has a glaring indicator of poor participation rates of the Secondary School Net Enrolment Rate (NER), which was 35.2% as of the year 2010 (MOEST, 2014). 29,036 (8.8%) post-primary school pupils were not attending school, according to the Kisii County 2009 Census Report (RoK, 2009). Further to note, the poverty rate in Kisii County was 56% as of the year 2013 (RoK, 2013). Based on the preceding background, this study has opted to examine the influence of selected ethical factors on the efficacy of a 100% transition using public secondary schools in Kisii County, Kenya, as a case of study.

1.2 Statement of the Problem

The proclivity of educational stakeholders to impart desirable knowledge, skills, values, and attitudes among learners determines a society's overall well-being. In Kenya, this is accomplished by instilling ethics in the school curriculum. Learners are supposed to cultivate character integrity that fosters socioeconomic growth and peaceful coexistence. However, unethical behaviour by educational stakeholders that threatens students' inclusivity, connections, and wellbeing is evident. The rise in occurrences of inappropriate social behaviour among Kenyan secondary school students demonstrates this. Schools in Kenya are less devoted to implementing ethics because of the emphasis on cognitive components of education. Furthermore, there are no philosophical underpinnings to serve as a guide for execution, and the ethical grading system is slanted and blatantly summative. In Kenyan educational policy, unethical behaviour among educational stakeholders exacerbates school dropout and impedes 100% transition. This is demonstrated by poor transition and completion rates, notwithstanding the government's commitment to achieving high transition and completion rates, as outlined in Sessional Document No. 1 of 2005, which proposed a policy of incorporating secondary education into the scope of basic education. Based on the 2014 education sector report, only 448,667 candidates who were expected to sit for the KCSE examination in 2013-out of the total 498,933 students who were admitted in Form one in 2010 and were among the first cohorts of FSE beneficiaries-took the test. Also, 50,226 pupils could not be located. The secondary school Net enrolment (NER) in Kisii County, which was 35.2% in 2010 (MOE, 2014), was a clear indicator of low participation rates. The Kisii County 2009 census report (ROK,2009), indicated that 29,036 (8.8%) post primary school kids were not enrolled, and exorbitant expenses impeded the majority of Kenya's poor population's entry into and successful completion of higher education. Households pay 60% of secondary school costs, compared to a negligible cost for basic school and 20% for University education. The study's material has a research gap addressing the nature and scope of these hidden costs (APHRC, 2007). Every year, more people become impoverished. 18.2 million in 2007, 19.5 million in 2008, and 20.1 million in 2010 was the number of underprivileged people in Kenya. Kisii County had a poverty rate of 56% in 2013 (ROK, 2013). Both government officials and individuals working in education are concerned about the current scenario. With Kisii County's public secondary schools serving as a case study, it was necessary to evaluate how selected ethical criteria influenced the effectiveness of achieving a 100% transition to secondary schools.

1.3 Justification of the Study

This comprehensive examination of the influence of specific ethical considerations on the effectiveness of achieving a 100% transition rate in public secondary schools within Kisii County will allow clarifying the role of student inclusivity, student and teacher relationships, and student welfare on the efficacy of a hundred per cent transition in public schools in Kenya and beyond. It will help inform the policies to be adopted by the government and various educational stakeholders to promote and facilitate student enrolment with the objective of attaining a hundred percent transition at all levels. The deep understanding of these determinants is vital for combating school dropout, a phenomenon that contributes to poverty and failure to achieve development goals for the developing economies in Africa and the world at large.

1.4 The Purpose of the Study

This study interrogated the impact of particular ethical variables on the efficacy of a hundred per cent transition in public secondary schools.

1.5. Objectives of the Study

This study was guided by the following set of objectives:

- (i) To explore the impact of inclusivity among students on the effectiveness of achieving a 100% transition rate in public secondary schools within Kisii County.
- (ii) To scrutinize the significance of the relationships between students and teachers in relation to the effectiveness of achieving a 100% transition rate in public secondary schools within Kisii County.

- (iii) To assess the effect of students' welfare on the effectiveness of achieving a 100% transition rate in public secondary schools within Kisii County.

1.6 Research Questions

The study was shaped by the following critical research inquiries:

- (i) What is the effect of students' inclusivity on the efficacy of a hundred per cent transition in public secondary schools in Kisii County?
- (ii) How do relationships between learners and teachers affect the efficacy of a hundred per cent transition in public secondary schools in Kisii County?
- (iii) How does students' welfare influence the efficacy of a hundred per cent transition in public secondary schools in Kisii County?

1.7 Research Hypothesis

The study was guided by the following formulated hypotheses.

H₀₁: Student's inclusivity has no statistical influence on the efficacy of a hundred per cent transition in public secondary schools in Kisii County.

H₀₂: Relationships between students and teachers have no statistical influence on the efficacy of a hundred per cent transition in public secondary schools in Kisii County.

H₀₃: Student's welfare has no statistical influence on the efficacy of a hundred per cent transition in public secondary schools in Kisii County.

1.8 Assumptions of the Study

The research made the assumptions below:

- (i) That respondents gave accurate information on the influence of selected ethical factors on the efficacy of a hundred per cent transition;

- (ii) That selected ethical factors influence the efficacy of a hundred per cent transition;
- (iii) That ethical principles can be acquired by instruction, learning, and experience rather than being inherited;
- (iv) That the countrywide implementation of a 100% student transition rate was planned;
- (v) That enrolment rates in schools across the country rose as a result of the implementation of the 100% transition rate policy;
- (vi) The respondents were able to respond honestly to the questions on the questionnaire and during the interviews;
- (vii) Schools maintain accurate records of student attendance, financial status, and transition and completion rates.

1.9 Scope of the Study

This study examined the influence of selected ethical factors: learners' inclusivity, relationships and welfare on the efficacy of a hundred per cent transition in public secondary schools in Kisii County as perceived by principals, teachers and students. Students' inclusivity, relationships and welfare were variables that were considered in this study. The research employed both correlational study designs and descriptive survey, and adopted quantitative and qualitative methods. Kant's deontological theory of ethics guided the study. The study took place between June and September 2023.

1.10 Limitations of the Study

Limitations may be described as circumstances which may affect research. Moreover, a researcher may not have control over such conditions (Thornicroft et al., 2016). There were limitations to the study. First, there was a delay in returning duly filled questionnaires by the respondents within the anticipated timelines. Second, it was quite

time-consuming in conducting an interview. Third, the study depended largely on data from respondents' perceptions and opinions. Finally, this being a case of study of public post-primary schools in Kisii County, the results may not necessarily generalize to all public secondary institutions of other counties.

The study used head teacher interviews as the primary method of gathering data. Sharma (2008) noted that studies have revealed that people frequently overrate their own positive attributes and underrate their own negative ones. This suggests that some head teachers may have kept some information about hidden costs in FSE a secret out of a fear of being victimized, which could cause people to draw the incorrect conclusion that there are no problems with hidden expenses associated with Free Secondary Education implementation. The researcher gathered information from students and teachers to get around this. The inability to control several intervening variables placed restrictions on the investigation. For instance, due to experience and training, there may be variations in the competence of the school principals to manage financial issues, necessitating the imposition of hidden expenses. Because some people have more work experience and are better able to manage financial hardships than others, it was important to take this potential diversity into account when generalizing findings to all schools. To get around this, the researcher used a random sample method and gathered information from a significant fraction of respondents.

Due to their attitude and mistrust of the research, there is a possibility of bias among school leaders and senior class teachers when responding to the questionnaire. It's important to emphasize that the information provided is strictly confidential and will be used solely for the purpose of this research. The researcher assured the head teachers and

teachers. Some schools were difficult to get to, especially in hilly areas. Motorbikes were employed as an alternative mode of transportation to reach these locations. Explaining the significance of the information in solving challenges related to the transition from primary to secondary schooling encouraged the respondents. On request, the respondents will be provided with a copy of the overall report.

1.11 Significance of the Study

This research was anticipated to be helpful in a number of ways given the rising ethical issues in Kenya's secondary schools. First, it would add knowledge to the debate about the role of ethical factors in the efficacy of a hundred per cent transition in secondary schools. Second, the study would provide valuable insights to education stakeholders on how to integrate ethical issues of students' inclusivity, relationships, and welfare in educational practices, particularly in the context of the recently implemented Competency-Based Curriculum (CBC). Additionally, this study can offer valuable insights to curriculum developers in Kenya as they design an educational ethics program. Fourth, the study would inform education stakeholders on the formulation of appropriate policies which would promote ethical behaviours and thus prevent ethical malpractices. Finally, the findings of the study would guide institutional leadership to establish ethical standards and practices in learning institutions. Consequently, this would reduce the time and effort spent on disciplinary cases involving those caught with ethical malpractices. This would enhance peaceful coexistence within the learning institutions and enhance students' and teachers' appreciation of ethical conduct.

1.12 Theoretical Review

Kant's deontological theory of ethics was employed to guide the study. Deontology, the moral compass rooted in the very essence of actions rather than their outcomes, derives its name from the Greek words 'deon' for duty and 'logos' for study. Kant's deontological theory, an embodiment of this approach, arises from his belief in the singular human capacity for rationality. This unique human attribute necessitates that individuals act in harmony with moral law and duty.

To navigate the complex terrain of ethical quandaries, individuals must transcend the influences of inclinations and societal traditions. Instead, they must seek a more steadfast foundation, one that surpasses the boundaries of personal inclinations. Kant identifies this foundation as reason. Therefore, the impetus for an action should stem from a sense of duty, meticulously considered before the action's execution. According to this theory, morality offers people a framework of rational principles that both guide and restrain actions. These principles remain steadfast, uninfluenced by personal intentions or desires. In essence, deontology calls for a form of ethical navigation that relies on reason as the guiding North Star, leading individuals toward the path of moral obligation.

Kant (2013) believes that morality was the object of the "law of reason." Much like how objective physical laws govern physical actions, such as the inexorable pull of gravity causing apples to fall, objective rational laws mandate rational actions (Ahrne, & Brunsson, 2019). In order to feel it necessary to act in a manner that is consistent with reason, a totally rational entity must also be completely moral (Korsgaard, 2013). Because humans were not perfectly rational, according to Kant, people have a duty to align their personal will to the laws of reason, which he dubbed the conformity

requirement. The actual law of reason, he continued, was a priori and existed independently of rational individuals. Morality existed before reasoning beings, just as physical laws did before physical beings. So, in Kant's view (Kant, 2013), rational virtue is constant and unaffected by any factors.

Beginning with the claim that the ultimate good have to be equally good in and of itself, Kant goes on to argue that in order to act ethically correct, one must do it entirely out of obligation. According to Kaplan (2013), something was "good in itself" when its intrinsic goodness was present "without qualification" and it never made an ethically bad situation worse. Then, according to Kant, those things that are typically viewed as good, such as brilliance, tenacity, and pleasure are neither essentially nor unconditionally good. For instance, enjoyment would not seem to be beneficial in and of itself because it seemed to worsen the ethical situation when people took pleasure in seeing others suffer. Kant (2013) came to the conclusion that the only thing that could be considered good without qualification in the world, and even beyond the world, is benevolence.

Kant continued by saying that one could not infer someone's good will by looking at the results of their good deed. In any situation, if an activity is driven by the goal to hurt an innocent person, beneficial outcomes cannot happen by mistake. Similar to this, a well-motivated action cannot have negative effects. As opposed to this, Kant asserts that someone has goodwill when they "behaved out of regard for the moral rule" (i.e., when they acted in some way because they had a duty to do so). As a result, three important categorical imperatives were established by Kant (2013).

1. *Act solely in accordance with that maxim, and you may also make it a universal rule by doing so.* This suggests that when someone behaves, they did so in accordance with a principle or maxim. According to Kant, one could only commit an act if they were determined for the principle that permits the act to be a universal rule that everyone attempted to follow. Maxims are failing this test if, when universalized, they led to a contradiction in either conception or will. A contradiction in conception happens, if a maxim were to be universalized, it ceased to make sense because the ‘maxim would necessarily destroy itself as soon as it was made a universal law.’ For example, if the maxim ‘it was permissible to break promises’ was universalized, no one would trust any promises made, so the idea of a promise would become meaningless. Hence, the maxim would be self-contradictory because, when universalized, promises ceased to be meaningful. The maxim was not moral because it was logically impossible to universalize—we could not conceive of a world where this maxim was universalized. A maxim can also be immoral if it created a contradiction in the will when universalized. This does not mean a logical contradiction, but that universalizing the maxim led to a state of affairs that no rational being would desire. For example, when an individual argued that ‘I will not give to charity,’ it produces a contradiction in the will when universalized because a world where no one gave to charity would be undesirable for the person who acted by that maxim. Similarly, facilitating learner inclusivity, relationship between learners and teachers and student welfare, as formulated in the study, can be universalised as a duty to which educational stakeholders should aspire.

2. *Conduct yourself in a manner that consistently respects the inherent worth of all humanity, whether it manifests in yourself or in any other individual, never simply as*

a means, but always at the same time as an end. According to Kant, rational beings must always be viewed as ends in themselves, which necessitates that their rational motivations be treated with equal respect. This is a result of Kant's assertion that morality is driven by reason. We are obligated to respect the purpose of reason in all creatures, including other people. A rational being must always be considered as the goal, since they cannot reasonably consent to being used only as a tool. That which is properly willed is morally right, according to Kant, who claimed that moral responsibility was a rational necessity. It was morally required that they be considered as such because all reasonable people aspire to be logically a goal in themselves and never only a means. This does not imply that we should never use an individual as a tool to an end, just that we should treat them as such when we do. In this regard, treating learners in public secondary schools not merely as a means but also an end in themselves would mean seeking only the best for them in life. And since student inclusivity, good learner-teacher relationships and student welfare would ultimately achieve this, it would be proper and ethical for educational stakeholders to pursue this.

3. *Kant's ethical framework introduces the concept that every rational being should act as if they were continually legislating members within a universal kingdom of ends.* Kant distinguished between two types of imperatives: hypothetical and categorical. Hypothetical imperatives are contingent upon our desires. They dictate actions that we must undertake to achieve specific outcomes aligned with our wants. For instance, we "visit the doctor" if we desire good health. These imperatives are bound to our personal goals and circumstances.

In contrast, categorical imperatives are morally binding in and of themselves, irrespective of our desires or circumstances. These imperatives, such as the duty not to lie, apply universally and unconditionally. They are grounded in reason rather than contingent factors about an individual. Unlike hypothetical imperatives, which are contingent on our membership in social groups and our associated duties, we cannot opt out of the categorical imperative. We cannot opt out of being rational agents, and as such, we have an inherent duty to uphold rationality. Consequently, rational moral principles are applicable to all rational agents at all times, making categorical imperatives morally necessary, as they are not contingent on personal desires or considerations.

A categorical imperative is an absolute order, such as “Do A” or “You ought to do A,” as opposed to taking the form of an if-then statement. Examples of categorical imperatives include “Don’t steal,” “You shouldn’t kill,” and “You should help those in need.” No matter what your desires or objectives are, you must adhere to a categorical imperative. However, these do not represent the categorical imperative. According to Kant, there is just one categorical imperative that should serve as our ultimate standard and direct all of our decisions. This is the fundamental moral requirement that all other moral laws flow from. The ethical considerations of student inclusion, effective student-teacher interaction, and student wellbeing can be seen in the current study as moral requirements. Because it is morally right to do so, stakeholders in the education sector have a duty to accommodate them, regardless of their requirements, wants, or aspirations.

A common criticism of Kant’s deontological ethics was that he was pessimistic about people’s capacity for knowing or foreseeing consequences. Kant was seen to be unable to respond to circumstances involving responsibilities that conflicted (Golob, 2021).

Consider the difference between honouring a pledge and telling the truth when sworn in. Furthermore, it is debatable whether “good will” was always decent (Lévêque, 2020). The other issue was that Kant’s universalizing moral rules (as he theorized) were likely to produce arbitrary, insignificant, and extremely subjective moral principles since he failed to give virtue the prominence it merited in human lives (Stephen, 2021).

Besides the challenges, Kant’s deontological ethics had several strengths. The categorical imperatives place a strong emphasis on the necessity of reason, consistency, objectivity, and respect for mankind. Second, categorical imperatives encourage positive activities rather than actions taken as a means to another positive action (Kant, 2013). This made it simpler to think of moral principles that could be viewed through the lens of subjectivism or the relativity principle. Establishing ethical codes that are independent of gender, religion, race, and social class could be based on Kantian categorical imperatives (Haydn, & Stephen, 2021). The categorical imperatives’ most important contribution is their insistence that certain human activities must be prohibited, no matter what the repercussions. It was imperative to systematically eliminate such undesirable human inclinations, which are present in vices like sexual abuse, corruption, and cheating on national exams (Johnson, 2021). Last but not least, Kant’s theory is crucial for prescriptive ethics, particularly when it comes to forbidding specific behaviours regardless of the results (Janoff-Bulman et al., 2009). In a classroom setting, moral behaviour-guiding standards were perceived as being based on this idea.

Kant’s ethical philosophy was regarded as deontological for a number of distinct reasons. First, Kant contends that people must behave out of duty in order to act morally (deon). Second, the motivations behind an activity determine whether it is right or wrong, not its

results (Kant, 2013). “An action is good when it is conducted out of obligation, rather than consequences,” according to Kant’s deontological ethics (Coeckelbergh, 2021).

When applied to this study, a learner in a school setting has a duty to remain morally upright within stipulated rules and regulations, and the purpose is to create a peaceful teaching, learning environment for mutual co-existence even as one excels in his/her studies, and transit to the next level of learning. When a learner behaves immorally, his/her action was not done out of his/ her duty. Similarly, other educational stakeholders, including teachers, parents and the government, have a duty to be ethical in principle of the law, since doing so will foster an environment of cooperation and mutual understanding. The behaviour can be deemed to be positive if the person who took it had good intentions.

According to Kant, a good goal is beneficial regardless of its source. It goes beyond simply having excellent moral intentions to be unethical. An individual is immoral because of an exterior motive. Duty is the requirement that a deed be performed out of obedience to the law (Bauer, 2022). It’s against the law to be immoral. According to Kant’s categorical imperative, “you should only behave in accordance with the maxim, by which you might simultaneously wish that it should be made a universal law” (Sensen, 2022). Would you want everyone to behave immorally like you do? It would be of no use in moral deliberation if everyone was unethical. Morality would have no meaning if everyone were immoral. If everyone were immoral, then immoral would not be unfair. There wouldn’t even be the concept of immorality. As a result, you wouldn’t want anyone else to be immoral, thus immorality cannot be a universal rule. Immoral behaviour could not be a law of the universe because it was not an action carried out of obligation or with

good intentions to uphold the law. Therefore, according to Kant's deontological ethics, being immoral was not morally correct.

In an effort to address issues with the Kenyan educational system, Kantianism has been adopted as a theory. The most recent was research by Akello (2019) on secondary school females in Kenya's propensity to seek abortions. Akello (2019) proposed a multi-agency strategy to address the ethical issue of abortion amongst secondary school girls in their study. Other research by Mwenesi (2016) that attempted to address the issue of student radicalization in Kenyan secondary schools proposed the application of Kantian as a moral framework in education that might be required for preventing radicalization.

In the current study, the Kantian deontological theory was relevant because if morality does not form an essential section of the education development, education cannot be deemed to benefit learners. In a society where a hundred per cent transition means opportunities for entry into further levels of education, and consequently, entry into the world of work, the development of ethical citizens was important. Consequently, the value systems of our youths must be well constructed in various levels of education.

Since ethics is a moral choice that must be made, in this context, exercised by the student who possesses a unique capacity for rationality, this theoretical review was found to be pertinent and most applicable to this study. The learner must possess this skill in order to act morally and with integrity. This is consistent with the original version of the Kantian categorical imperatives. The student should be considered the goal, not just a means to an end. Any moral principles one professes should be applicable to everyone, including oneself. The deontological moral theory makes use of the inherent human reason, which

defines precise standards for what moral behaviour is. Deontological moral theory provides advantages, but it also has repercussions. It prioritizes duty over all other considerations and disregards unique but otherwise unidentified facts that would explain an irregular or improper action. Extenuating conditions are entirely disregarded.

1.13 Conceptual Framework

A connection exists between the variables in the current study and the Kantian deontological theory, which postulates that morality is central to the provision of education. Ethics empowers individuals with the ability to do what is right based on rationality. In this study, ethical factors constitute students' inclusivity, relationships and students' welfare, whose output is the efficacy of a hundred per cent transition. A conceptual framework based on the foregoing discussion was developed to further explain the relationship between the variables, as shown in Figure 1.

Independent Variable

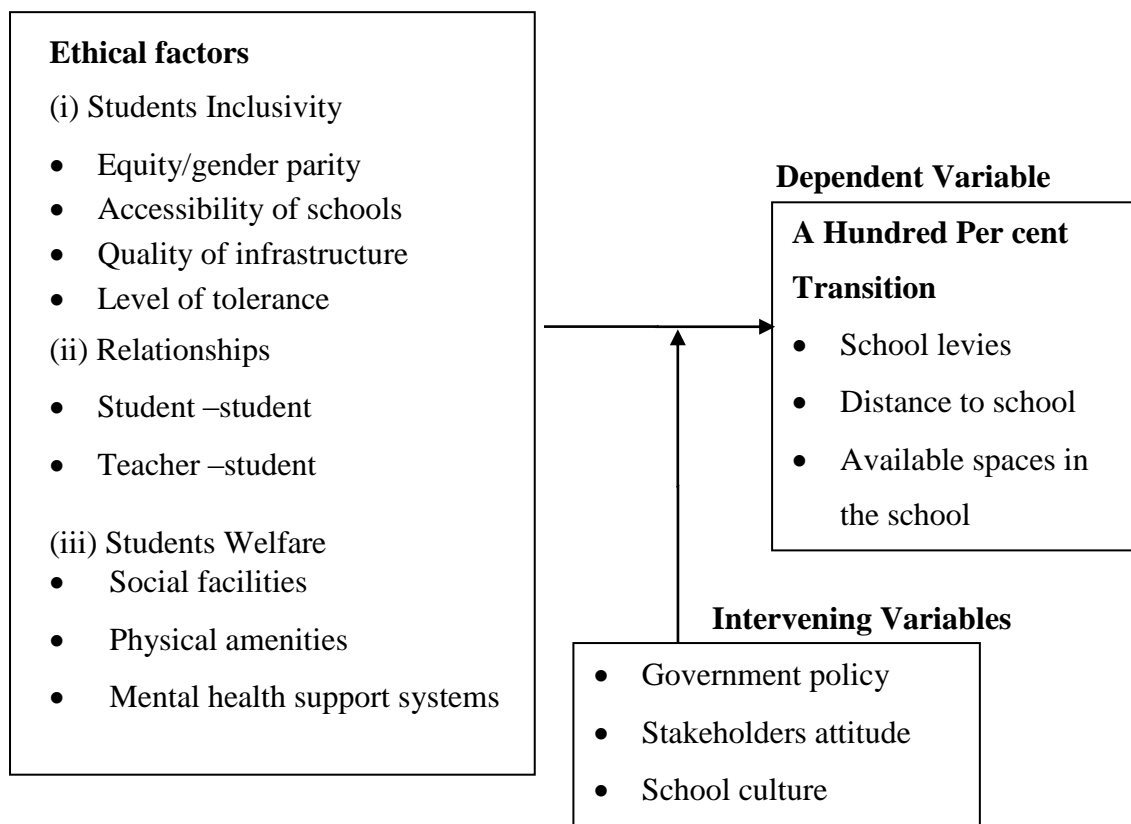


Figure 1: Relationship of Variables

The variables captured in Figure 1 were developed from: the purpose of this study, reviewed literature and Kant's deontological theory of ethics. The framework showed

ethical factors as the independent variable, while the efficacy of a hundred per cent transition was the dependent variable. As a result, the efficacy of a hundred per cent transition could be influenced by inclusivity, relationships and welfare. If ethical factors of students' inclusivity, relationships and students' welfare were to be integrated into the school's system, the efficacy of a hundred per cent transition would be achieved.

The intervening variables: Government policies on ethical issues, the attitude of stakeholders and school culture have an indirect influence on both ethical factors and efficacy of a hundred per cent transition. To begin with, the government policy on capitation in schools has improved the required infrastructural facilities to cater for learners' needs (Wekesa et al., 2021). Secondly, the children 2001 law clearly states that every child must have access to a right basic education, thus achieving learner inclusivity (Orodho, Waweru, Getange, & Miriti, 2013). Thirdly, the policy on delocalization and employment of teachers on internship terms by the Teachers' Service Commission solved the problem of understaffing in schools (Goren, & Yemini, 2017). Finally, on the government policy, the Ministry of Education's directive to all schools to establish a Guidance and Counselling department assisted in guiding and counselling learners. As a result, relationships in schools were greatly improved (Arfasa, & Weldmeskel, 2020). Stakeholders observed that students who were admitted to secondary schools were undisciplined. This posed a great challenge to secondary schools' management in correcting their ill behaviour. Consequently, administrators were advised to verify learners' conduct in their school-leaving certificates before admission (Njoroge, & Nyabuto, 2014). Schools' culture of individual student attention, awarding of well-behaved, groomed and performing students, was encouraged and practised in schools. This assisted in strengthening the students' welfare (Kosfeld, & Neckermann, 2011).

1.14 Operational Definition of Terms

Efficacy:	This implies the capability of students to perform tasks or assignments that can change their learning outcomes.
Ethical Factors:	These are moral principles or values that govern human conduct. They include students' inclusivity, relationships and welfare.
Ethics:	This refers to laid down standards, guidelines, rules, and regulations that govern human behaviour.
Inclusivity:	This is an ethical factor which requires the provision of equal access to educational opportunities and resources to all learners.
Policy:	This includes regulations, provisions or guidelines governing student transition from one level to the other.
Public Secondary schools:	These are schools that provide secondary education under government sponsorship.
Transition:	This refers to moving from one level of learning to another. For instance, from primary to secondary school.
Welfare	This involves taking care of a person to promote their well-being and development.
Deontological	This refers to morality as a duty or obligation.
Duty	A moral or legal obligation; a responsibility.
Categorical	Absolute command, without qualification
A Hundred per cent transition	A desirable outcome where all the learners enrolled at a particular level of education proceed to the next level
Ontology	A metaphysical study of the nature of being and existence
Hypothetical	A hypothetical imperative is a command one must obey if one has to satisfy his/her desires

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The study examined existing literature pertaining to the impact of selected ethical factors on the efficacy of a hundred per cent transition in public secondary schools. According to the goals of the study, the review's purpose was to find areas of unmet need in the field. The following subjects were covered in the literature review: students' inclusivity and efficacy of hundred per cent transition, relationships and efficacy of hundred per cent transition and students' welfare and efficacy of hundred per cent transition.

2.2 Students' Inclusivity and Efficacy of a Hundred Per cent Transition

Ensuring equitable access to high-quality education is paramount for addressing a spectrum of societal and economic challenges, including poverty, unemployment, and inequality. Studies conducted by Reynolds et al. (2014), Steven et al. (2014), and Jones (2018) have collectively revealed that over the past two decades, there has been a notable enhancement in educational access across Sub-Saharan Africa, with improvements observed in completion rates for both genders. Nevertheless, the report also underscores a concerning statistic, indicating that approximately 21% of primary school-aged children in Sub-Saharan Africa still face barriers preventing them from accessing education, making this region of the world the most excluded from education overall. However, the majority of Sub-Saharan African nations have implemented pro-poor academic policies that enhance education availability at both the secondary and elementary school levels in recognition of the rewards of opportunities for education, socioeconomic development, and transformation (Chisamya et al., 2012).

More than 9 million children attend primary schools in Kenya (Njeru et al., 2014). In spite of this encouraging enrolment, it is clear that Free Primary Education (FPE) led to wider gender gaps in the gross student enrolment (Andrews et al., 2012). Gender parity in elementary education has been attained in about 49% of countries (Psaki et al., 2018). With 42% of countries having lower secondary education and 24% having upper secondary education, the disparity grew (Pekkarinen, 2012). The following are obstacles to girls' education: poverty, early marriage, and gender-based violence (Lonchar, 2022). This varies across communities and countries, where families less fortunate favour boys to girls once investing in education (Amin, & Chandrasekhar, 2012). A parallel investigation conducted by Amin and Chandrasekhar (2012) in Benin and Mali has revealed that the transition rate to secondary education remains notably small for females hailing from economically disadvantaged backgrounds. Additionally, girls residing in rural areas frequently find themselves burdened with domestic responsibilities, further hindering their educational pursuits. Furthermore, the study highlighted that certain schools fail to adequately address the safety, sanitation, and hygiene requirements of girls. Additionally, some teaching methods employed in these schools lack gender responsiveness, exacerbating gender disparities in both learning outcomes and skill development (Sommer et al., 2017).

A significant hurdle to transition is the absence of schools within an acceptable walking distance for persons living in impoverished areas, particularly in rural and isolated regions of a nation (Kraay, 2018). Entrance to secondary education is influenced favourably by the density of secondary schools per square kilometre (Pearson et al., 2014). Education and transition rates are negatively correlated with distances to secondary schools. A contrast exists between the Congo, where nearly 38% of pupils reside 30

minutes from a secondary school and Mauritania and Senegal, where less than 10% do. This shows that following primary school education, the former had greater dropout rates. Access to educational institutions stands out as a pivotal factor shaping patterns in secondary education. The financial burdens and time constraints associated with travelling to school emerge as significant barriers to the transition, as outlined by Mingat and Ndem (2010). These studies focussed on the distance covered to schools and how they affect the transition rates. The current study will, however, focus on how students' inclusivity has affected the efficacy of a hundred per cent transition of learners.

Most youngsters who are not in school are from underprivileged and marginalized areas (Prew et al., 2011). Children from communities of nomads and herders, such as the Karamajong, Peulh, and Touareg, were not allowed to attend school (Supply, & Programme, 2015). Plans for education tailored to nomadic people have evolved in Tanzania, Ethiopia, Nigeria, and Sudan. However, as the United Nations Educational, Scientific, and Cultural Organization (2015) has noted, the nomadic communities' susceptibility is continuing to increase as a result of a situation like a natural drought, an external factor beyond their reach (UNESCO, 2015). The challenges encompass not only the physical accessibility of educational institutions, but also the quality of education provided, as well as the subsequent prospects in the labour field for the oppressed few groups upon exiting the educational system are the three key obstacles that learners must overcome during their transition (Sefa-Nyarko, 2016). Because the studies focused mostly on crisis and nomadic regions, which are in situations different from Kisii County, where the present research would be conducted, the results could not be generalized. This exposes a vacuum that this study seeks to solve.

The disparity in equality has decreased, particularly for girls. But there are still significant learning gaps, and total parity has not yet been attained (Jones, 2018). While equality implies that socioeconomic characteristics like sexual identity or personal qualities, race, origin, or family status are not barriers to school access, equity ensures that every student acquires at least the fundamental minimum level of abilities (Bernal, & Keane, 2011). Girls are given less than boys, making them more susceptible to illness than their male siblings, according to a comparative analysis (Paxton, 2012). The study, in part, concluded that perceptions of gender roles and status contribute heavily to girl-child non-enrolment in schools, late arrival, frequent absences, and school abandonment. The highest percentage of female dropouts in Zanzibar is ascribed to parents' disdain for their daughters' education (Jones, 2018). The results of this study have confirmed that parents had an attitude towards learner registration, retention and completion. This study will inform the current research that intends to fill the gap in students' inclusivity and efficacy of a hundred per cent transition.

The non-enrolment and continued isolation of minors from education is caused by a variety of circumstances. These include the children's socioeconomic backgrounds, gender, and living situations. Learner difficulty is a significant obstacle to enrolment. Children who have difficulties with language, speaking, physical development, sensory processing, and cognition are more likely to leave school. They are frequently excluded from learning if the program is not properly tailored to satisfy their requirements (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2015). The findings dwelt on socioeconomic factors to enrolment and inclusion of learners in education. This is opposed to the inclusivity of learners and how it affects a hundred per cent transition of learners. A gap this study envisages to fill.

Jones (2018) discovered that in 42 countries, lower secondary school students with functional disabilities exhibit a higher likelihood of school absenteeism compared to their peers, particularly 19 Sub-Saharan African nations. As with the general population, children with impairments had lower completion rates, and the results of the study showed that girls were more likely to miss school than boys. In their examination of inclusion, they noted that policies to support disadvantaged learners with existing rules are either not in place or are being badly implemented in a number of Sub-Saharan African nations. Policies are also unclear on whether they are aiming for inclusion or not (Ganley, & Vasilyeva, 2011). A report by Rieckmann (2017) pointed out that the needs of all learners should be catered for or adopt an integrated approach to place marginalized learners into the existing mainstream schools.

Burchinal et al. (2010), aver that some obstacles still prevent children with impairments from accessing education. There was a lack of knowledge about different types of disabilities, a failure to recognize disabled children and their needs, a lack of resources to reach several needs, a stigmatizing of disabilities, and inadequate data upon which to base policy. The Republic of Kenya (RoK) established Educational Assessment and Resources Centres (EARC) under the Education Act of 2013 (Odongo, 2018) to offer sustenance to kids with exceptional wants. It is approximated that just one in six disabled kids attends learning institutions in Kenya, and those who do often struggle with stigma, improper curricula, inadequate facilities, and under trained educators (Coley et al., 2013).

According to research by Taaliu (2017), there are significant hidden costs associated with education. As a result, during the school year, parents in low-income families are more likely to have their children skip school. Ohba (2011) claims that the additional charge of

schooling for Kenyan families is still substantial for many secondary school students. In a survey of 109 school-leavers, it was discovered that only 17 went on to complete secondary education, while 20 others who otherwise want to do so cited auxiliary fees as their biggest barrier. This was further supported by a study conducted by Werunga et al. (2011) in which parents cited a lack of money for additional school fees (such as transportation, additional tuition, meals, and uniforms) as the main deterrent to enrolling their children in secondary schools. The findings pointed out how hidden charges made parents withdraw their children from schools, but the study did not indicate how inclusivity has affected the efficacy of a hundred per cent transition of learners, which is a gap this study intends to fill.

Ansari and Winsler (2012) did a study in Ganze, Kilifi sub County and found out that there was food shortage in schools. Consequently, education in Ndingiria, Vitengeni, Mitangani, Mrimawa, Ndege, and Palakumi was negatively impacted. A study by Smythe-Leistico and Page (2018) found that young people might leave schools sooner than they would otherwise to take responsibility for their day-to-day survival. This was supported by Desa and Basu (2013), arguing that children from poor, rural and ethnic or linguistic minorities face a higher risk of dropping out of school. Due to a lack of room, 30,000 school-age children were forced to skip class after illegal immigrants in the Mau Complex were evicted. This increased the number of 50,000 school-age children from Sierra Leone's neighbouring country who had already stopped attending school since 2005 as a result of being evicted from government-owned forest territory (Ansari, & Winsler, 2012). These results of this study cannot be generalized, given that the study focused on the existing sociocultural institutional deficiencies as opposed to students' inclusivity in our learning institutions.

The findings of these studies indicated that access to schools; financial status, disability and gender have a bearing on student inclusivity. When students cannot access schools on the basis of gender, disability or economic status, then the education cannot be said to be inclusive and, therefore, unethical. None of these studies, however, addressed the issue of ethical contributors to efficacy of a hundred transition programs, which the current study addresses. This study seeks to investigate student inclusivity from an ethical point of view and its impact on student transition to the next level.

2.3 Relationships and Efficacy of a Hundred Per cent Transition

Ministry of education (2014) observed that in secondary schools, different subject tutors teach different subjects. In comparison to primary schools, secondary schools have stronger rules and regulations. Furthermore, it is asserted that secondary schools employ different teaching strategies than do primary schools. The foundation of the educational system is its teachers (Toom, & Husu, 2016). The training and use of teachers, who are a valuable resource in the education and learning process, must, therefore, be carefully considered (David, & Bwisa, 2013). The most crucial resource in an education system is its human resources, according to studies by Githiari (2017). The standard of instruction and learning is also impacted by teacher absences. The ability to offer students equal and improved learning opportunities is the primary goal of a school, and the knowledge, abilities, and commitment of its instructors are its most valuable asset in pursuing this goal. The findings of these studies emphasized secondary curriculum and the position of the teacher in curriculum implementation other than teacher-student relationships and how they influence the efficacy of learners' a hundred per cent transition.

The number of students enrolled, the number of subjects and topic combinations, weekly teaching hours, number of streams, and the participation of instructors in administration and other extracurricular duties all play a role in the optimal staffing of schools. The ratio of teachers to students varies greatly between different geographical areas. This implies that teachers' distribution is not proportionate to learners' needs (George, & Nkonke, 2012).

Bahena et al. (2016) highlight a pressing concern: a significant deficit currently exists in the number of teachers required to ensure effective education in many nations, leading to a glaring disparity between demand and supply. They argue that, on average, primary school students are achieving less than half of the expected learning outcomes, underlining the magnitude of this issue. In alignment with this perspective, Krause et al. (2015) have noted a considerable disparity in learning achievements between developed economies and those in sub-Saharan Africa. These studies found that inadequate teachers as human resource contributes to lower achievements of goals, knowledge, skills and values among learners. The Republic of Kenya's fragmented approach to hiring teachers has made problems with students transferring to secondary schools even more difficult (Bank, 2017). Additionally, secondary school enrolment and completion rates in Africa have remained extremely low due to the outdated curriculum because secondary school education institutions in the continent have hardly altered syllabus over the past twenty to thirty years. Programs for senior and junior secondary education are overburdened, since revisions have only served to provide additional curriculum (Mathisen, 2012). These studies investigated the inefficiency of human resources and curriculum implementation in secondary school education. This study will focus on relationships and the efficacy of learners' a hundred per cent transition.

A study by Katamei and Omwono (2015) established that secondary schools could provide a range of support to boost learners' academic performance. Dalli et al. (2011) identified learner support programs to include: mentoring, counselling, coaching, advising, guidance and tutoring. Additionally, supplementary instruction, remedial instruction, and reading labs can provide learners with academic support. These ought to be led by a capable, devoted individual who shares the school's mission. Perhaps because of this, teachers are seen by Jain et al. (2018) as having a more important role, especially when they receive training on efficient methods to utilize in value-based education (VBE).

A school's culture should demonstrate a balance between academic success and a student's demand for social interaction (Cooper et al., 2010). Cooper and other scientists supported the idea that although instructors always want to help their students, pupils have many different goals when they enter the classroom. Mentoring initiatives or drop-in centres operated by learners or other community volunteers can be beneficial in institutions with limited resources and large counsellor caseloads (Finlay et al., 2022). Counselling used with an assessment of information as an integral component of a coordinated early warning system; would help identify struggling students as early as in Form one and ensures that they get the additional help they need (Fletcher-Watson, & Happé, 2019). The Ministry of Education, Science, and Technology (MOEST) in Kenya has mandated the establishment of Guidance and Counselling departments in all schools, with these departments to be overseen by a senior teacher. Additionally, it's important to note that corporal punishment has been prohibited across all educational institutions in Kenya. According to the Basic Education Act 2013, Guidance and Counselling is intended to serve as a means to instil discipline and foster positive growth and

development in students (Ruto, 2018). However, Cheruiyot and Orodho (2015) established that an obstacle to effective Guidance and Counselling in Bureti sub-County was the availability of rooms that were away from administration offices.

According to Orodho, Waweru, Ndichu, et al. (2013), a “School Connection” is how teachers treat each student as an individual to help them understand the value of education. A survey by Dalli et al. (2011) indicated that pupils who struggled academically when they first entered secondary schools are more sensitive to transitional problems. Dalli et al. (2011), argues that some children consider classwork to be overly difficult and become angry when their old friendships are broken apart. They struggle to build strong bonds with their peers or have positive interactions with teachers. This hampers moral development among the learners, as argued by (Batra, 2013), who avers that a sense of morality is cultivated through the interactions children have with each other.

New Zealand secondary schools’ survey by the Ministry of Education (2010) established that uneasy changeover deeds could be due to interruption of social media platforms, both with peers and teachers, and less individualized care from educators at high schools since personalized relations among teachers and learners are more challenging to achieve in secondary schools due to the way high schools are organized. The Ministry of education’s report goes against Kohlberg’s noting that children progress through sequential stages of moral development, which serves as an indicator of the approach schools should adapt to assist learners in their moral development (Iqbal et al., 2018). This study aims to bridge this existing gap.

A study by Jindal-Snape et al. (2019) found that Sociocultural factor such as circumcision is responsible for pupils' failure to complete school. According to the Ministry of Education (2012), the Burji, Rendille, Samburu, and Gabbra have traditional initiation procedures that include lengthy isolation for initiated boys. They miss out on educational activities as a result, drop out frequently, and are unable to move on to secondary education. Some students have troubled connections with their teachers after being circumcised. Not all circumcised guys are prepared to learn from female tutors. Some initiates believe they have reached adulthood and are not yet prepared to interrelate with students or female educators in secondary and primary institutions. As a result, the mainstream of students leaves school, while the few who are able to complete the cycle do horribly. The findings of this study focused on sociocultural factors that impede learners' transition. This study will enclose the gap regarding the influence of relationships on the effectiveness of achieving a 100% transition rate for learners; this study intends to shed light on this critical aspect.

The Ministry of Education (2010) found that students' feelings regarding transferring to new institutions were conflicted. Several nervous year eight pupils believed that the transition to secondary schools offered an opportunity for students to engage with various teachers and establish positive relationships (Deacy et al., 2015). However, the students who transitioned did not undergo an orientation process to help them acclimate to the school's environment (Peters, 2010). McHugh et al. (2011) observed that students must get used to new surroundings, get to know new educators and peers, pick up new working methods, and understand the rules and procedures that apply to their classes when students switch courses either within or between institutions. How teacher–student

relationships affect the efficacy of learners' a hundred per cent transition is the gap this study envisages to fill.

Some teachers who are unhappy with their position, especially those who are not from the school's neighbourhood, often request for premature transfers (Robert-Okah, 2014). If their movements are denied, they get demotivated and perform worse. This makes students perform poorly because the educators have lost interest in the local educational activities. When teachers are not in difficulty with educational administration, their colleagues tease and intimidate them for doing too little or doing too much. Sometimes they are charged with enforcing punishment too harshly or with doing nothing.

School attendance without teaching and learning between the teachers and students is meaningless, and possibilities for growth are lost when a bigger proportion of people of school age do not have access to education (Bank, 2017). Additionally, it is possible to anticipate that different students perspectives of how their connections with teachers affect them on a classroom-level (Chen et al., 2016). Chen et al. (2016) found that the more positive the relationships, the more engaged and active the students are in class discussions and civic engagement activities. Hence, the study's expectation suggested that students who had positive relationships would become more deeply involved in school activities. However, the teacher-student relationships and how it affects the efficacy of learners' a hundred per cent transition is the gap to be investigated and filled in this study.

Once girls enter adolescence, sociocultural and economic circumstances make it difficult for them to continue their education (Snyder, & Dillow, 2013). Williams et al. (2015)'s findings that early marital relationship, teenage pregnancies, HIV/AIDS, and a lack of

sanitary amenities remained major obstacles for young girls, particularly in East and Southern Africa. This is supported by UNESCO (2014), which reported that early marriage affected girls' transition to secondary school and that married girls had equal opportunities to enrol in and complete primary school alongside boys. Nonetheless, after the culmination of primary education, as indicated by the United Nations Educational, Scientific and Cultural Organization (2014) report, the likelihood of transitioning for those who were married declined since they frequently take care of sick parents, relatives, and siblings. Girls and women are especially susceptible to the HIV and AIDS pandemic (Wango, 2012). Most students also lack life skills, making it difficult for them to protect them from HIV or deal with its effects if they become infected. As a result, new-borns who are HIV and AIDS positive do not survive to enrol in schooling (Madiba, & Letsoalo, 2013). In a similar observation, Bauchmüller et al. (2014) noted that one of the most significant issues impacting not only education but also development of the nation in all of its parts was the HIV/AIDS pandemic. Up to 20% of students in Kenya between the ages of 14 and 17 are thought to be affected (Research, 2013). A majority of parents infected by HIV/AIDS leave orphaned children who later drop out of school. As observed in Sessional Paper No.1 of 2005, orphaned children were more likely to discontinue their education in order to assume responsibility for sick family members without appropriate interventions. According to a regional level report from Tanzania's basic primary school statistics from 1999, there were 6,998 students who dropped out of secondary government schools in 1997, including 93 due to fatalities, 6,375 due to delinquency, and 526 due to conceptions. Weybright et al. (2017) found out that 45% of Kenyan females under the age of 19 are either mothers or are currently pregnant. For instance, other studies of students in rural Kenya, Malawi, and Rwanda revealed that educators have lower expectations for female students (Gubler et al., 2019). These studies looked at the effect of economic and

sociocultural factors on girls' education. This study will, however, look at issues to do with cordial relationships among student-student and teacher-student and how they affect the efficacy of learners' a hundred per cent transition.

Without education, Omadjohwoefe (2011) avers that different social groupings and genders are forced into inferior roles in social interactions, careers, and decision-making. It is further highlighted that variables affecting access and participation included a lack of educational fees and local issues like civil unrest in education in Ugandan schools. Supported by this, is Weybright et al. (2017), who found out that children from low levels of interaction have experienced delayed development, hindered learning, and a delay in reaching their full potential. Azmi and Mohamed (2014), who assert that family connections and household composition significantly influence the transfer to secondary school, provide more support for this. Family networks are crucial in Sub-Saharan homes because, in places where these links are strong, the extended families share the responsibility of raising children. The makeup of the home is significant, since studies have indicated that the likelihood that a student would enrol in secondary school decreases with the proportion of children in the household who are of secondary school age. This is a gap that this study envisages filling.

Zuilkowski and Betancourt (2014) claim that the majority of students (26% of the total secondary schools' intake) were short of a range of abilities and outlooks that were essential for their gradual outcome to secondary schools. These encompassed pupils with weak social and organizational abilities, a lack of social and academic independence, and behavioural problems. Many of these pupils, according to the data collected from them, had false beliefs about what it's like in secondary school.

In any nation, providing students with a high-quality education is fundamentally dependent on their safety. Well-being is crucial for students at the basic levels of schooling because of their young ages, even if this is true for students at all levels of school. Young children are especially exposed to threats including intimidation, bullying by older classmates, verbal and physical abuse, and other forms of abuse (Smith, 2014). According to Vaillancourt et al. (2010), schools should collaborate closely with parents to stop harassment, bullying and violence by consulting and educating them on pertinent problems, particularly when their children are involved in events, either as victims, perpetrators, or both. According to Gorski (2013), morality is an admissible moral theory that treats individuals fairly (utilitarianism based on numerous methods), avoids hubris (extreme pride and arrogance), adopts the idea of a moral community, and applies fairness and justice to all.

2.4 Students' Welfare and Efficacy of a Hundred Per cent Transition

The connectedness of students, as defined by Allen et al. (2018), is the perception that students have of themselves as belonging, being cared for by their teachers, being accepted by their friends, being safe and comfortable, and have something to contribute regardless of their ethnicity, gender or sexual orientation. According to the 'Youth Report of 2007', a variety of outcomes in the areas of intellectual, social, emotional, and physical health have been linked to schools' settings. One of the most crucial aspects of the education environment is how connected students feel while at school. Crespo Cuaresma et al. (2014) discovered that the degree of acceptance, belonging, appreciated, and valuing other people are greater degrees of any learner's welfare in their study on social connectivity and psychological well-being. Nevertheless, how the efficacy of learners' a

hundred per cent transition, is affected by the welfare of learners in secondary school is the gap this study envisages to fill.

The performance of the school is hampered, and students are less motivated to learn and attend school, when they don't feel like they belong (Bossaert et al., 2012). According to Bossaert et al. (2012), connection serves as a safeguard for the development and health of teenagers. According to the study's findings, pupils will certainly gain much if schools encourage connectivity through their transition procedures.

Making new acquaintances at the school aided students in adjusting (Hanewald, 2013). Hanewald (2013) observed that some children were anxious about making friends at the new school before the shift. While students frequently discovered that their buddies were not constantly in their classrooms, most of them had acquired new acquaintances, so this did not seem to be a problem for them. The transition to secondary schools ensured that some pupils who had not previously made many mates would meet up with others who share their interests.

According to McDougall and Vaillancourt (2015), social relationships in adolescents were a major topic of concern for pupils and a lasting transformation challenge. In addition, they discovered from their research that since social and emotional problems frequently preside over academic success, students' main motivation was to be a part of a peer network that would support them in resolving such problems. The study in conclusion established that improving our comprehension of the value of social ties in the setting of schools, particularly with regard to a sense of identity, could help schools

perform better academically. How the students' welfare affects the efficacy of learners' a hundred per cent transition, is the gap this study intends to fill.

In his study on managing students' discipline through student leadership, Kennedy (2018) makes the case that discipline is among the key elements for a school to be successful. As a result, there has been an increase in discussion about how to foster a supportive learning environment where students can advance their moral development. Therefore, school administration should delegate specific tasks to students so that they can assist in policing discipline issues in their secondary schools in order to ensure that there is efficient control of discipline in schools. Brasof (2011) argues that to help address indiscipline and student misbehaviour in schools. Student Councils ought to be created. Student councils develop policies from the perspective of student "buy-in." Students who own these policies are more inclined to adhere to them. According to Brasof (2011), students who actively participate in creating, implementing, and assessing behavioural policies can be effective change agents, including those who modify their own behaviour.

According to Hoy et al. (2018), in Kenya, education has not been disseminated equally among the sexes, geographical regions, or social classes. Hoy et al. (2018) also pointed out that fewer girls than boys attend school or advance their education. Since the costs associated with girls' education are less profitable than those associated with boys' education, there are fewer spaces available for females. The results by Hoy et al. (2018) cannot be generalized because the study focused on parental attitudes on gender towards education in Kenya, whereas this study will major on Kisii County. Regarding the Children Act of 2001 clearly stating that all children have the same opportunity to access to free and equitable education, the distribution of basic education has indeed been biased

in favour of boys. The Children Act of 2001 emphasized, motivated and ensured the full inclusion of girls in basic education (Ahsan et al., 2012). Other policy documents place focus on the education of girls and spell out steps for gender main streaming in the educational field. They also promise to uphold an equal opportunity policy. Additionally, they aim to lessen the impacts of HIV/AIDS and take care of orphaned and the youngest persons (OVC). UNICEF (2012) maintains the belief that sports can serve as a potent tool to attain objectives in health education, promote gender equality, address HIV/AIDS issues, ensure child protection, and foster overall development. All these are geared towards addressing the students' welfare.

A study carried out by Jindal-Snape and Cantali (2019) indicated that repeating classes is more prone to result in dropout rates among students from economically disadvantaged backgrounds. This is primarily due to the financial burden associated with an extra year of schooling, which often signifies to impoverished families that their child may lack the necessary academic aptitude. This may motivate the family to withdraw such children (the weak students/the ones perceived not to have the aptitude) from school. A similar study on wastage and repeating of students that was carried out by the International Bureau of Education (IBE) 2011 in 1982 and 1972 established that there is a huge global dropout problem. This was corroborated by Bank (2017), who found that dropout and repeat are more common in rural than urban settings and are more common among students with low levels of social engagement. The findings of the studies reviewed could not be generalized due to the fact that the focus was on repetition and how it led to high school dropouts only. How much can the student's welfare influence and, consequently, affect the efficacy of the learner's a hundred per cent transition is the loophole that this research intends to explain.

Low quality of education across many nations and perceptions of curricula inadequacies have resulted in disinterest, a lack of enthusiasm for school, and disruptive behaviour among students, ultimately contributing to low transition rates (Jones, 2018). Luo et al. (2016) discovered that students who exhibit disinterest in their studies, a sense of disconnection from authority figures, and engage in anti-social conduct are more likely to concentrate on alternative sources of financial gain. According to Paciorek et al. (2013), there are several reasons why slum children don't seem to benefit from "urban advantage." These include the lack of teachers, the perceived poor quality of the basic education provided, and the lack of physical resources. The study shows that the aforementioned reasons adversely affected some regions.

According to Ngware, Mutisya et al. (2012), children from wealthy and well-educated urban homes had a significant educational edge over those from illiterate and underprivileged rural families. Impoverished families frequently cannot manage to discharge their children from lucrative employment so that they can attend classes frequently or to pay for education fees, uniforms, books, and transportation, hence children from poor families do not go to school (Bank, 2018).

Jackline, Tikoko, and Ngala (2020) recommended that amenities such as classrooms, administrative spaces, restroom facilities, dormitories, libraries, laboratories, kitchens, water reservoirs, and playgrounds must be suitable, sufficient in number, and strategically positioned. There should be no dangers to the consumers or those nearby. Weybright et al. (2017) claim that training programs are successful when there are enough high-quality physical resources supports, this. Additionally, he contended that unappealing school structures, packed classrooms, a lack of play areas, and an unattractive environment could

all be factors in low academic achievement. Zuilkowski and Betancourt (2014) argued that sufficient physical infrastructure reinforces and fosters academic achievement within educational institutions. On causes mitigating against effective management of secondary schools, Ikgbusi and Iheanacho (2016), noticed that the availability of appropriate and relevant amenities, including books, laboratory, research resources, and visual and auditory teaching aids, is necessary for both teaching and learning. According to Steven et al. (2014), having proper school amenities for studying at all educational levels, including the right tools and staff, improve the calibre and applicability of the skills taught to students. In support of this, Burgess et al. (2015) emphasized physical infrastructure as the primary factor influencing academic success in schools. This contradicts Jones's (2018) research, which found that in 10 of the 11 nations he studied or more, one-third of the children lacked access to chalkboards in the classroom. In eight of the eleven countries, more European than African students spent around half as much time in school throughout the academic year as students in industrialized nations. These studies focused mainly on physical facilities and how they affected transition rates. This study, however, will delve more into students' welfare and how they affect the efficacy of learners' a hundred per cent transition.

The MOE (2014), in their report on school facilities, observed that secondary schools in Africa with boarding facilities tend to be underutilized. Facilities and infrastructure for schools have been built improperly. These include; poorly constructed classrooms, the poor state of playing grounds, gender insensitive location of ablutions, inadequate/inappropriate furniture, and insufficient and broken-down toilet facilities. Teenagers are less likely to develop healthy habits, self-esteem, and compassion for

others if they live in deplorable surroundings. A seamless transition to the workplace is practically impossible as a result.

As per the Ministry of Education's Safety Standards Manual (2008), school safety can be compromised by both internal and external factors. Within the school environment, notable threats include accidents, instances of school violence, harassment, as well as insufficient access to healthcare and proper nutrition. Accidents could be caused by wet, greasy spots, slippery surfaces, poorly placed furniture, insufficient lighting, poor ventilation, and lack of adequate health care and proper diet. Effective learning can be realized through good medical care and nutrition. School violence takes different forms, including teacher against teacher, teacher against learner, learner against the teacher, and learner against the learner. The needs of students cannot be accommodated by a hostile school environment.

According to the Ministry of Education, Science and Technology (2003), the initial term, 'schools safety zones,' was aimed at enhancing schools and other learning institutions to become a safe, secure, caring and attractive environment where basic and critical learners' learning needs are met. The Ministry of education (2008) further issued a 'safety standards Manual' for all the schools in Kenya that are meant to guide schools on how to establish and uphold a secure, nurturing, and safe environment conducive to effective teaching and learning. Schools must establish and uphold a secure, nurturing, and safe environment conducive to effective teaching and learning, early planning, preparing beforehand and accounting for as many potential health and safety issues as you can. On the day of a crisis, decisions are typically made rapidly and ineffectively. Nyakundi (2012) asserts that time spent on crisis preparation leads to appropriate and instinctive responses.

56% of Kenyans, according to research by Atkinson et al. (2015), are considered to be living in poverty. This is the major reason why parents choose not to support their children's education. Due to the exorbitant prices of education, many Kenyans are no longer able to afford it or access it (Boibanda et al., 2014). According to some of the results of Boibanda et al. (2014), child labour becomes increasingly important for family survival as poverty levels rise. In both rural and urban settings, children work in domestic work, agriculture, and small business. Similarly, Getange et al. (2014) felt that children from poor families should have been considered first by the government since, at the end of their four-year courses, they could have gained some requisite skills that would make them carry out specific non-professional tasks or companies that can significantly boost the country's gross domestic production. This study focussed on financial strains in an unstable economy and how it has impoverished Kenyan residents to the extent of affecting children in schools. The findings indicated that most children have turned to other economic returns at the expense of education for their survival, even when the government could employ the basic skills gained by these learners to help them add significant value to the national economy. The findings could not match with this study, which aims to fill a gap on how students' welfare influences the efficacy of learners' a hundred per cent transition.

2.5 Summary of Reviewed Literature

In this section, an extensive review of the literature was conducted, examining the influence of specific ethical considerations on the effectiveness of achieving a 100% transition rate in public secondary schools. The primary focus was on three critical factors: student inclusivity, teacher-learner relationships, and student welfare. Drawing insights from this literature, it becomes evident that various educational stakeholders must

address a range of issues to realize a 100% transition rate in public secondary schools within Kisii County.

The preponderance of literature reviewed indicates numerous factors interacting with the efficacy of a hundred per cent transition of learners from one level to another. These factors include accessibility to school, socioeconomic status, relationships between learners and teachers as well as student welfare. The literature reviewed showed a positive correlation between transition rate and ethical contributors.

The glaring gap in educational research in Kenya and indeed Kisii County is the scarcity of studies that analyse contributors to transition rate from an ethical standpoint. Ethics is a foundational principle of society and education as well. An education that doesn't address itself to ethical factors of student inclusivity, relationships and student welfare as determinants of student transition rate can, therefore, not be said to be moral. Based on Kant's deontological theory, it is in the interest of society to have an education system anchored on morality. This will guarantee that the graduates of such a system are rational human beings with the capacity to make moral choices. This is precisely why the present study is necessary. Investigating the ethical factors influencing efficacy of hundred per cent transition of students is vital for application not only in Kisii County, but also Kenya and the whole world.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the area of study, design of the research, target population, sampling techniques, research instruments, instrument validity and reliability, data collection methods, data analysis, and ethical issues are covered in detail.

3.2 Description of the Study Area

This study was carried out in Kisii County. Kisii County is one of the forty-seven counties in Kenya. It is bordered by Nyamira, Narok, Homabay and Migori Counties. Moreover, it has eleven sub-counties, namely: Marani, Kitutu Central, Masaba South, Kisii Central, Kenyenyia, Gucha, Nyamache, South Gucha, Sameta, Etago and Kisii South. Furthermore, it has 24 divisions, 75 locations and 190 sub-locations. The county is approximated to have a population of 1,236,966 (Kenya National Bureau of Statistics (KNBS), 2012). Out of the figure, 597,934 are male, and 639,032 are female. Factors like the county's physical, historic, and economic growth policies governing land settlement have an impact on how people are distributed within it (RoK, 2019). The county has a total of 355 public secondary schools (Ministry of Education, 2021).

The geographical area was deemed favourable for the current research because the county has some of the poorest and highest performing public secondary learning institutions in Kenya (RoK, 2020). The sharp contrast in performance makes the location suitable for this study. The literature review revealed gaps in the current topic in the context of Kisii County. Although the subject of transition is well researched, they mostly focus on insufficient infrastructural facilities in secondary schools. There is a dearth of research

findings on ethical factors influencing the efficacy of a hundred per cent transition in Kenyan educational settings. Among these ethical factors that are of interest are students' inclusivity, relationships and welfare (Fletcher-Watson, & Happé, 2019). Consequently, not enough work has been done to study this phenomenon in Kisii County, especially at the secondary school level, which seems to have prevalent incidences of indiscipline and unrest characterized by arson, substance and drug abuse, teenage pregnancy and violence among students and teachers (Ministry of Education, 2021).

3.3 Research Design

The study utilized a combination of mixed research and descriptive survey designs. Initially, in the exploratory phase, a descriptive survey approach was employed to facilitate data collection, summarization, presentation, and interpretation, as recommended by Andrew and Orodho (2014). Subsequently, a correlational design was applied to establish and demonstrate the relationships between various variables, following the methodology outlined by Fetters et al. (2013). The primary objective of the study was to investigate the impact of ethical factors, including student inclusivity, teacher-learner relationships, and student welfare, on the effectiveness of achieving a 100% transition rate.

The descriptive survey design was preferred for the research because of its many advantages, such as high representativeness as compared to other designs and also the capability of extracting data that closely represent the characteristics of the broader population (Siedlecki, 2020). It is particularly useful because it allows the researcher to collect data with aspects of respondents' opinions, experiences and perceptions. Moreover, a descriptive survey design is more effective and can be administered to

numerous participants through various means, such as face-to-face interviews, questionnaires, telephone calls, Short Message Service (SMS), and email. These methods of data collection have the advantage of providing data of good statistical significance. Due to the descriptive survey design being highly representative, it becomes easier to find statistically significant results with little or no observer subjectivity than other data-gathering designs (Nardi, 2018).

However, descriptive survey design has weaknesses too. For example, if a questionnaire is the main instrument of data collection, which will be the case in this study, it is limited to literate populations. Fortunately, this has been mitigated here, as all respondents are literate. Also, descriptive survey design faces the problem of inability to establish the cause of a particular occurrence, behaviour or motivation. In other words, the method cannot be used to ascertain a cause-and-effect relationship among the variables of research. Another challenge with the questionnaire is the probability of it being misunderstood, especially if the items are ambiguously stated. To alleviate this problem, the researcher subjected the questionnaire to external scrutiny by supervisors, as well as pilot testing before actual administration. The purpose of doing this was to identify and eliminate unclear items, rephrase ambiguous ones, and find out if the items would convey the same meaning to all respondents (Schleef, 2013).

3.4 Target Population

According to Abobo et al. (2014), a target population is a clearly defined or predetermined group of the individuals, entities, households, businesses, services, components, or events that are the subject of the investigation. As a result, the community should be homogeneous and fulfil a precise specification that the research will be

researching. The study population includes teachers, students and principals who are all educational stakeholders in the area of study, meaning that they have an interest in the achievement of a hundred per cent transition. Students, teachers and principals drawn from public secondary schools within Kisii County were targeted in this study. Public secondary schools were selected since they account for the largest population of learners who fail to transition to the next level as a result of the factors under study. However, the study population was confined to only Form Three students in these secondary schools, which in this case are the accessible population. Form Three students are preferred over students from other classes since they have been in school long enough to understand the issues under investigation and, at the same time, do not have the pressure of preparing for examinations like the Form Four students. According to the Ministry of Education (2021), there are 355 public secondary schools in Kisii County with an enrolment of 33,593 Form Three students. The total number of teachers is 4,986. Table 1 captures the details of the study population.

Table 1: The Target Population

Serial No.	Name of Sub-County	Secondary Schools	Teachers	Students
1.	Marani	31	330	2,724
2.	Kitutu Central	22	400	2,726
3.	Masaba South	44	700	5,312
4.	Kisii Central	40	800	4,413
5.	Kenyenya	45	430	4,796
6.	Gucha	21	251	1,431
7.	South Gucha	23	352	2,624
8.	Kisii South	33	450	1,604
9.	Nyamache	49	572	4,361
10.	Sameta	21	421	1,626
11.	Etago	26	280	1,976
	Total	355	4,986	33,593

Source: Ministry of Education, Kisii County (2021)

Table 1 displays the overall count of secondary schools, teachers and students, all constituting the population of interest. It expresses that in 2020, there were 355 public secondary schools and 4,986 teachers in Kisii County. Further, the statistics indicate that the Form Three students' population, which in this case is the accessible population, is 33,593. It is evident from the table that Nyamache 49, Kenyenya 45 and Masaba South 44 sub-counties have the highest number of public secondary schools, while Sameta 21, Gucha 21, and Kitutu Central 22 sub-counties have the lowest number of schools. The second stratum was to categorize the schools according to the nature of the school. The researcher came up with three categories of schools: Mixed, Boy and Girl schools. The population of the schools based on the type of school is documented in Table 2.

Table 2: Target Population Based on the Type of Schools

Serial No	Sub-County	Mixed schools	Boys' schools	Girls' Schools	Total
1.	Marani	27	01	03	31
2.	Kitutu Central	17	02	03	22
3.	Masaba South	39	02	03	44
4.	Kisii Central	34	04	02	40
5.	Kenyenya	38	03	03	44
6.	Gucha	19	00	02	21
7.	Gucha South	17	03	03	23
8.	Kisii South	27	02	03	32
9.	Nyamache	43	02	03	48
10.	Sameta	18	03	01	22
11.	Etago	24	00	04	28
	Total	303	22	30	355

Source: Ministry of Education, Kisii County (2021)

Table 2 illustrates the total number of public secondary schools in Kisii County based on their category. It's eminent from the table that there are a total of 303 mixed public secondary schools representing 85%, 22 boys' public secondary schools representing 6% and 30 girls' public secondary schools, representing 9% of the total schools.

3.5 Sampling Procedure

A variety of sampling techniques were employed in this research. The various types of samples were created using proportionate random selection, simple random sampling, and convenient sampling. When choosing the schools, proportionate stratified random selection was used. To ensure that each of the eleven sub-counties was represented fairly, the schools were initially stratified. The researcher considered the second stratum, which was the type of school. This category was divided into Boys, Girls and mixed schools, which formed another stratum. Therefore, the researcher utilized stratified random

sampling to allocate proportionately among all the eleven sub-counties and the type of schools, which yielded 186 schools, as shown in Table 4.

This approach ensured that the samples were distributed proportionally and sufficiently among the three strata under examination in the study. The study used simple random sampling to select 27 principals from 186 schools. This was obtained by getting a list of principals of the 186 schools. For every 7th position of the arrangement of the list, a principal was selected as a study respondent. 27 principals were arrived at following the recommendation of (Dworkin, 2012) the minimal sample size needed to achieve saturation in studies using interviews is 25–30 participants. 27 Principals were selected as study respondents because, as school managers, they were the custodians of information in schools and were well-placed to respond to the issues under investigation.

On the students' sample, the researcher used Krejcie and Morgan's 1970s table to arrive at the appropriate sample size for the individual Form Three students who were the study respondents. Out of the 33,593 students, 380 were selected for the study, according to Krejcie and Morgan's table. The 380 slots were distributed proportionately across the 186 selected schools. An average of two students was selected per learning institution. Simple random sampling was used to pick an average of two students from each school to reduce bias.

Out of the 4,986 teachers, 357 were selected for the study, according to Krejcie and Morgan's table. The 357 teachers were distributed proportionally among the 186 schools, with an average of two teachers being selected from each school. Though, in some schools with fewer numbers, one teacher was selected. The researcher used convenient

sampling, where the teachers who were found in the staffroom at the time of the visit were used to fill out the questionnaires.

3.5.1 Sample Size

A sample is a small part of a study population from which research findings can be generalized (Tsang, 2014), while sampling is a systematic method for selecting a sample from a specified population (Kothari, & Garg, 2014). Samples were drawn from principals, teachers, and students from public secondary schools in Kisii County who were participants in this present study. For selecting an appropriate sample size for secondary schools, teachers and students, the study was guided by the (Krejcie, & Morgan, 1970) table. Consequently, 186 schools, 357 teachers and 380 students were selected as the sample size, as revealed in Table 3.

Table 3: The Sample Size of Secondary Schools, Teachers and Students

Serial No.	Name of Sub-County	Secondary Schools	Teachers	Students
1.	Marani	16	24	31
2.	Kitutu Central	12	29	31
3.	Masaba South	23	50	60
4.	Kisii Central	21	57	50
5.	Kenyenya	24	31	54
6.	Gucha	11	18	16
7.	Gucha South	12	25	30
8.	Kisii South	17	32	18
9.	Nyamache	25	41	50
10.	Sameta	11	30	18
11.	Etago	14	20	22
	Total	186	357	380

Source: Current Study

Table 3 shows that a total of 186 schools, 357 teachers and 380 students were selected for the study. The majority of the schools were drawn from Nyamache 25, Kenyeny 24, and Masaba South 23. Consequently, majority teachers were drawn from Kisii Central 57, Masaba South 50 and Nyamache 41 sub-counties. When it comes to students, a majority were drawn from Masaba South 60, Kenyeny 54 and Kisii Central 50 sub-counties. This is proportionate to the totals in the target population of the schools, teachers and students, respectively.

However, the smallest numbers of schools were drawn from Gucha 11, Sameta 11, and Kitutu Central 12 sub-counties. On the other hand, the smallest numbers of teachers were drawn from Gucha 18, Etago 20, and Marani 24 sub-counties. For students, the smallest numbers were drawn from Gucha 16, Kisii South 18 and Sameta 18 sub-counties. Once the sample sizes were determined, the researcher moved forward with sampling procedures. The second stratum determined the sample size based on the type of school that is, mixed, boy and girl schools, respectively.

Table 4: Proportionate Stratified Sampling of Schools Based on School Type

Serial No.	Sub-County	Proportion	Mixed schools	Boys' schools	Girls' Schools	Total
1.	Marani	0.087	14	1	1	16
2.	Kitutu Central	0.062	10	1	1	12
3.	Masaba South	0.124	20	1	2	23
4.	Kisii Central	0.113	18	2	2	22
5.	Kenyena	0.127	20	2	2	24
6.	Gucha	0.059	9	0	1	10
7.	South Gucha	0.065	10	1	1	12
8.	Kisii South	0.093	14	1	2	17
9.	Nyamache	0.138	22	1	2	25
10.	Sameta	0.059	10	1	1	12
11.	Etago	0.073	12	0	1	13
	Total	1	159	11	16	186

Source: Current Study

Table 4 shows the proportionate sample size determination of the schools based on the second stratum, which is the type of school. To come up with the column under proportion, the researcher divided the number of public secondary schools in each sub-county by the total number of public secondary schools in the whole county, which was 355, to arrive at the proportion column. It was noted that in Gucha and Etago sub-counties, there was no single boy school and, therefore, no sample of the said category was included.

3.6 Research Instruments

Research instruments are important for eliciting necessary information on variables under investigation (Vrij et al., 2014). Therefore, in this study, the researcher utilized questionnaires and interviews to gather required information. The type of data that was

gathered, the amount of time accessible, and the study's goals all played a role in the choice of these instruments. Primary information were gathered via self-directed (face-to-face) interviews and semi-structured questionnaires. Data from students and instructors were collected through questionnaires, while principals' responses were obtained through interviews.

3.6.1 Questionnaire

A questionnaire, as defined by Patten (2016), is a written list of questions or items meant to be answered by respondents, thereby eliciting information or data for a specific purpose. Because it has a number of advantages over other kinds of research tools, a questionnaire is frequently used to gather information from respondents. This approach fosters increased participation rates as respondents have the flexibility to complete the questionnaire at their preferred times. The survey instrument incorporated a Likert scale and encompassed both closed-ended and open-ended inquiries. Last but not least, it offers standardized solutions that make computing data easy. The questionnaires contained two parts each. 'Part A' focused on collecting demographic information, and 'Part B' comprised a Likert of a five-point Scale-type of questions. Students and teachers were administered the questionnaires.

3.6.1.1 Questionnaire for Students

Three hundred and eighty students from public secondary learning institutions in Kisii County received the questionnaires for students (Appendix III, p. 174). There were two sections on each student questionnaire: part 'A' and part 'B'. Part 'A' collected the demographic variables of the respondents, while part 'B' consisted of close-ended statements on students' inclusivity, relationships and welfare and their influence on the

efficacy of a hundred per cent transition to secondary schools. It also consisted of a five-point Likert scale of 5-Strongly Agree; 4- Agree; 3- Undecided; 2- Disagree; 1-Strongly Disagree.

3.6.1.2 Questionnaire for Teachers

The research questionnaire for class instructors (Appendix IV, p.177) was administered to a total of three hundred and fifty-seven teachers from public secondary schools within Kisii County. Part “A” and part “B” of each questionnaire were designated for the teachers. The respondents’ demographic information was gathered in part “A,” while part “B” was made up of closed-ended questions about the inclusivity, relationships, and wellbeing of the students and how they influenced learner’s a hundred per cent transition to public secondary schools. It also had a Likert scale with the following five choices: In the following scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly Agree.

3.6.2 Interview Schedule

According to Leedy and Ormrod (2012), with a distinct objective in mind, an interview is any person-to-person interaction between two or more individuals. In interviews, the questioner or interviewer reads out the items exactly as they appear on the interview schedule and records the answers given by the respondent. A sample of 27 principals was interviewed, following the recommendation of Dworkin (2012) that the minimum sample size required to reach saturation in studies that use interviews is of 25–30 participants. The items in the interview schedule (Appendix V, p.180) were used. The purpose was to get a deeper insight into the principals’ perceptions and feelings, which cannot be possibly obtained by the use of a questionnaire. Interviews offer flexibility and enable direct interaction with the respondent, thus establishing a rapport between the interviewee

and the interviewer. Face-to-face interviews were held. High response rates from interviews enable researchers to clarify unclear responses and, when necessary, request further details (Leedy, & Ormrod, 2012). The researcher conducted the interviews after the surveys had been completed and analysed with the intention of getting further clarification and information from the interviewees on the issue(s) that the questionnaires had not sufficiently addressed.

3.7 Validity and Reliability of Instruments

For instruments to be used for this study, the researcher ensured their validity and Reliability. The validity of research instruments includes how well an instrument measures the items studied and the legitimacy of the findings (Mohajan, 2017), while the reliability test ensures the instruments of the study used to measure the items studied are stable and consistent (Sekaran, & Bougie, 2016).

3.7.1 Validity

Through a number of methods, the study instruments' validity was protected. Validity for three different types: face, content, and criterion-related was established. Content validity was assured by subjecting the instrument to scrutiny by two supervisors who are members of the Kisii University staff in the Department of Educational Foundations, Administration, Planning and Economics. Face Validity was ascertained by the researcher in ensuring that the questionnaire items were short and to the point. Criterion-related validity was established by the researcher by establishing how well the responses on ethical factors, which is the criterion variable, converge with the efficacy of the learner's a hundred per cent transition. This helped in identifying any criteria that can be used to represent traits or constructs of interest.

3.7.2 Reliability

Reliability is defined by Mahajan (2017) as how extensively a study instrument produces consistent outcomes across trials. In other terms, a measurement device should consistently measure a specific occurrence. Reliability, when viewed in a different light, can be defined as the degree to which an instrument is devoid of random errors or the extent to which a measurement can be replicated, whether conducted by different individuals or employing multiple instruments designed to measure the same parameter.

To ascertain the reliability of the research instruments, the test-retest method was employed. The researcher administered the questionnaire to 10 students selected from a public secondary school in Migori County with similar characteristics to those found in Kisii County. Within two weeks, the same respondents were given the surveys twice. The aim of the pilot study was to determine whether the study's items were appropriate and clear. Additionally, a pilot study was carried out to see if the respondents understood the same meaning from the language used. The same test was administered to the same students exactly two weeks after the first one.

The questionnaires were analysed, and the first test of scores were compared to the second test of scores. Internal consistency and inter-item correlations were calculated using Cronbach's alpha correlation coefficient. The internal consistency was calculated using the following formula:

$$\alpha = \frac{N}{(N-1) \left[1 - \frac{\sum \sigma^2(y_i)}{\sigma_x^2} \right]}$$

Where

$N = \text{no. of items}$

$\sum \sigma^2(y_i) = \text{sum of item variance}$

$\sigma_x^2 = \text{variance of the total composite}$

Using 10 questionnaires administered to the students, 45 correlations were calculated.

They were summed up:

$$.185 + .451 + .048 + \dots + .233 = 14.487$$

Then the mean inter-item correlation was found by dividing this sum of the scores by 45, which resulted in .32 (i.e., 14.487/45). Consequently, the inter-item correlation coefficient was calculated as follows:

$$\begin{aligned}\alpha &= 10(.32)/[1+.32(10-1)] \\ &= 3.20/3.88 \\ &= .825\end{aligned}$$

The coefficient alpha that was derived was an internal consistency index created to be used with tests containing items that have no right or wrong answer. This was very useful because instruments in this area of the study asked respondents to rate their agreement or disagreement level to a statement on a factor.

Also, the researcher calculated the alpha coefficient of inter-item correlation using the following formula:

$$\alpha = \frac{NP}{[1+P(N-1)]}$$

Where:

N = no. of items

p = mean inter – item correlation

Further, using the questionnaire, 10 correlations were calculated. They were summed up:

$$.917 + .467 + .337 + .455 + .014 + .146 + .512 + .06 + .74 = 3.648.$$

Then the mean inter-item correlation was found by dividing this sum by 10, which resulted in .36 (i.e., 3.648/10). Consequently, the inter-item correlation coefficient was calculated as follows:

$$\begin{aligned}&= (10) (.36)/[1+.36(10-1)] \\ &= 3.6/4.24 \\ &= 0.849\end{aligned}$$

According to Taber (2018), $\alpha \geq .80$, a coefficient alpha, implies that the instrument has a degree of Reliability that is high. Therefore, the questionnaire was considered appropriate for scientific research.

3.8 Data Collection Procedure

To initiate the process of securing a research permit, a formal letter of introduction was requisitioned from Kisii University and subsequently forwarded to the National Commission for Science, Technology, and Innovation (NACOSTI). This letter played a pivotal role in obtaining the necessary research permit.

The data collection for this study unfolded in a meticulously planned sequence consisting of three distinct phases. The inaugural phase transpired in May 2022, commencing with a preliminary visit to the study area. This visit primarily served the purpose of acquainting the researcher with the study locale and procuring pertinent institutional-level data to refine the research proposal. Additionally, the researcher engaged with potential participants during this phase, extracting valuable insights pertaining to the study area. It was during this initial phase that the research problem underwent further clarification, with a specific emphasis on the impact of the selected ethical factors on the efficacy of achieving a 100% transition rate.

The subsequent phase encompassed the piloting of research instruments. This phase involved participants from a public secondary school in Migori County and aimed to assess the clarity and comprehensibility of the questionnaires. Respondents were encouraged to seek clarification on questionnaire items if needed. Based on feedback received during the pilot study and through discussions with participants, certain

questionnaire items were restructured, removed, or supplemented. Furthermore, the validity and reliability of the instruments were rigorously tested during this phase. These efforts culminated in a refined understanding of the research problem and the enhancement of research instruments. The final phase, spanning the months of June and July 2022, marked the actual data collection period. The researcher first visited the Kisii County Director of education to provide information about the intended data collection.

3.9 Data Analysis

Research data were analysed both qualitatively and quantitatively. Qualitative data was analysed using themes that were established and data that was obtained from interviewed School Principals. This was coded as PCP1-PCP31. Quantitative data underwent analysis using both descriptive and inferential statistical methods. A practical and educational way to organize, summarize, and present data is what descriptive statistics is all about. Utilizing graphical, tabular, and numerical tools allows for this. While numerical approaches are utilized to provide summation, frequency, percentage, and average to aggregate data, pictorial techniques improve the mental understanding of the information (Keller, 2015). The major tool the researcher used to analyse quantitative data and produce descriptive and inferential statistics was SPSS version 29, which stands for Statistical Package for Social Sciences. The SPSS version 29 was used for the three objectives to analyse the data. Frequency tables, graphs and charts were used to present the data. The presentation of data in graphical, tabular and numerical techniques facilitated a more reader-friendly experience to visualize the data that might not be readily discernible to a casual observer.

3.10 Ethical Considerations

Researchers conducting studies involving human subjects or animals must carefully consider the ethical implications of their research and adhere to ethical standards throughout the research process (Sobočan et al., 2019). Therefore, it is crucial to give due consideration to ethical concern like confidentiality, accountability, informed consent, honesty and open mindedness in trying to deal with other scientists. The study subjects' psychological and physical protection, and explaining the study's purpose and "debriefing" respondents afterward, was observed by the researcher. Participants' or informants' rights in this study were upheld. Participants were not forced to take part in the study; instead, the idea of voluntary involvement was promoted. After being properly informed of the steps to be done in the study, participants were first requested to consent. The principle of voluntary participation necessitates that research participants voluntarily informed consent to participate in any study (Pacho, 2019). Additionally, participants were not placed in circumstances where their well-being could be jeopardized due to their involvement in the research. The principle of confidentiality, which requires that for the study's purpose only, data collected from participants be used and should not be exposed to a third party (Pacho, 2019). This was followed throughout this study. The anonymity of the study subjects was ensured by telling them not to include their names on any of the survey instrument. The respondents were also given the assurance that the data they furnished would remain confidential and not be disclosed to individuals not directly involved in the study. The researcher also endeavoured to cite all original sources from which data and information were collected. The researcher also used the Turnitin plagiarism tool to scan for and get rid of plagiarised content.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter explains how data is presented, interpreted, and discussed for the research of how certain ethical factors affect the effectiveness of learner's a hundred per cent transition. The research was carried out in Kisii County and drew information from Form Three students, teachers and principals using a specially designed questionnaire, interview schedule and document analysis. Data analysis encompassed a comprehensive blend of both quantitative and qualitative methodologies. To comprehensively address the research inquiries, this chapter is structured into four distinct sections: an introduction to the respondents' background information, an exploration of how student inclusivity impacts the effectiveness of achieving a 100% transition rate in public secondary schools, an investigation into the role of interpersonal relationships in the efficacy of this transition, and an examination of the influence of student welfare on the success of a 100% transition in public secondary schools. The findings gleaned from these sections were instrumental in gauging the ethical factors' influence on learners' successful transition in Kisii County's public secondary schools.

4.2 Background Information of Respondents

4.2.1 Response Rate

The researcher distributed 380 questionnaires to students and 357 to teachers, which were equivalent to the sample size. 27 principals were interviewed. The response rate in a survey is calculated by dividing the percentage of respondents by the total sample size. From the distributed questionnaires, 357 were returned, resulting in a response rate of 93.9% for students and 302 for teachers resulting in a response rate of 84.6%. The rate of response is displayed in Table 5.

Table 5: Response Rate

Serial No.	Respondents	Frequency	Per cent
1.	Students	357	93.9
2.	Teachers	302	84.6
3.	Principals	27	100

Field Data, 2022

Based on the recommendation drawn from Kothari et al. (2014), a response rate of above 50% is average, 60% is good, and 70% is very good. From the results, the response rate of the respondents was 357 (93.9%) for students, 302 (84.6%) for teachers who participated in the study, while no response rate was 23 (6.1%) for students, 55 (15.4%) for teachers. Thus, the response rate was considered adequate to analyse data and report the findings of the study. Nulty (2008) holds that a response rate of 70% would be sufficient in data analysis for the conclusion. This was the case with Aggarwal and Thakur (2013), who recommended that an above 70% of response rate was sufficient for research data analysis.

Table 6: Background Information of Teachers

Serial No.	Characteristics	Frequency	Percentage
1.	Gender		
	Male	152	50.2
	Female	150	49.8
	Total	302	100.0
2.	Years of experience		
	1–10 years	106	35.2
	Over 20 years	196	64.8
	Total	302	100.0
3.	Academic qualification		
	Diploma	24	8.1
	Bachelor’s degree	220	72.9
	Master’s degree	41	13.4
	PhD degree	17	5.6
	Total	302	100.0
4.	Position held in the school		
	Head of Subject	113	37.3
	Head of Department	139	45.9
	Deputy Principal	34	11.5
	Principal	16	5.3
	Total	302	100.0
5.	Awareness of transition policy		
	Yes	275	91.0
	No	27	9.0
	Total	302	100.0

Field Data, 2022

Since they were the ones in charge of managing their classes as delegated by head teachers on various aspects, especially on record keeping and student welfare, which was

of concern in this study in tracking transition and completion rates, information on the academic training and experience of the class teachers in the sampled schools was significant to verify their competences. Nzoka (2006) contends that HODs and class teachers, who managed departments and classes, had a duty to keep the head teachers informed of the records needed, the curriculum to be delivered, and the material needs of their particular departments and classes.

In terms of the gender distribution among teacher respondents, a significant proportion, specifically 152 individuals (constituting 50.2% of the total), were male, while the rest, 150 (49.8%), were female. Gender was important in this study to ensure gender parity was achieved so that discrimination along gender lines was avoided. The slight disparity in the gender of the respondents shows that Kisii County is almost achieving teachers' gender parity in the public secondary learning, as concluded by (Jones, 2018), who observes that the disparity in educational access has diminished, particularly concerning girls' education. Nevertheless, complete parity has yet to be attained, and substantial learning disparities persist.

When the teacher respondents were asked how many years of experience they had in their jobs, a majority of 196 (64.8%) had over 20 years of experience, while the rest, 106 (35.2%), had 1–10 years of experience. Therefore, it was evident that most teachers had a long experience of over 20 years. Finding out the number of years one had served in a certain capacity was important for the researcher to determine those who had stayed long enough in the institutions and hence were able to give credible responses based on what they had personally experienced on learner's transition.

The teacher participants were requested to specify their educational attainment or academic qualification. A majority of 220 (72.9%) had a bachelor's degree, followed by those who had a master's degree 41 (13.4%) then, followed by diploma holders who were 24 (8.1%) and then, finally, 17 (5.6%), had PhD. Knowing the educational attainment of the participants was essential since it is assumed that the more knowledgeable one is, the more he/she can look at the issues critically and give an informed view. All the teacher respondents had minimum qualifications to teach in high school and were, therefore, qualified to speak on the issues raised on learner transition. The findings on teachers' level of education or academic qualification are against (Coley et al., 2013), who argued that children who attend schools in Kenya face problems of insufficiently trained teachers.

The teacher respondents were further asked to state the position they held in school, and the findings showed that a majority of 139 (45.9%) were heads of departments, followed by 113 (37.3%) who were heads of the subject. These were followed by the deputy principals, who were 36 (11.5%) and finally, 16 (5.3%), who were principals in their respective schools. This shows that there was a good mixture of the cadre of teacher respondents selected, and because of their varied experiences in the different positions they held, they were able to give balanced views on the issues raised in the research problem.

When the teacher respondents were asked if they were aware of a hundred per cent transition policy, a majority of 275 (91.0%) agreed that, indeed, they had copies of a hundred per cent transition policy in their schools, while a minority of 27 (9.0%) confessed that they had neither seen nor aware of it, the said policy.

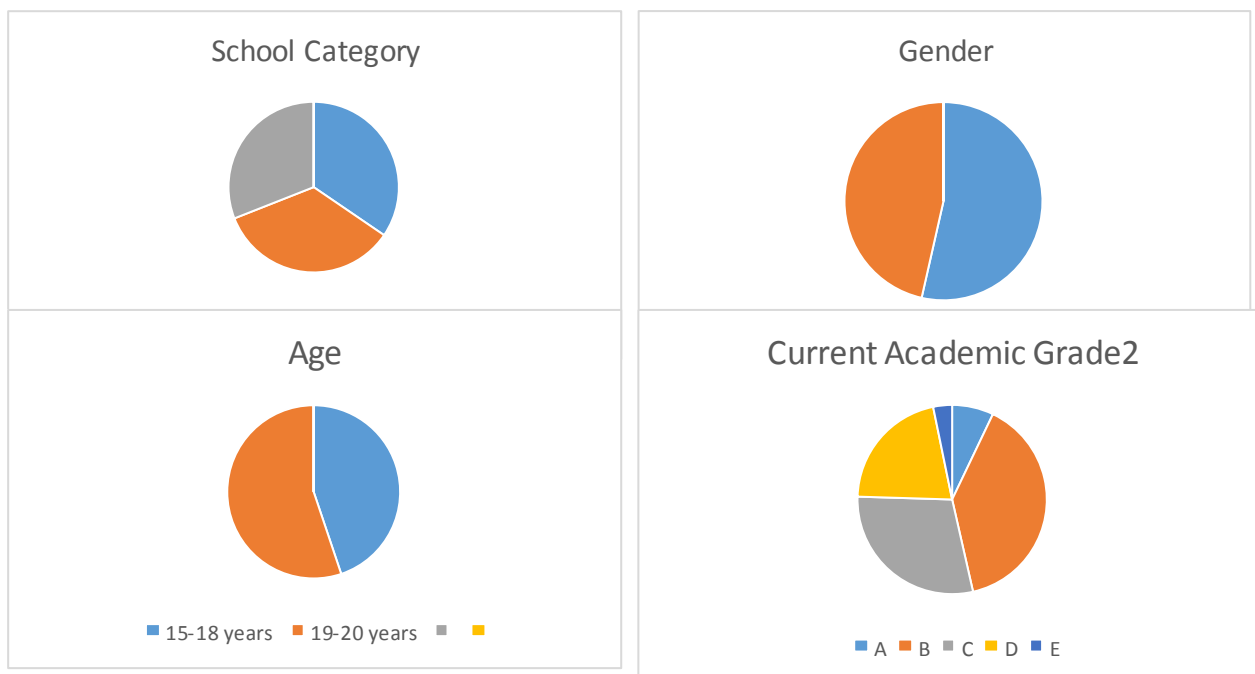
4.2.2 Background Information of Students

The background information of the students was important to this study. The researcher established their school category, gender, age and current academic grade. Out of the 380 students who were given questionnaires to fill out, 357 returned the questionnaires. After data cleaning, 310 questionnaires were considered valid and, therefore, fit for analysis. The return rate of the questionnaires was, therefore, 82% which was considered appropriate to continue with data analysis as documented in Table 7.

Table 7: Background Information of Students

Serial No.	Characteristics	Frequency	Percentage
1.	School category		
	Mixed Schools	107	34.5
	Boys	107	34.5
	Girls	96	31.0
	Total	310	100.0
2.	Gender		
	Male	166	53.5
	Female	144	46.5
	Total	310	100.0
3.	Age		
	15–18 years	139	44.8
	19–20 years	171	55.2
	Total	310	100.0
4.	Current academic grade		
	A	22	7.1
	B	122	39.4
	C	90	29.0
	D	66	21.3
	E	10	3.2
	Total	310	100.0

Field Data, 2022



Field Data, (2022).

Figure 2: Background Information of Students

In regard to the school category, a total of 107 (34.5%) students were from mixed schools, another 107 (34.5%) were from boys' schools, and the rest 96 (31.0%) were from girls' schools. This gave a total of 310 (100%) of the students' respondents.

As regards the gender of the student respondents, the majority of 166 (53.5%) were male, while 144 (46.5%) were female. The gender differences were not so wide, and, therefore, there was an indication of achieving gender parity in Kisii County. A study by Njeru et al. (2014) argues that despite the positive enrolment in primary schools, It is clear that the introduction of Free Primary Education (FPE) has increased the gender gap in gross enrolment rates. According to Psaki et al. (2018), in primary education, only 49 per cent of countries have achieved gender parity. The gap has continued to widen, as just 42% of nations have attained gender parity at the secondary school level. Lower secondary school

education accounts for 24% of students, whereas upper secondary school education accounts for 24% (Pekkarinen, 2012).

As regards age, the two categories were almost at par. Those aged 15–18 years were 139, represented by 44.8%, while those who were over 20 years were 171, represented by 55.2%. This confirms that there were no extreme age differences noted among students in Form Three. All students were in the right class at the right age.

Concerning what academic grade the students scored while in school, a majority of 122 (39.4%) scored a grade 'B', followed by 90 (29.0 %), who scored a grade 'C' then, followed by 66 (21.3%) who scored a grade 'D'. This was followed by those who scored grade 'A', who was 22 (7.1 %), and finally, we had those who scored grade 'E', who was 10 (3.2 %). These results depict a normal curve, which is expected in any standardized evaluation. However, the fact of the existence of these grades in schools suggested that learners were selected for the next level of learning based on performance (Gallardo, 2020).

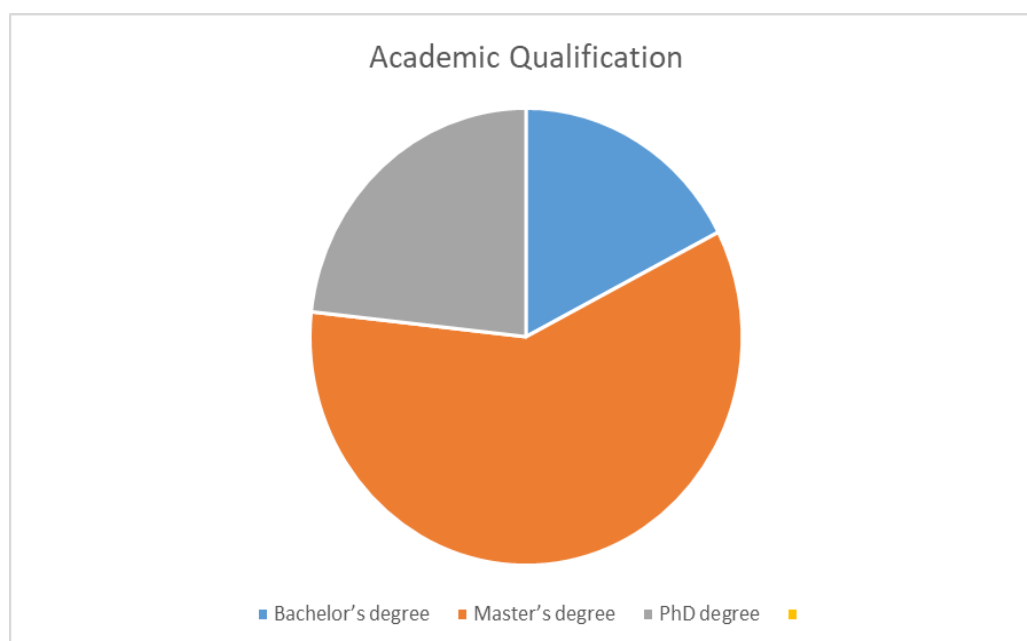
4.2.3 Background Information of Principals

The background information of the principals was important to this study. The research sought to establish their gender, years of experience as principals and academic qualifications. The results are summarized in Table 8.

Table 8: Background Information of Principals

Serial No.	Characteristics	Frequency	Percentage
1.	Gender		
	Male	17	63.6
	Female	10	36.4
	Total	27	100.0
2.	Years of experience as the principal		
	1–10 years	7	26.4
	11–20 years	12	43.8
	21 years and above	8	29.8
	Total	27	100.0
3.	Academic qualification		
	Bachelor's degree	15	55.4
	Master's degree	12	44.6
	PhD's degree	0	0.0
	Total	27	100.0

Field Data, 2022



Field Data, 2022

Figure 3: Background Information of Principals

Since they were the administrators in charge of managing FSE as MOEST agents, the details of the head teachers' academic backgrounds and experience in the sampled schools were crucial to confirming their competency. Other similar research have emphasized that the academic and professional backgrounds of head teachers is important in the mishandling of FSE funding and imposition of unlawful levies, which create hidden expenses for parents to fill the gap and significantly affect transition and completion rates. Many school principals lack awareness of the management process. It is assumed that having enough of a supply and using it wisely can improve an institution's productivity and performance (Aijaz, 2010).

As regards their gender, a majority of 17 (63.6%) were male, while the rest 10 (36.4%) were female. This shows that more male principals were in positions of leadership in schools than women. This perhaps explains the way we have been socialized as Africans and the fact that women shy from leadership positions due to the responsibilities they have as home-makers.

As regards years of expertise, a majority of 12 (43.8%) had served between 11–20 years, followed by those who had served between 1–10 years, who were 7 (26.4%) in number, while 8 (29.8%) had served for over 21 years. This shows that a majority of them had enough experience to be able to understand issues related to school management and a hundred per cent transition policy.

Regarding their academic qualifications, for most principals, 15 (55.4%) had a bachelor's degree, while 12 (44.6%) had a master's degree. This shows that all the principals were

graduate teachers who had the requisite knowledge to steer their schools to greater heights, and that they had adequate knowledge of learner transition.

4.3 Effect of Students' Inclusivity on the Efficacy of a Hundred Per cent Transition

The first objective interrogated the impact of student inclusivity on the effectiveness of achieving a 100% transition in secondary schools within Kisii County. To adequately explore this objective, participants were tasked with providing insights into various factors that the researcher deemed pertinent in defining the influence of student inclusivity on the success of a 100% transition. These included whether there were physical facilities that accommodated all students; if there were fairness in the correction of mistakes among students; whether teachers attended to students with individual academic differences; if all students were taught and assessed fairly in examinations; whether all students were engaged in forums with teachers and school's administration and if students are included in selecting students' representatives. This was in an endeavour to answer the first subsidiary research question: what is the effect of students' inclusivity on the efficacy of a hundred per cent transition in secondary schools in Kisii County?

4.3.1 Teachers' and principals' Responses on the Effect of Students' Inclusivity on the Efficacy of a Hundred Per cent Transition

Teachers and principals were required to give their opinion on whether students' inclusivity factors mentioned in Table 9 (for teachers) and interviews conducted and themes extracted as coded in verbatim PCP1-PCP5 (for principals) had an effect on a hundred per cent transition of learners. The responses for principals are coded in PCP1-PCP5 while that of teachers are summarized in Table 9.

Table 9: Teachers' Responses on the Effect of Students' Inclusivity on the Efficacy of a Hundred Per cent Transition

Serial No.	Students' Inclusivity	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1.	Physical facilities in the school accommodate all students	0(0%)	27(8.9%)	7(2.3%)	141(46.7%)	127(42.1%)
2.	There is fairness in the correction of mistakes among students	0(0%)	28(9%)	40(13%)	115(39%)	119(39%)
3.	Teachers attend to students with individual academic differences	13(4.3%)	136(45%)	13(4.3%)	111(36.8%)	29(9.6%)
4.	The school promotes fairness in teaching and evaluation of students	0(0%)	35(11.6%)	29(9.6%)	144(47.4%)	94(31.4%)
5.	There are engagement forums among students, teachers and the school administration	0(0%)	46(15.2%)	57(18.9%)	117(38.7%)	82(27.2%)
6.	There is an inclusive process of selecting students representatives	0(0%)	28(9.3%)	6(2.0%)	158(52.3%)	110(36.4%)

Field Data, 2022

Table 9 illustrates the teachers' response rates on students' inclusivity and efficacy of a hundred per cent transition. 27 (8.9%) disagreed, 7 (2.3%) were not sure, and 268 (88.8%) of teacher respondents agreed that physical facilities in schools accommodate all students. One of the principals who had good infrastructural facilities in his school had this to say,

PCP1:

The increased government capitation on infrastructural facilities has helped me to increase the number of physical facilities in my school. Though these funds are not disbursed on time, most importantly, when they are released, they help a lot in improving the school's infrastructural facilities (June 23, 2022).

This supports the view of Odongo (2018), who observed that the Republic of Kenya (RoK) established Educational Assessment and Resources Centres (EARC) under the Basic Education Act (BEA) of 2013 to help the less privileged kids and those with unique and special needs. However, a principal who seems not to be benefiting a lot from the government's capitation said,

PCP2:

The government's capitation on infrastructural facilities only benefits schools with a high number of student enrolments. Schools with a lower number of enrolments receive a small amount of allocation, which cannot help much in expanding the school's infrastructural facilities (June 23, 2022).

This aligns with the perspectives put forth by Burchinal et al. (2010), who have highlighted persistent obstacles that hinder educational access for children with disabilities. These hindrances are exemplified by limited resources that fail to adequately cater for diverse needs. Additionally, UNICEF (2015) asserts that children grappling with language, speech, physical, sensory, and cognitive challenges face an increased risk of discontinuing their education. This heightened risk stems from their frequent exclusion from the learning process, especially when the curriculum lacks proper adjustments to

accommodate their requirements. These adjustments encompass the availability of ample physical infrastructure and qualified human resources.

The majority of 234 (78%) of the teacher respondents indicated that there is fairness in the correction of mistakes among students. This agrees with the views of Dalli et al. (2011), who identified learner support activities to include: mentoring, counselling, coaching, advising, guidance and tutoring. This is why Otieno et al. (2018) identify learning instructors to assume a more pivotal role, particularly when equipped with effective instructional approaches designed to be employed in Value Based Education (VBE). 40 (13%) were not sure, and 28 (9%) disagreed. One principal observed,

PCP3:

Some students are admitted with bad behaviour, and it becomes hard to change their behaviour once they have been admitted. Some even influence other students to become rowdiness. This is evident in the high, increased number of indiscipline cases among students in schools (June 24, 2022).

The majority of 149 (49.3%) of the teacher respondents disagreed with the notion that teachers attend to students with individual academic differences. This view is supported by Bahena et al. (2016), who opines that there are severe shortages of teachers in many nations. Consequently, there is a shortage in the number of teachers that are required to deliver instruction that is effective. Probably, the shortage of teachers, as was established by (Bahena et al., 2016), supports the factor of teachers not attending to students with individual academic differences. 13(4.3%) were not sure, and 140 (46.4%) agreed. One of the principals noted,

PCP4:

The culture of individual student's attention was observed in most boarding schools. This motivated teachers to have an individual student's attention to breach the knowledge gaps of the weak students (June 24, 2022).

A report by Rieckmann (2017) pointed out that the needs of all learners should be catered for or adopt an integrated approach to place marginalized learners into the existing mainstream schools. This view is also supported by Orodho, Waweru, Ndichu, et al. (2013), who said that teachers should take care of students as individuals in order to help them appreciate the importance of education.

The majority of the teacher respondents, 238 (78.8%), noted that learning institutions foster equity in schools and the general well-being of the students. Among those who disagreed were 35 (11.6%). This supports the findings of Jones (2018), who conducted research on children who were disabled in 42 countries, includes 19 in Sub-Saharan Africa, and found that children with functional impairments who are in low secondary schools are likelier to quit school. Additionally, finish rates were lower for students with impairments than for the general population, and the results of the poll suggested that girls were more likely to miss school than boys. One of the principals observed that there was a selection of learners from one level of learning to the next using the performance of a given examination. This has made learners resolve to cheat in examinations to meet the requirements of transition (Mayhew et al., 2009). Psacharopoulos (2014) learned that, although, their counterparts in industrialized countries passed their exams and were transited at a 60% to 70% rate, African youth failed their exams and were never transited. Yikealo et al. (2018) found that Eritrea had relatively low transition rates for learners due to the high number of primary school repeaters. 29 (9.6%) of teacher respondents were not sure. This showed that some teachers might be practising fairness in teaching and evaluation without knowing.

There are engagement forums among students, teachers and the school's administration. 46 (15.2%) disagreed, 57 (18.9) were not sure, and 199 (65.9%) of teacher respondents

agreed. Sergiovanni (1995) argues that principals who include student council in decision-making on issues affecting their welfare have fewer issues than those who do not, which is consistent with the findings of this study. This helps the students in the Students' Councils to create a sense of ownership. Baker and Sienkiewicz (2000) argue that student engagement in decision-making fosters the development of leadership competencies and the capacity for strategic planning. Over time, these students may generate innovative ideas that can contribute to the efficient operation of the school. One principal was quoted saying,

PCP5:

I have several forums like stakeholders' conferences, prayer days, class conferences and prize-giving days that bring together the students, teachers and school administrators. Furthermore, said the principal, I have a feedback mechanism where the complaints from learners were timely addressed (June 25, 2022).

Lastly, respondents were asked if there was an inclusive process for selecting student representatives. 28 (9.3%) disagreed, 6 (2%) were not sure, and 268 (88.7%) were confident with the process of selecting students' representatives as being inclusive. This concurs with the findings of Recica and colleagues (2021), who conducted a study on the degree of student involvement in Kenyan secondary schools, where the current reforms in the education sector require school managers to appreciate the new policies that are currently guiding the management of schools as a result of the enactment of the Children's Act, the Constitution of Kenya 2010 and the Basic Education Act No. 14 of 2013. These policies have given recognition to the children, such that the management of schools has no choice, but to embrace them and give learners a fair representation in the Students' Councils. One of the principals established that schools adopt a democratic process of selecting students' representatives, where everybody campaigned and was voted by other students.

4.3.2 Students' and principals' Responses on the Effect of Students' Inclusivity on the Efficacy of a Hundred Per cent Transition

Students and principals in Kisii County public secondary schools were asked to give their opinion on students' inclusivity and the efficacy of a hundred per cent transition. The responses for principals are coded in PCP6-PCP9 while the one of teachers are summarized in Table 10.

Table 10: Students' Responses on the Effect of Students' Inclusivity on the Efficacy of a hundred per cent transition

Serial No.	Students' Inclusivity	Agreed		Undecided		Disagreed		Total	
		F	%	F	%	F	%	F	%
1.	Physical facilities in the school accommodate all students	185	59.7	28	9.0	97	31.3	310	100
2.	There is fairness in the correction of mistakes among students	111	35.8	37	11.9	162	52.3	310	100
3.	Teachers attend to students with individual academic differences	135	43.5	77	24.8	98	31.7	310	100
4.	The school promotes fairness in teaching and evaluation of students	10	3.2	88	28.4	212	68.4	310	100
5.	There are engagement forums among students, teachers and the school administration.	64	20.7	62	20.0	184	59.3	310	100
6.	There is an inclusive process of selecting students representatives	113	36.5	84	27.0	113	36.5	310	100

Field Data, 2022

Table 10 shows students' response rates on students' inclusivity and the efficacy of a hundred per cent transition. The respondents were asked whether the physical facilities available in schools accommodated all students. Although a majority of student respondents, 185 (59.7%), agreed that most schools in Kisii County have physical facilities to accommodate all students, including the physically challenged, 28 (9.0%) were undecided, and 97 (31.3%) disagreed. This agrees with the views of Njonjo (2013), who avers that the transition of students from primary to secondary schools in Kenya is contingent upon the availability of slots or vacancies. As a result, many students who pass examinations lack opportunities to enrol due to inadequate requisite physical facilities in secondary schools. According to one of the principals,

PCP6:

Schools lacked ramps for the physically challenged. The ablution blocks were not friendly to learner users, especially the physically challenged ones. They had pit latrines instead of basins and sinks. Braille machines for use by visually impaired learners are lacking in most secondary schools in Kisii County (June 25, 2022).

When respondents were asked whether there was fairness in the correction of mistakes among students, 37 (11.9%) were undecided, while 162 (52.3%) disagreed. A principal was able to reveal that schools have hidden charges imposed on errant students. Moreover, some corrupt disciplinary committee members compromised disciplinary measures meted on undisciplined students. The ones who agreed that there was fairness in the correction of mistakes among students were 111 (35.8%). This agrees with the views of Dalli et al. (2011), who identified learner support activities to include: mentoring, counselling, coaching, advising, guidance and tutoring.

The respondents were further asked if teachers attended to students with individual academic differences, a majority of 135 (43.5%) agreed, 77 (24.8%) were undecided, and

98 (31.7%) disagreed. This is corroborated by Paxton et al. (2012), who found that girls receive fewer services than boys, which consequently increases their vulnerability to illness compared to their male counterparts.

When respondents were asked if the schools advocate for equitable teaching and assessment practices for students, 10 (3.2%) agreed, 88 (28.4%) were undecided, and a majority of 212 (68.4%) disagreed. This agrees with the views of Gubler et al. (2019), who, in their studies of rural pupils in Kenya, Malawi and Rwanda, aver that teachers have lower education expectations of female students. One of the Principals had these to say on schools promoting fairness in teaching and evaluation,

PCP7:

Teachers favoured students by giving benefits undeservedly. They leaked examination materials to students, did learners' assignments/examinations, doctored examination results and were biased when teaching in class by getting along with the bright students (June 28, 2022).

The respondents were further asked if there were engagement forums among students, teachers and school administrators. 62 (20.0%) were undecided, while 64 (20.7%) agreed. This agrees with MOE (2013), who avers that schools should form Students' Councils to represent the students' views to the school's top management. A majority of 184 (59.3%) disagreed. According to one of the principals,

PCP8:

Teachers and school administrators-imposed decisions on learners, like increasing fees, changing entertainment routines, and changing opening and closing dates without consulting the learners. This made students turn to unrest, arson, strikes and demonstrations as a way of rebelling (June 27, 2022).

Lastly, respondents were asked if there was an inclusive process for selecting student representatives. 84 (27.0%) were undecided, and 113 (36.5%) disagreed. One principal had this to say,

PCP9:

By involving students in selecting their representatives, irresponsible prefects who protected the negative interests of errant students ended up being selected. Furthermore, continued the principal, the morally upright students ended up not being selected due to the fear that they might expose the errant students to the school's administrators (June 28, 2022).

The student respondents who agreed that there was an inclusive process of selecting student representatives were 113 (36.5%). This agrees with the views of Recica et al. (2021), who investigated the extent of students' participation in secondary schools. They found out that the current reforms in the education sector require school managers to appreciate the new policies that are currently guiding the management of schools as a result of the enactment of the Children's Act, the Constitution of Kenya 2010 and the Basic Education Act No. 14 of 2013. These policies have given recognition to children such that schools' management has no choice, but to embrace them and give learners a fair representation in the Students' Councils.

4.3.3 Regression Model on Students' Inclusivity on the Efficacy of a Hundred Per cent Transition

The study established an overview of the regression model to assess the degree of association between students' inclusivity and the efficacy of a hundred per cent transition in secondary schools in Kisii County. The results are presented in Table 11.

Table 11: Model Summary of Students' Inclusivity on the Efficacy of a hundred per cent transition

Serial No.	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1.	1	.483 ^a	.234	.230	1.02135

a. Predictors: (Constant), Students' Inclusivity

The results showed that R =0.483 indicated the strength of the relationship between students' inclusivity and efficacy of a hundred per cent transition in secondary schools. The adjusted R square showed the change in one student's inclusivity unit resulted in a change in a hundred per cent transition by 23.4%, while other factors are constant.

The ANOVA showed that the Df 1, 206, F=62.842, P=.000<.05, as indicated in Table 12.

Table 12: ANOVA^a of Students' Inclusivity on the Efficacy of a Hundred Per cent Transition

Serial No.	Model	Sum of Squares	Df	Mean Square	F	Sig.
1.	Regression	65.554	1	65.554	62.842	.000 ^b
2.	Residual	214.888	206	1.043		
	Total	280.442	207			

a. Dependent Variable: a hundred per cent transition in Public Secondary Schools in Kisii County

b. Predictors: (Constant), Students' Inclusivity

According to the null hypothesis, there is no significant relationship between students' inclusivity and efficacy of a hundred per cent transition in public secondary schools in Kisii County. The significance value (sig<0.05); hence we reject the null hypothesis at

alpha=0.05. Thus, students' inclusivity has a statistically significant effect on a hundred per cent transition in public secondary schools in Kisii County.

Table 13: Coefficients of Students' Inclusivity on the Efficacy of a Hundred Per cent Transition

Serial No.	Model	Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	1.056	.206		5.139	.000
2	Students Inclusivity	.541	.068	.483	7.927	.000

a. Dependent Variable: a hundred per cent transition

The results indicated that $B=.541$, $t=7.927$, $p.000$, this means that a change in students' inclusivity can improve a hundred per cent transition at 54.1% at a significant level .000. Hence, students' inclusivity has a statistically significant effect on a hundred per cent transition in public secondary schools in Kisii County.

The equation can be rewritten as:

$$Y = 1.056 + .541 + \varepsilon$$

Where

$$Y = 100\% \text{ transition in public secondary schools}$$

$$x_1 = \text{students inclusivity}$$

$$\varepsilon = \text{error term}$$

and 1.056 is a constant and Y – intercept

The equation implies that keeping all factors constant, a 54.1% change in students' inclusivity has a statistically significant effect on a hundred per cent transition in public

secondary schools in Kisii County. Additionally, without taking into consideration students' inclusivity, employee performance will change by 105.6%.

4.4 Role of Relationships on the Efficacy of 100 % Transition

The study's second goal was to investigate how relationships affected the learner's a hundred per cent transition in Kisii County's secondary schools. To address this objective, the teachers and principals respondents were asked to respond to factors that the researcher considered fit to include the role of relationships on the efficacy of a hundred per cent transition in secondary schools in Kisii County. The responses for principals are coded in PCP10-PCP15. Teachers' responses are summarized in Table 14.

4.4.1 Teachers' and Principals' Responses on the Role of Relationships on the Efficacy of a Hundred Per cent Transition

**Table 14: Teachers' Responses on the Role of Relationships on the Efficacy of a
Hundred Per cent Transition**

Serial No.	Relationships	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1.	There is a cordial relationship between teachers and students	0(0%)	61(20.2%)	16(5.3%)	141(46.7%)	84(27.8%)
2.	Teachers advocate for respectful behaviour among students	0(0%)	38(12.6%)	145(48.0%)	89(29.5%)	30(9.9%)
3.	There are sufficient mechanisms to address undesirable behaviours among students	0(0%)	38(12.9%)	60(19.9%)	120(39.7%)	84(27.5%)
4.	Teachers accommodate students' views	0(0%)	9(3.0%)	78(25.8%)	148(49.0%)	67(22.2%)
5.	Students are appreciated by teachers	5(0.7%)	26(8.6%)	45(14.9%)	160(54%)	66(21.8%)
6.	Teachers offer academic help to students on time	0(0%)	10(3.3%)	66(21.9%)	181(59.9%)	45(14.9%)
7.	There is a cordial relationship between students	0(0%)	31(10.3%)	63(20.8%)	141(46.7%)	67(22.2%)
8.	There is a cordial relationship among teachers	0(0%)	4(1.3%)	119(39.4%)	179(59.3%)	0(0%)
9.	There are mechanisms to control harmful boy/girl relationships	0(0%)	4(1.3%)	63(20.9%)	103(34.1%)	132(43.7%)

Field Data, 2022

Table 14 demonstrates teachers' responses on the role of relationships in the efficacy of a hundred per cent transition in secondary schools in Kisii County. Teacher respondents of 16 (5.3%) were not sure, while 225 (74.5%) agreed. This confirms the insights of Yang et al. (2016), who argue that when there is a cordial relationship between students and teachers, students will engage actively and participate in classroom discussions and civic activities. Moreover, (Orodho, Waweru, Ndichu, et al., 2013) aver that when there is a cordial relationship in schools, it enables teachers to take care of students as individuals to help them appreciate the importance of education. A principal said that he assigns every teacher to students to act as their caregivers and guardian in school and that the students have been free to teachers, consequently helping them in solving their problems. The student respondents who disagreed were 61 (20.2%). This agrees with the view of MOE (2010) which argues that secondary schools are organized in the way that makes personalized associations among instructors and students more challenging to realise.

The majority of teacher respondents, 145 (48.0%), were not sure whether teachers advocated for respectful behaviour among students. This perhaps means that teachers may be doing this without consciously knowing it. 119 (39.4%) of the teacher respondents agreed. This agrees with the view of the Ministry of education (2014), which observed that secondary schools have rules and regulations that are stricter compared to primary schools. 38 (12.6%) of the teacher participants had different opinions. This was backed by one principal, who said that the Ministry of education forces principals to take up any student who sought admission to their schools. As a result, students with wanting behaviour end up being admitted.

Of the teacher respondents, 38 (12.9%) disagreed, 60 (19.9%) were not sure, and 204 (67.2%) indicated that there are sufficient mechanisms to address undesirable behaviour among students. This is supported by Kennedy (2018), who opines that to ensure that there is effective management of discipline in schools; Students should be given some leadership responsibilities at the school so that they may assist in policing behaviour in secondary schools. Furthermore, according to a separate study on managing students discipline through student leadership in Kenyan secondary schools, discipline is one of the key elements of a successful school. As a result, there is an increasing amount of discussion about how to foster a supportive learning environment where students can advance their moral development. A principal agreed,

PCP10:

Schools have established mechanisms like Guidance and Counselling, student disciplinary committee(s), the class teacher(s), and involving of the school's chaplain(s) for spiritual guidance for addressing undesirable students' behaviour (June 29, 2022).

Teacher respondents of 78 (25.8%) were not sure, while 215 (71.2%) noted that teachers accommodated students' views. In support of this view is (Allen et al., 2018), who aver that the connectedness of students is the students' sense of belonging and inclusion as well as their sense that they have something to contribute to the school, are taken care of by their teachers and their friends, are safe both physically and emotionally, and are learning. Brasof (2011) argues that to help address indiscipline and student misbehaviour, schools ought to create Student Councils (SC). Student Councils design policy from the perspective of student "buy-in." Students who own these policies are more inclined to adhere to them. According to Brasof (2011), students who actively participate in creating, implementing, and assessing behavioural policies can be effective change agents, including those who modify their own behaviour. One principal had this to say,

PCP11:

I have a suggestion box and open-door policies for my students to consult and raise their compliance/compliments. My students' leaders being part of the Board of Management (BOM), it becomes easier for their grievances to be addressed by the school's top management (June 27, 2022).

The ones who disagreed were 9 (3.0%). These are supported by (Omadjohwoefe, 2011), who avers that individuals in lower social groupings and gender are forced into inferior roles in social interactions, careers, and decision-making.

Of the teacher respondents, 31 (9.3%) were not sure, while 45 (14.9%) disagreed that students are appreciated by teachers. Bossaert et al. (2012) opine that the absence of a sense of belonging and appreciation of learners by teachers hinders the school's performance and decreases motivation for schooling and learning. 226 (75.8%) were of the view that students are appreciated by the teachers. One of the principals revealed,

PCP12:

Schools have class-based awards and school-based awards that cut across the different spectrums like class attendance awards, cleanliness awards, discipline awards, most improved students' awards, academics awards and subject-specific performance awards (June 30, 2022).

Whether teachers offered academic help to students on time, 66 (21.9%) were not sure, and 10 (3.3%) disagreed. This view agrees with the Ministry of education (2010), which argues that due to the structure of secondary schools, children receive less individualized attention, making it more challenging to develop personalized relationships among teachers and pupils. 226 (74.8%) of the teacher respondents agreed. One of the principals noted that the class teacher(s) and teacher(s) on duty promptly acted on students' concerns and raised them with other teachers for immediate action. He further said there is a consultation hour every day when students and teachers share out.

Of the teacher respondents, 63 (20.8%) were not sure, 31 (10.3%) disagreed, and 208 (68.9%) maintained that there is a cordial relationship among students. This agrees with the view of (Hanewald, 2013), who said that continuing students helped their new reporting friends at the new school to settle. Before the transition, as was realized (Hanewald, 2013), if they would be able to establish friendships at their new high school, worried some students. While students frequently discovered that their allies were not constantly in their classrooms, most of them had acquired new acquaintances, so this did not seem to be a problem for them. The transition to secondary schools meant that some pupils who had not previously made many mates would meet up with others who shared their interests. One of the principals observed that there were few cases of student indiscipline reported in school. In some instances, conflicts between students were solved among themselves through the existing mechanisms of the school prefects.

Of teacher respondents, 174 (1.3%) disagreed, 119 (39.4%) were not sure, and 9 (59.3%) indicated the existence of cordial relationships among teachers. Nyakundi (2012) avers that it is important that schools maintain secure and caring environments that foster teaching and learning. One of the principals had this to say,

PCP13:

For prosperity and achievement of the goals of the school, there must be teamwork among the teachers. Further, the principal noted the school management organizes bonding and team-building activities to foster working relationships among teachers. I encourage my teachers to be part of the school's welfare (June 29, 2022).

However, a principal who was delocalized in one of the schools in Kisii County as his new working station observed,

PCP14:

Teachers lacked cordial relationships among themselves. They practised tribalism in their workstations, backstabbing others on work-related issues, had biased workloads by some HODs, were insubordinate and had extramarital affairs that affected the time of teaching and attending to learners' concerns (July 1, 2022).

The majority of the teacher respondents, 235 (77.8%), noted that there were mechanisms to control harmful boy/girl relationships. This is supported by the view of (Njoroge, 2013), who avers that parents should be informed of pertinent concerns and should be consulted by schools in order to prevent bullying, harassment, and violence, particularly when their children are involved in situations as perpetrators, victims, or both. One of the principals noted,

PCP15:

I have had a few cases of boy/girl relationships investigated, reported and recorded in my school. The cases reported are taken to Guidance and Counselling (G&C) for amicable solutions. In the mixed school section, girls and boys learn separately (June 24, 2022).

The teacher respondents who were not sure were 63 (20.9%), while 4 (1.3%) disagreed with the existence of mechanisms to control harmful boy/girl relationships. Notwithstanding the separation of boys and girls learning separately, one principal observed that girls and boys got venereal diseases while in school, engaged in earlier marriages, involve in perverted sexual relations, get teenage pregnancies, get radicalized against school routines and policies and boys and girls drop out of school to get married at a tender age.

4.4.2 Students' and principals' Responses on the Role of Relationships on the Efficacy of a Hundred Per cent Transition

To address this objective, the students and principals participants were asked to give their opinions to factors that the researcher considered appropriate to represent the role of relationships on the efficacy of a hundred per cent transition in secondary schools in Kisii County. Principals' responses are coded in PCP16-PCP19 while those of teachers are summarized in Table 15

Table 15: Students' Responses on the Role of Relationships on the Efficacy of 100 %

		Transition							
Serial No.	Relationships	Agreed		Undecided		Disagreed		Total	
		F	%	F	%	F	%	F	%
1.	There is a cordial relationship between teachers and students	50	16.1	109	35.2	151	48.7	310	100
2.	Teachers advocate for respectful behaviour among students	64	20.7	67	21.6	179	57.7	310	100
3.	There are sufficient mechanisms to address undesirable behaviours among students	111	35.8	61	19.7	138	44.5	310	100
4.	Teachers accommodate students' views	208	67.1	66	21.3	36	11.6	310	100
5.	Students are appreciated by teachers	210	67.4	37	11.9	63	20.7	310	100
6.	Teachers offer academic help to students on time	233	75.2	0	0	77	24.8	310	100
7.	There is a cordial relationship between students	198	63.9	13	4.2	99	31.9	310	100
8.	There is a cordial relationship among teachers	182	58.7	51	16.5	77	24.8	310	100
9.	There are mechanisms to control harmful boy/girl relationships	64	20.7	10	3.2	236	76.1	310	100

Field Data, 2022

Table 15 displays students' responses on the role of relationships in the efficacy of a hundred per cent transition in secondary schools in Kisii County. When respondents were asked whether there is a cordial relationship between learning instructors and learners, 109 (35.2%) were undecided, 50 (16.1%) agreed, and 151 (48.7%) disagreed. This concurs with the insights of Weybright et al. (2017), who discovered that children with low levels of social interaction develop, learn, and reach their full potential later. In addition, the Ministry of Education (2012) asserts that among other Kenyan communities that include prolonged seclusion of initiated boys, the Burji, Rendille, Samburu, and the Gabbra practice traditional initiation ceremonies like female genital mutilation (FGM) and initiation for boys.

This information supports the viewpoint of those who disagreed. They miss out on school tasks as a result, drop out most of the time, and are unable to move on to secondary school education. Some young people from certain cultural groups believe that they have reached adulthood and are not yet prepared to interact with fellow students or female teachers in elementary and secondary schools. Because of this, most students drop out of school, and those few who do complete the cycle struggle academically. One of the principals said,

PCP16:

Teachers never listened and acted to the students' grievances; instead, they harassed and threatened students to perform better in their subjects, and teachers made decisions without involving the students, like changing the school's routines. These affected the relationships of most students with teachers (July 1, 2022).

Respondents were further asked if teachers advocated for respectful behaviour among students; 64 (20.7%) agreed, while 67 (21.6%) were undecided. This indicates that teachers may be doing this without consciously knowing. 179 (57.7%) disagreed. This

agrees with the view of (Jones, 2018), who contends that students' antisocial behaviours, school disaffection, and indifference are a result of instructors' perceptions that curricula are inadequate and education is of low quality in many countries.

When respondents were asked whether there were sufficient mechanisms to address undesirable behaviours among students, a majority of 138 (44.5%) disagreed, 61 (19.7%) were undecided, and 111 (35.8%) agreed. Kennedy (2018) concurs, arguing that in order to maintain successful management of discipline within schools; school leadership should delegate some responsibilities to pupils so that they can assist in managing discipline-related issues. A principal indicated,

PCP17:

Schools have suspension programs for errant students. However, continued principal, the uncoordinated disciplinary committees ended up punishing the parents of the errant students by imposing heavy fines and penalties than the erring students (July 1, 2022).

Respondents were asked whether teachers accommodate students' views, and a majority of 208 (67.1%) agreed. This is explained by the fact that most schools have inaugurated Student Councils where students meet and air their grievances to the students' leaders and the school's administrators (Brasof, 2011). 66 (21.3%) of the respondents were undecided, while 36 (11.6%) disagreed. One of the principals established that students' views are not addressed on time, which is why students' demonstrations and unrest are evidenced in our schools.

Respondents were also asked if they were appreciated by their teachers; a majority of 210 (67.4%) agreed, 37 (11.9%) were undecided, and 63 (20.7%) disagreed. One principal observed that teachers were biased in appreciating students. They appreciated students who did well academically, as opposed to other considerations.

Respondents were asked if teachers offered academic help to students on time. 233 (75.2%) agreed, and 77 (24.8%) disagreed. This is supported by Purdeková (2012), who avers that most year 9 students had fewer opportunities to build a close relationship with secondary school teachers like the one they previously had owing to the compartmentalization of their disciplines and the school's master timetable. A principal had this to share,

PCP18:

Teachers had busy schedules to leave any time to attend to students, others had grown disinterested in school activities, and they were always out of school seeking premature transfers, especially those whose homes were not from the locality. Consequently, they have no time to offer any academic help to students. Furthermore, observed the principal, the tight curriculum and co-curricular programs leave no time for teachers' and learners' interaction on academic matters (June 25, 2022).

Respondents were asked whether there was a cordial relationship among students. A majority of 198 (63.9%) agreed, 13 (4.2%) were undecided, and 99 (31.9%) disagreed. The ones who disagreed are supported by the view of (Smith, 2014), who argues that young children are highly susceptible to various threats, including bullying from older peers, intimidation, as well as verbal and physical abuse. A principal was quoted saying,

PCP19:

Prefects bullied their fellow students without the knowledge of administrators. Moreover, students from senior classes also bullied their colleagues in the lower Forms (June 23, 2022).

Whether there was a cordial relationship among teachers, a majority of 182 (58.7%) agreed, 51 (16.5%) were undecided, and 77 (24.8%) disagreed. One of the principals reported that schools have a dictatorship type of leadership (autocratic) as opposed to the democratic type of leadership, where everyone expresses himself or herself freely.

The students were, lastly, asked if there were mechanisms to control harmful boy/girl relationships. A majority of 236 (76.1%) disagreed. This assertion finds corroboration in the research conducted by Williams and collaborators (2015), whose findings led them to the conclusion that early marriage, adolescent pregnancies, the prevalence of HIV/AIDS, and the absence of proper hygiene facilities persist as prominent obstacles in the

transition of learners in East and Southern Africa. 10 (3.2%) were undecided, while 64 (20.7 %) of the student respondents, agreed.

4.4.3 Regression Model of the Contribution of Relationships on the Efficacy of a Hundred Per cent Transition

The research established a summary of a regression model to assess the robustness of the correlation between interpersonal relationships and the effectiveness of achieving a 100% transition in secondary schools within Kisii County. The outcome is detailed in Table 16.

Table 16: Model Summary of Relationships on the Efficacy of a Hundred Per cent Transition

Serial No.	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1.	1	.535 ^a	.286	.282	.98599

a. Predictors: (Constant), Relationships

The results showed that R .535 indicated the strength of the relationship between relationships and the efficacy of a hundred per cent transition in secondary schools in Kisii County. The R square showed the change in a unit relationship resulted in a change in a hundred per cent transition in secondary schools in Kisii County by 28.6%, while other factors are constant.

The ANOVA showed that the Df 1, 206, F=82.471, P=.000<.05. The results are presented in Table 17.

Table 17: ANOVA^a of Relationships on the Efficacy of a Hundred per cent Transition

Serial No.	Model	Sum of Squares	Df	Mean Square	F	Sig.
1.	Regression	80.176	1	80.176	82.471	.000 ^b
2.	Residual	200.267	206	.972		
	Total	280.442	207			

a. Dependent Variable: a hundred per cent transition in Secondary Schools in Kisii County

b. Predictors: (Constant), Relationships

The null hypothesis posits that there is no statistically significant relationship between interpersonal relationships and the effectiveness of achieving a 100% transition in public secondary schools in Kisii County. The significance value ($\text{sig} < 0.05$) is 0.00, and the F ($82.471 > \text{sig} (0.00)$); hence we reject the null hypothesis at $\alpha = 0.05$. Thus, the relationship has a statistically significant effect on the efficacy of a hundred per cent transition in public secondary schools in Kisii County.

Regression coefficient results indicated that $B = .592$, $t = 9.081$, $p = .000$, which means that a change in a relationship can change a hundred per cent transition in public secondary schools in Kisii County up to 59.2% at a significant level of .000. Hence, the relationship had a statistically significant effect on a hundred per cent transition in public secondary schools in Kisii County.

Table 18: Coefficients of Relationships on the Efficacy of a Hundred Per cent Transition

Serial No.	Model	Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1.	(Constant)	.959	.192		5.002	.000
2.	Relationship	.592	.065	.535	9.081	.000

a. Dependent Variable: a hundred per cent transition in Public Secondary Schools in Kisii County

The equation can be rewritten as

$$Y = .959 + .592x_2 + \varepsilon$$

Where

Y = 100% transition in public secondary schools in Kisii County

x₂ = relationships

ε = error term

and 0.592 is a constant and Y – intercept

The equation implies that keeping all factors constant, a 95.9% change in relationships results in a unit change in the efficacy of a hundred per cent transition in public secondary schools in Kisii County. Additionally, without taking into consideration relationships, 100% of transition in public secondary schools in Kisii County will change by 59.2%.

4.5 Influence of Students' Welfare on the Efficacy of a Hundred Per cent Transition

The third objective aimed to explore how the well-being of students influences the successful transition of learners in secondary schools within Kisii County. Participants were invited to provide insights on various critical aspects, including the influence of student welfare on the achievement of a 100% transition rate in secondary schools in Kisii County, in order to help the researcher answer this purpose. PCP20-PCP26 provides a summary of comments for principals, while Table 19 provides a summary of teachers' comments.

4.5.1 Teachers' and Principals' Responses on the Influence of Students' Welfare on the Efficacy of a Hundred Per cent Transition

Table 19: Teachers' Responses on the Influence of Students' Welfare on the Efficacy of a Hundred Per cent Transition

Serial No.	Students' Welfare	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1.	The school facilities promote students' privacy	0(0%)	18(6.0%)	35(11.5%)	169(56.0%)	80(26.5%)
2.	There are clean and conducive school facilities	0(0%)	15(5.0%)	131(43.4%)	88(29.1%)	68(22.5%)
3.	The school provides Guidance and Counselling services	0(0%)	0(0%)	104(34.4%)	167(53.3%)	31(12.3%)
4.	The school environment promotes mutual existence among students	0(0%)	48(15.9%)	61(20.2%)	152(50.3%)	41(13.6%)
5.	Students' concerns are attended to in time by teachers (e.g. Medical, Career, Financial)	0(0%)	63(20.9%)	33(10.9%)	119(39.4%)	87(28.8%)
6.	The school discourages unhealthy teacher-student or student-student relationships	0(0%)	19(6.3%)	89(29.5%)	179(59.2%)	15(5.0%)
7.	The school promotes students' safety through laid-down protocols	64(21.2%)	16(5.3%)	47(15.58%)	43(14.2%)	132(43.72%)
8.	There are containment measures against infectious diseases (e.g. Ringworms and scabies)	15(5.0%)	5(1.7%)	37(12.3%)	100(33.0%)	145(48.0%)
9.	The school provides immediate medical attention	13(4.3%)	0(0%)	35(11.6%)	163(54.0%)	91(30.1%)

Field Data, 2022

Table 19 expresses the teachers' responses on the influence of students' welfare on the efficacy of a hundred per cent transition in secondary schools in Kisii County. 35(11.5%) were not sure, and 249 (82.5%) of the teacher respondents agreed that the school facilities promote students' privacy. One of the school principals expressed the following viewpoint,

PCP20:

I have constructed facilities in school by meeting the privacy standards that are set by the Ministry of education. Consequently, the majority of my school facilities promote students' privacy. For instance, I have located the Guidance and Counselling office away from the administration block to keep the privacy of learners who are seeking guidance and counselling services (June 26, 2022).

Of the teacher respondents who disagreed, 18(6.0%). This concurs with the view of Ruto (2018), who concluded that in some schools, the counselling rooms were situated near the staffrooms, affecting the privacy of the students seeking Guidance and Counselling services. The results also agree with the findings of (Cheruiyot, & Orodho, 2015), who established that an obstacle to effective Guidance and Counselling in the Bureti Sub-County was the availability of rooms that were away from the administration block.

Teacher respondents of 131 (43.4%) were not sure, while 156 (51.6%) of teacher respondents agreed that there were clean and conducive school facilities. This is supported by Jackline, Ngala, and Tikoko (2020), who recommended that classrooms, offices, restrooms, dorms, libraries, labs, kitchens, water tanks, and playgrounds should all be suitable, sufficient, and safeguarded to pose no risks to users or others nearby. A principal indicated,

PCP21:

There were routine manual and cleaning exercises carried out in the school facilities. Moreover, the encouragement of environmental clubs and the celebration of the environmental day made students understand the need to have a clean and conducive working environment (June 30, 2022).

The respondents who disagreed were 15 (5.0%). This is supported by the view of the MOE (2014), whose report on the school facilities observed indicated that secondary schools in Africa lacked the majority of boarding facilities. The infrastructure and school buildings were built improperly. These included furniture that was insufficient or inappropriate, badly built classrooms, unkempt playgrounds, inadequate and dilapidated restrooms, and locations for ablutions that were not gender-sensitive.

Teacher respondents of 104 (34.4%) were not sure if schools provided Guidance and Counselling services, while 198 (65.6%) of teacher respondents agreed. This agrees with the view of (Ruto, 2018), who argues that all Kenyan schools are required by the Ministry of Education, Science and Technology (MOEST) to set up guidance and counselling offices run by senior teachers. Act of 2013 of the Basic Education and the Constitution of Kenya 2010 both prohibit corporal punishment in schools. The two statutes state that Guidance and Counselling are supposed to be used to instil discipline for the sake of positive growth and development in students. This is also supported by Fletcher-Watson et al. (2019), who argue that counselling used with an assessment of data as part of a concerted early warning system could help to identify struggling students as early as in Form one and ensures that they receive the supplementary assistance they require. One of the principals observed,

PCP22:

Schools have a department dealing with Guidance and Counselling. Moreover, teachers in disciplinary committees offered students Guidance and Counselling services from the office of the deputy principal during the school's disciplinary meetings (June 30, 2022).

The majority of the teachers, 193 (63.9%), noted that the schools' environment promotes mutual existence among students, 61 (20.2%) were not sure, while 48 (15.9%) of the teacher respondents disagreed. Njoroge (2013) argues that parents should be informed of

pertinent concerns and should be consulted by schools in order to prevent bullying, harassment, and violence, particularly when their kids are embroiled in circumstances as either wrongdoers, victims, or both.

206 instructors, or 68.2%, agreed that teachers respond to students' issues in a timely manner (e.g., Medical, Career, Financial). The idea that educators are the backbone of the educational system supports this (Toom, & Husu, 2016). Teachers are a valuable resource in the education and learning process, thus it is necessary to give careful thought to how they are trained and used (David, & Bwisa, 2013).

Additional research by Githiari (2017) stressed that a school's most valuable resource is its human capital. The standard of instruction and learning is also impacted by teacher absences. The ability to offer students equal and improved learning opportunities is the primary goal of a school, and the knowledge, abilities, and commitment of its instructors are its most valuable asset in pursuing this goal. Of the teacher respondents, 33 (10.9%) were not sure, while 63 (20.9%) disagreed.

Most of the teacher respondents, 194 (64.2%), indicated that school discourages unhealthy teacher-student or student-student relationships, 89 (29.5%) were not sure, while 19 (6.3%) disagreed.

One of the principals had this to say,

PCP23:

It is in the school policy that unhealthy relationships are highly discouraged. Further, continued the principal, the teachers who were not aware of the schools' discouragement of unhealthy teacher-student relationships were the new teachers in the profession who had not been duly given professional orientation through seminars and workshops that tools teachers on the Teachers Service Commission (TSC) Code of Conduct and professional ethics. However, one principal rectified this

claim by observing that unhealthy teacher–students relationships were not completely discouraged, since some teachers have illicit engagements with students like canal knowledge (CK) that earned some teachers disciplinary measures by the Teachers Service Commission (TSC) (June 24, 2022).

Of the teacher respondents, 47 (15.58%) were not sure, while 175 (57.92%) of teacher respondents agreed that schools promote students' safety through the laid down protocols.

The principal indicated,

PCP24:

I have to observe the safety regulations as stated by the Ministry of education to avoid calamities. For instance, continued the principal, I have fire assemblies in my school, lightning arrestors, the students put on warm garments during the cold periods, and the students do community services with protective gear and garments (June 27, 2022).

Of the teacher respondents, 80 (26.5%) disagreed that schools promote students' safety through the laid down protocols. One principal revealed that schools never promote students' safety through the laid down protocols because some fires in schools killed several students, the thunder and lightning affected most students in the learning environments, students had common perennial colds, and others were infected with communicable diseases while in school.

Most of the teacher respondents, 245 (81.0%), indicated there were containment measures against infectious diseases (like Ringworms and Scabies). The Ministry of Education (2008), in its Manual and Safety standards, states that school safety threats can spring within the school's setting or outwardly within the broader public. Significant among the fears in schools were physical facilities deficiencies that caused accidents, lack of adequate health care/diet that caused diseases, school violence that caused injuries and disunity and harassment that caused psychological trauma. Teacher respondents of 37 (12.3%) were not sure, while 20 (6.7%) disagreed. A Principal had this to say,

PCP25:

My students have skin diseases that are communicable due to large enrolments of learners. Consequently, meeting each of the learner's personal needs like bed space, water for bodily hygiene, and diet improvement like buying fruits for them becomes burdensome to the school's budget due to financial constraints (June 23, 2022).

Finally, when respondents were asked if the schools provided immediate medical attention to students who fell sick, the majority of 254 (84.1%) agreed, 35 (11.6%) were not sure, and 13 (4.3%) disagreed. This is what one of the principals said,

PCP26:

I call parents to seek medical attention for their children whenever they get sick. This is because of numbers and the meagre facilitation of medical substances by the government. Depending on learners' ailments, continued the principal, the school cannot afford to treat all learners (June 23, 2022).

This is supported by the view that guardians with higher levels of education are inclined to create a more conducive learning atmosphere for their kids at home and actively support their transition (Dillon, & Underwood, 2012).

4.5.2 Students' and principals' Responses on the Influence of Students' Welfare on the Efficacy of a Hundred Per cent Transition

To address this objective, the students and principals were asked to respond to factors that the researcher considered worthy of, including the influence of students' welfare on the efficacy of a hundred per cent transition in secondary schools in Kisii County. The responses for principals are coded in PCP27-PCP31 while the responses for teachers are summarized in Table 20.

Table 20: Students' Responses on the Influence of Students' Welfare on the Efficacy of a Hundred Per cent Transition

Serial No.	Students' Welfare	Agreed		Undecided		Disagreed		Total	
		F	%	F	%	F	%	F	%
1.	The school facilities promote students' privacy	213	68.7	46	14.8	51	16.5	310	100
2.	There are clean and conducive school facilities	176	56.8	60	19.4	74	23.8	310	100
3.	The school provides guidance and counselling services	219	70.7	51	16.5	40	12.8	310	100
4.	The school environment promotes mutual existence among students	201	64.8	36	11.6	73	23.6	310	100
5.	Students' concerns are attended to in time by teachers	101	32.6	128	41.3	81	26.1	310	100
6.	The school discourages unhealthy teacher-student or student-student relationship	239	77.1	45	14.5	26	8.4	310	100
7.	The school promotes students' safety through laid down protocol	207	66.8	51	16.4	52	16.8	310	100
8.	There are containment measures against infectious diseases (like ringworms and scabies)	178	57.4	57	18.4	75	24.2	310	100
9.	The school provides immediate medical attention	243	78.3	51	16.5	16	5.2	310	100

Field Data, 2022

Table 20 illustrates the students' responses on the influence of students' welfare on the efficacy of a hundred per cent transition in secondary schools in Kisii County.

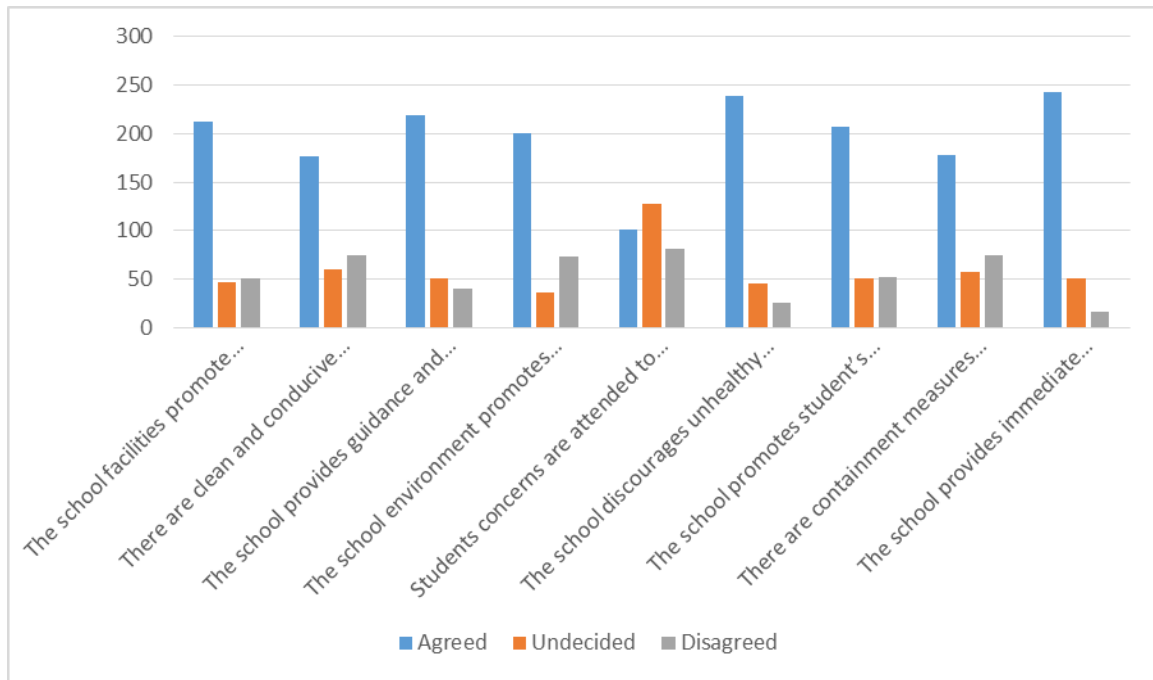


Figure 4: Bar Graph Showing the Influence of Students' Welfare on the Efficacy of a Hundred Per cent Transition

When respondents were asked if school facilities promoted students' privacy, a majority of 213 (68.7%) agreed. This supports the opinions of (Jackline, Ngala, & Tikoko, 2020), who suggested that facilities like classrooms, offices, restrooms, dormitories, libraries, kitchens, water tanks, and swing sets should be relevant, adequate, properly located, risk-free for users and those nearby, and kept private. 46 (14.8%) were undecided, while 51 (16.5%) disagreed. A principal had this to defend himself on the status of his school facilities,

PCP27:

The government's capitation is not adequate for the demands of the physical facilities in the school. That is why my school furniture is not user-friendly, especially for the girl-child. They lack front covers; the washroom facilities are open without any cover protection. Learners sleep in an open hall as a dormitory, since there are no cubicles (June 26, 2022).

Respondents were further asked if the school facilities were clean and conducive, and a majority of 176 (56.8%) agreed. This agrees with the view of Nyakundi (2012), who argues that by planning and anticipating as many health and safety variables as possible, Schools can make sure that decisions are not only taken swiftly and ineffectively on the day of a crisis, but that there is also a right and automatic response resulting from the time spent pre-planning for disaster. 60 (19.4%) were undecided, while 74 (23.8 %) disagreed.

One principal said,

PCP28:

School facilities were in deficiency of the requirements of construction, others were poorly constructed, and others were about to collapse due to a lack of prompt and routine maintenance. Moreover, some facilities were dirty and stinking due to a lack of frequent cleaning because of the lack of adequate water supply in the school (June 26, 2022).

The respondents were further asked if their schools provided Guidance and Counselling services. A majority of 219 (70.7%) agreed. This agrees with the Ministry of Education's directive requiring all schools in Kenya to establish Guidance and Counselling department headed by senior teachers (Ruto, 2018). 51 (16.5%) were undecided, while 40 (12.8%) disagreed. This is supported by the claim that Kisii County public secondary schools seem to have prevalent incidences of indiscipline and unrest characterized by arson, substance and drug abuse, teenage pregnancy, and violence among students and teachers (Ministry of Education, 2021). A principal revealed,

PCP29:

In my school, I have suicide cases where learners committed suicide because of poor parenting, dropouts of learners because of fees, illness, drugs and substance abuse, peer pressure, earlier pregnancies, bullying of junior learners by their senior colleagues and illicit relationships. All these continued; the principal earned culpable students with suspensions for disciplinary measures and later exposed them to Guidance and Counselling (June 28, 2022).

Respondents were asked if the school's environment promoted mutual existence among students, and a majority of student respondents, 201 (64.8%), agreed. This is supported by Nyakundi (2012), who avers that it is important that schools uphold a safe and nurturing atmosphere that promotes both teaching and learning. A total of 36 respondents (11.6%) remained undecided, while 73 student respondents (23.6%) expressed disagreement with this statement. A principal pointed out that in his school, sometimes cooks became irresponsible with their duties, and they ended up cooking raw meals. Also, the school's curriculum sometimes became a bit tight to allow any personal studies, socialization or consultation.

The respondents were asked whether students' concerns were attended to in time by teachers; 101 (32.6%) agreed, 81 (26.1%) were undecided, and 128 (41.3%) disagreed. This goes against the views of Crespo Cuaresma et al. (2014), Many contend that the degree of children feeling connected and valued once in school is one of the most important parts of the school's atmosphere. The extent to which one feels valued, the concerns attended to and valuing other people are the highest levels of the welfare of any learner.

When the respondents were asked if the schools discourage unhealthy teacher-student relationships, a majority of them, 239 (77.1%), agreed, 45 (14.5%) were undecided, and 26 (8.4%) disagreed. This view is supported by Dalli et al. (2011), who confirmed that some students find it difficult to establish trusting relationships with other pupils, instructors, or other adults once they transition to secondary school. One principal revealed,

PCP30:

Students peddled with teachers on illegal drugs (like marijuana, bhang, and illicit brew), fought their teachers whenever corrected through discipline, and nicknamed and insulted teachers. Moreover, as it was revealed by the principal, teachers abetted learners in doing strikes in schools for their selfish gains (June 29, 2022).

Respondents were also asked if schools promote students' safety through the laid down protocols, and a majority of 207 (66.8%) agreed. This agrees with the Republic of Kenya (2008), which released a manual outlining safety and health standards applicable to all schools in Kenya. This guide is intended to provide instructions on preserving a secure, protected, and nurturing environment conducive to effective teaching and learning. Of the student respondents, 51 (16.4%) were undecided, while 52 (16.8%) of the student respondents disagreed.

When the respondents were asked whether there were containment measures against infectious diseases like ringworms and scabies, a majority of 178 (57.4%) agreed. This aligns with the perspective put forth by Zuilkowski and Betancourt (2014), who contended that the presence of sufficient physical infrastructure serves to enhance and promote academic performance within schools. Irrespective of these, the majority of the students' responses depicted that most schools had containment measures against infectious diseases. 57 (18.4%) were undecided, and 75 (24.2%) disagreed. One principal revealed,

PCP31:

Students in my school lacked mackintosh for those who were wetting the beds. When parents were advised to acquire one during admission, they became reluctant. This contributed to the spread of skin diseases such as scabies. Furthermore, continued the principal, my school lacked frequent water supply, which made most boys and girls not shower for their personal bodily hygiene. This resulted in contracting communicable diseases like chicken pox and measles. Not only had this, but also personal effects like combs which were shared among learners caused ringworms as an infectious disease, concluded the principal (June 29, 2022).

Finally, when respondents were asked if the schools provided immediate medical attention to students who fell sick, a majority of 243 (78.3%) agreed. This view is supported by a study by (Katamei, & Omwono, 2015), who established that secondary schools could provide a range of support like medical attention, Guidance and Counselling to boost learners' academic performance. 51 (16.5%) were undecided, while 16 (5.2%) disagreed.

4.5.3 Regression Model of the Influence of Students' Welfare on the Efficacy of a Hundred per cent Transition

In order to assess the strength of the association between student wellbeing and the effectiveness of learner's a hundred per cent transition to secondary schools in Kisii County, the study built a regression model summary. Table 21 presents the findings.

Table 21: Model Summary on Influence of Students' Welfare on the Efficacy of a Hundred Per cent Transition

Serial No.	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1.	1	.438 ^a	.192	.188	1.04899

a. Predictors: (Constant), Students' Welfare

The results indicated that R .438 indicated the strength of the relationship between students' welfare and efficacy of a hundred per cent transition in secondary schools in Kisii County. The R square showed that a unit change in students' welfare results in a change in the efficacy of a hundred per cent transition in secondary schools in Kisii County by 19.2%, while other factors are constant.

The ANOVA showed that the Df 1, 206, F=48.860, P=.000<.05. The results are presented in Table 22.

Table 22: ANOVA of Influence of Students' Welfare on the Efficacy of a Hundred Per cent Transition

Serial No.	Model	Sum of Squares	Df	Mean Square	F	Sig.
1.	Regression	53.765	1	53.765	48.860	.000 ^b
2.	Residual	226.677	206	1.100		
	Total	280.442	207			

a. Dependent Variable: Efficacy of a hundred per cent transition in Secondary Schools in Kisii County.

b. Predictors: (Constant), Students' Welfare

The significance value (sig<0.05) is 0.00, and the F (48.86)> sig (0.00); hence we reject the null hypothesis at alpha=0.05. Thus, student welfare has a statistically significant effect on the efficacy of a hundred per cent transition in secondary schools in Kisii County. Regression coefficient results indicated that B=.447, t=6.990, p.000, as shown below.

Table 23: Coefficients of Influence of Students' Welfare on the Efficacy of a Hundred Per cent Transition

Serial No.	Model	Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1.	(Constant)	1.374	.188		7.301	.000
2.	Students Welfare	.447	.064	.438	6.990	.000

a. Dependent Variable: Efficacy of a hundred per cent transition in Secondary Schools in Kisii County.

The equation can be rewritten as

$$Y = 1.374 + .447 + \varepsilon$$

Where

$$Y = 100\% \text{ transition in public secondary schools in Kisii County}$$

$$x_3 = \text{student's welfare}$$

$$\varepsilon = \text{error term}$$

and 0.447 is a constant and Y – intercept

The equation implies that keeping all factors constant, a 137.4% change in students' welfare results in a unit improvement in the efficacy of a hundred per cent transition in secondary schools in Kisii County. Additionally, without taking into consideration students' welfare, the efficacy of a hundred per cent transition in secondary schools in Kisii County will change by 44.7%

4.7 Multiple Regression of Selected Ethical Factors on the Efficacy of a Hundred Per cent Transition

The study used multiple regression analysis to test the existence of the relationship between selected ethical factors (students' inclusivity, relationships and welfare) and the efficacy of a hundred per cent transition in secondary schools in Kisii County. The model summary is presented in Table 24.

Table 24: Model Summary of Selected Ethical Factors on the Efficacy of a Hundred Per cent Transition

Serial No.	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1.	1	.626 ^a	.392	.380	.91651

a. Predictors: (Constant), Students' Inclusivity, Relationships and Welfare

The results showed that R .626 indicated the strength of the relationship between selected ethical factors (Students' Inclusivity, Relationships and Students' Welfare) and a hundred per cent transition in secondary schools in Kisii County. The R square indicated that variation in a hundred per cent transition in secondary schools in Kisii County was a result of a change in the linear combination of ethical factors' change (Students' Inclusivity, Relationships and Welfare). The ANOVA showed that the Df 4, 203, F=32.717, P=.000<.05: this implies that there was a linear relationship between selected ethical factors (Students' Inclusivity, Relationships and Welfare) and a hundred per cent transition in secondary schools in Kisii County. The linear combination of ethical factors (Students' Inclusivity, Relationships and Welfare) accounted for 62.6% variation in a

hundred per cent transition in secondary schools in Kisii County. The ANOVA was used in this multiple regression to test the model fit.

Table 25: ANOVA of Selected Ethical Factors on the Efficacy of a Hundred Per cent Transition

Serial No.	Model	Sum of Squares	Df	Mean Square	F	Sig.
1.	Regression	109.926	4	27.481	32.717	.000 ^b
2.	Residual	170.517	203	.840		
	Total	280.442	207			

a. Dependent Variable: a hundred per cent transition in Secondary Schools in Kisii County

b. Predictors: (Constant), (Students' Inclusivity, Relationships and Welfare)

From the results, F –value = .000<.05, this implied that the null hypothesis is rejected and thus selected ethical factors (Students' Inclusivity, Relationships and Welfare) have a statistically significant effect on a hundred per cent transition in secondary schools in Kisii County. The regression coefficient Table 26 indicated that: other factors kept constant, selected ethical factors (Students' Inclusivity, Relationships and Students' Welfare) have a statistically significant effect on a hundred per cent transition in secondary schools since $p=.195>.05$.

Table 26: Coefficients of Selected Ethical Factors on the Efficacy of a Hundred Per cent Transition

Serial No.	Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
		B	Std. Error	Beta		
1.	(Constant)	.279	.214		1.301	.195
2.	Students' Inclusivity x_1	.324	.079	.289	4.112	.000
3.	Relationships x_2	.379	.076	.342	4.954	.000
4.	Students Welfare x_3	-.030	.082	-.029	-.365	.716

a. Dependent Variable: a hundred per cent transition in Secondary Schools in Kisii County

The new regression equation will be:

$$Y = .279 + .324x_1 + .379x_2 - .300x_3 + \varepsilon$$

The fluctuations in student inclusivity were found to correlate with an enhanced success rate of achieving a 100% transition in secondary schools in Kisii County, with a statistically significant increase of 32.4% at 5% since $p=.000<.05$, the null hypothesis was rejected, the alternate hypothesis was accepted.

The variations in relationships can result in an improved efficacy of a hundred per cent transition in secondary schools in Kisii County by 37.9 %, and it was statistically significant at 5% since $p=.000<.05$, the null hypothesis was rejected, and the alternate hypothesis was accepted.

The variations of students' welfare appraisal can result in a decline in transition by 3.0%, and it was statistically insignificant at 5% since $p=.716>.05$, then the null hypothesis is not rejected, and, therefore, the students' welfare had no statistically significant effects on the efficacy of a hundred per cent transition in secondary schools in Kisii County.

4.8 Discussion of Findings

Kant's deontological theory of ethics is useful in this study. Kant believes that morality is the object of the law of reason. In this study, most schools embraced the ethical factors (Students' Inclusivity, Relationships and Students' Welfare) as a way of improving the efficacy of a hundred per cent transition of learners. However, there were quite a number that did not do what was rationally necessary. For example, most schools did not have requisite physical facilities that accommodated all learners (Wanajala, & Ongosi, 2020). The claim was confirmed by 97 (31.3%) students and 27 (8.9%) teacher respondents who disagreed. Most teachers were biased in handling learners' concerns (Goh, & Matthews, 2011). Not only this, but also learners' welfare was not adhered to. This is supported by 128 (41.3%) of the student respondents and 63(20.9%) of the teacher respondents who disagreed.

Kant argues that one must act solely out of duty in order to behave decently. In the school context, most stakeholders acted purely from duty. First, most school administrators, as was observed by the researcher, availed all resources for the learners. Secondly, most stakeholders acted purely from duty and as per statutes and regulations that are given. Take, for instance, the school facilities; they were constructed as per the laid down Ministry of education's regulations manual. Moreover, the schools' facilities promoted students' privacy as per the set standards of the Ministry of Education, Science and Technology (MOEST, 2003). The majority of 249 (82.5%) teachers and 213 (68.7%) student respondents agreed.

Kant formulated three significant categorical imperatives, which were significant to this study. Only follow that maxim if you can also wish for it to become a worldwide rule of law. This implies that every action is guided by a rule or a maxim.

For Kant, an act was only permissible if one was willing for the maxim to be a universal law by which everyone sought to act. In this study, various stakeholders within the school acted according to maxims by which they could also be willing to be universal laws. First, school facilities constructed followed the laid down rules and regulations (Arya et al., 2014). Though most administrators had no manual on how the physically challenged should be treated, the physically challenged were given fair treatment in most schools until an individual could easily be convinced that such treatment given to them could be turned to maxims under which people could follow in treating such children. Moreover, relationships, although, there were a few codes that defined how stakeholders related, most people related well in public secondary schools until one could easily be convinced that that was the defined way to treat one another while in school. Lastly, was on welfare, where learners' needs were fairly adhered to without any designed guidelines that informed such. A view supported by (Rieckmann, 2017) who pointed out that all learners' needs must be adequately addressed, or an integrated approach should be embraced to incorporate marginalized learners into the existing mainstream schools.

Engage in a manner that shows that your act always considered humanity as an end in and of itself—not just as a means to an end for you or anyone else. According to Kant, rational beings must always be seen as purposes in and of them, with respect and dignity for their rational impulses. They cannot ever be seen as merely a means to an end.

In this study, the physically challenged were treated equally with other learners. Secondly, the needs of the physically challenged were provided without discrimination. Thirdly, the relationships among schools' stakeholders, which include the students, parents, teachers and principals, related well without any form of discrimination. Students' views were addressed through students' representatives. 199 (65.9%) teachers and 184 (59.3) student respondents agreed that students' views were addressed through their representatives. 206 (68.2%) teachers and 101 (32.6%) students respondents agreed that the student's concerns were addressed by the teachers on time. Fourthly was the students' welfare. All learners' welfare, including a conducive learning environment (156 (51.6%) teacher and 176 (56.8%) student respondents agreed), the privacy of learners (249 (82.5%) teacher and 213 (68.7%) student respondents agreed) and safety of learners (175 (57.92%) teacher and 207 (66.8%) student respondents agreed) were taken with keen interest and addressed on time in most secondary schools that were surveyed. However, we equally had some schools where students' concerns were not addressed by teachers (63 (20.9%) teacher and 81 (26.1%) student respondents disagreed with concerns of students being addressed on time due to tight schedules and personal commitments of teachers (Robert-Okah, 2014), yet in other schools, the students were never represented in the school's administration, nor their views responded. This is confirmed by 46 (15.2%) teachers and 184 (59.3%) student respondents who disagreed. This was against Arya et al. (2014), who aver that management of schools has no choice, but to embrace and give learners a fair representation in the Student Councils. Moreover, some schools' environments lacked safety and learner user-friendliness. This was confirmed by 80 (26.5%) teachers and 52 (16.8%) student respondents, who disagreed.

Every rational being must behave as though they are living by their maxim. Kant distinguished between hypothetical and categorical imperatives. On the one hand, if we wished to fulfil our desires, there was a hypothetical imperative that we had to follow. Contrarily, a categorical imperative ties us together despite our wishes. The categorical imperatives place a strong emphasis on the necessity of reason, consistency, objectivity, and respect for mankind. The rationality of all learners irrespective of their body physique, consistency of handling matters of all learners like availing their needs, treating all learners equally and respecting all stakeholders in the school was emphasized in secondary schools in Kisii County. Second, categorical imperatives encourage positive activities rather than actions taken as a means to another positive action (Kant, 2015). Students' inclusivity, relationships and students' welfare actions are good deeds in and of themselves, not just means to an end. Consequently, the handling of these ethics in a school's environment was necessary since these ethics were good in themselves and not as a means to another good. This means that in this study, the ethical factors: students' inclusivity, relationships and students' welfare are independent of the efficacy of a hundred per cent transition. This means that whether there was a hundred per cent transition as a policy or not, the ethical factors (students' inclusivity, relationships and students' welfare) are supposed to be practised in our learning institutions. Nevertheless, some schools never embraced students' inclusivity, relationships and welfare as ethical factors; consequently, they greatly influenced the efficacy of learner's a hundred per cent transition.

Adopting moral standards that are independent of gender, religion, race, and social class could be based on Kantian categorical imperatives (Noordink et al., 2021). In this study, Kantian's deontology ethics can be used to design moral standards that can be observed in

students' inclusivity, relationships and welfare. According to Kant, the categorical imperatives' most important contribution is their insistence that certain human activities should be prohibited regardless of the consequences (Brede et al., 2017). It was imperative to systematically eliminate such undesirable human inclinations, which are present in vices like sexual abuse, corruption, and cheating on national exams. In this study, undesirable tendencies within the school context can be phased out categorically. These include all forms of learner discrimination, receiving bribes from errant students to evade disciplinary measures, abetting learners to commit crimes, assisting learners to do examinations/assignments for favours, illicit relationships and biases in handling matters concerning learners, as was revealed in this study. These undesirable tendencies should be phased out categorically.

In prescriptive ethics, Kant's deontological theory is crucial, particularly when it comes to forbidding specific behaviours regardless of the results. In a classroom setting, moral behaviour-guiding standards were perceived as being based on this idea. In this study, rules and regulations on handling students' inclusivity, relationships and students' welfare can also be founded on this principle.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a comprehensive discussion encompassing the summary, conclusions, and recommendations derived from the investigation into the impact of selected ethical factors on the efficacy of achieving a 100% transition in public secondary schools. Furthermore, drawing upon the conclusions reached, this chapter proffers potential solutions for addressing the factors affecting learners' transition. Additionally, it offers suggestions for areas of future research that could enhance our current comprehension of the issues surrounding the effectiveness of a 100% transition in public secondary schools.

The study embarked on a quest to explore the influence of specific ethical elements on the success of achieving a 100% transition rate in public secondary schools. It was underpinned by the following objectives:

- (i) To scrutinize the effect of student inclusivity on the achievement of a 100% transition in public secondary schools within Kisii County.
- (ii) To probe into the role played by interpersonal relationships between students and teachers in the effectiveness of a 100% transition in public secondary schools within Kisii County.
- (iii) To analyse the impact of student welfare on the success of a 100% transition in public secondary schools within Kisii County.

The research design adopted for this study was descriptive in nature. Data collection was conducted across a sample comprising 310 students, 302 teachers, and 27 principals, all

drawn from a pool of 186 public secondary schools in Kisii County. Concerning the gender distribution among teacher respondents, the majority, constituting 162 individuals (50.2% of the total), were male, while the remaining 160 (49.8%) were female. As regards the gender of the student respondents, the majority of 166 (53.5%) were male, while 144 (46.5%) were female. As regards the principals' gender, a majority of 17 (63.6%) were male, while the rest 10 (36.4%) were female. Teachers and students were asked to respond to the specially designed questionnaire. The principal respondents were interviewed to clarify issues the questionnaire was unable to provide conclusive answers. Data obtained were analysed quantitatively and qualitatively. Quantitatively using descriptive and inferential statistics, and qualitatively using the established themes. This section discusses the results based on the objectives of the study.

5.2 Summary of Major Findings

The synthesis of findings was structured according to the study's aims and objectives.

5.2.1 Effect of Students' Inclusivity on the Efficacy of a Hundred Per cent Transition

The first objective was to investigate the effect of students' inclusivity on the efficacy of a hundred per cent transition in public secondary schools in Kisii County. The study found that 88.8% of the teacher respondents believed that most institutions have physical amenities to put up all pupils. 59.7% of the student respondents accepted that schools have physical amenities to lodge all students, but 31.3% of the student respondents and 8.9% of the teacher respondents disagreed. The principals who were interviewed revealed that there were physical facilities in place due to the government's capitation on the school's infrastructural development. However, there was a shortage of physical facilities, especially physical facilities for physically challenged learners. This shows that

secondary schools in Kisii County lacked the requisite physical resources needed to accommodate all students with diverse needs.

About 78% of the teacher respondents agreed that there was fairness in the correction of mistakes among students. This was against the student respondents, where 52.3% disagreed. Nevertheless, 78% of the teacher respondents and 52.3% of the student respondents agreed with the views of (Nelson, & Kerr, 2006), who established that secondary schools could provide a range of support without discrimination to boost learners' academic performance. In the inquiry on teachers, if they attended to students with individual academic differences, 49.23% of the teacher respondents disagreed. 31.7% of the student respondents disagreed. Interviewees revealed that there were inadequate teachers to attend to each of the student's individual academic differences.

In the quest for knowledge of schools promoting equity in the instruction and assessment of learners, 78.8 % of the teacher respondents agreed. Interviews with principals revealed that the important part of teaching was instructing, testing and evaluation. However, 68.4% of the student respondents disagreed. This shows that the teachers' understanding of promoting fairness in teaching and evaluation was only satisfactory practice to themselves, but questionable to the students. This, therefore, showed that most schools never promoted equity in the teaching and assessment of learners.

About 65.9% of the teacher respondents agreed that there were engagement forums among students, teachers and school administration. However, the same was refuted by the student respondents. 59.3% of the student respondents disagreed with such engagement forums among students, teachers and the school administration. Lastly, there was a need to know if schools had an inclusive process for selecting student

representatives. 88.7% of teacher respondents agreed. 36.5% of the student respondents disagreed. The regression analysis unveiled that fluctuations in student inclusivity were linked to a noteworthy enhancement in the success of achieving a 100% transition in Kisii County's secondary schools, registering an impressive 32.4% increase. This association was found to be statistically significant, with a significance level of $P < .05$. Furthermore, the ANOVA results ($F_{(1,206)} = 62.842$, $P < .05$) demonstrated a substantial and statistically significant impact of inclusivity on the attainment of a 100% transition rate in public secondary schools across Kisii County.

5.2.2 Role of Relationships on the Efficacy of a Hundred Per cent Transition

The second aim investigated the impact of the interactions between students and teachers on the success of attaining a 100% transition rate in public secondary schools within Kisii County. The study revealed that a significant majority of teacher respondents, specifically 74.5%, affirmed the presence of a positive and cooperative connection between instructors and students. Principals in interviews observed that they encouraged teacher-student mentorship to improve the working relationships for better performance. However, 48.7% of the student respondents disagreed.

About 48.0% of the teacher respondents were undecided if teachers are advocating for respectful behaviour among students. 57.7% of the student respondents disagreed. Knowledge from the interviewees indicated that teachers only came to know if the students misbehaved when there was a behavioural crisis among students in the school that needed every teacher's attention. About 67.2% of the teacher respondents agreed that there were sufficient mechanisms to address undesirable behaviours among students. The fact that a majority (67.2%) agreed showed that there were programs that addressed

undesirable behaviours among students. 44.5% of the student respondents disagreed. The knowledge from interviewees indicated that most schools had suspension programs for errant students.

71.2% of the teacher and 67.1% of the student respondents agreed that teachers accommodate students' views. As was revealed during the interview sessions, schools had suggestion boxes and open-door policies for students to consult and raise complaints/compliments. Students participated in Board of Management (BOM) meetings to enable their views to be addressed by the school's top management. However, instances of students' views not being addressed were evidenced by students' unrest, demonstrations and strikes, as was revealed by the interviewees during the interviews. Whether the teachers appreciated their students or not, 75.8% of teacher respondents and 67.4% of student respondents agreed. Moreover, the interviewees revealed that some teachers were biased in appreciating students based on academic abilities as opposed to other considerations.

In the factor, if teachers offered academic help to students on time, 74.8% of the teacher and 75.2% of the student respondents agreed. Most principals noted that class teacher (s) and teacher (s) on duty promptly acted on students' concerns and raised them with other teachers for immediate action. However, it was revealed by the interviewees that most teachers had busy schedules to leave any time to attend to students. About 68.9% of the teacher respondents and 63.9% of the student respondents agreed with students' cordial relationships. In most interviews with the principals, the principals noted that there were few cases of student indiscipline reported. However, there were an equally good percentage of learners who felt that students' cordial relationships never existed.

Whether there was a cordial relationship among teachers, 59.3% of the teacher respondents and 58.7% of the student respondents agreed. It was revealed by the interviewees that most teachers lacked cordial relationships among themselves. Also, it was observed from the interviews that some schools had poor school administration leadership that was of dictatorship (autocratic) as opposed to democratic leadership, where everyone in the school expressed himself or herself freely. Respondents were lastly asked if there were mechanisms to control harmful boy/ girl relationships. 77.8% of the teacher respondents agreed, against 76.1% of the student respondents who disagreed. The knowledge from the interviewees indicated that most boys and girls in Kisii County indulged in undesirable human tendencies prevalent in vices such as illicit relationships. Variations in relationships can result in an improved learner's transition by 37.9%, and it was statistically significant $p < .05$ and the ANOVA ($F_{(1,206)} = 82.471, P = .000 < .05$) showed a statistically significant effect of the relationship on the efficacy of a hundred per cent transition in public secondary schools in Kisii County.

5.2.3 Influence of Students' Welfare on the Efficacy of a Hundred Per cent Transition

The third objective sought to analyse the influence of students' welfare on the efficacy of a hundred per cent transition in public secondary schools in Kisii County. On whether the schools' facilities promoted student privacy, 82.5% of the teacher, and 68.7% of the student respondents, agreed. However, 6.0% of the teacher and 16.5% of the student respondents disagreed. The interviewees revealed that most schools' furniture was not friendly-user.

The respondents were further asked if the schools' facilities were clean and conducive. 51.6% of the teacher, and 56.8% of the student respondents, agreed. 43.4% of the teacher, and while 19.4% of the student participants remained indecisive. Conversely, 23.8% of the student respondents expressed disagreement that there were clean and conducive school facilities. The interviewees were able to reveal that the schools' facilities were deficiencies in the requirements of construction, others were poorly constructed, others were about to collapse due to lack of prompt renovation and supervision, and some facilities were dirty and sticking due to lack of frequent cleaning as a result of inadequate water supply in the schools.

The respondents were further asked if schools provided Guidance and Counselling services. 65.6% of the teacher and 70.7% of the student respondents agreed. However, the interviewees were able to reveal that some schools had suicide cases, dropouts, earlier pregnancies, bullying and illicit relationships that earned some students suspensions for disciplinary measures. Whether the schools' environment promoted mutual existence among students, 63.9% of the teacher, and 64.8% of the student respondents, agreed. The interviewees' responses justified the 15.9% of the teacher and 23.6% of the student respondents who disagreed on this factor.

Whether the students' concerns were attended to in time by teachers, 68.2% of the teacher, and 32.6% of the student respondents, agreed. The interviewed principals revealed that most schools were sensitive to the well-being of the students, and the needs of the learners were addressed with urgency. However, 41.3% of the student respondents disagreed with this factor. If the schools discouraged unhealthy teacher-student relationships, 64.2% of the teacher, and 77.1% of the student respondents, agreed.

Moreover, the interviewees revealed that some teachers peddled with students on illegal drugs (like marijuana, bhang, and illicit brew), fought their teachers whenever corrected through discipline, and nicknamed and insulted teachers.

Whether schools promoted students' safety through laid down protocols, 57.92% of the teacher and 66.8% of the student respondents agreed. The principals indicated that they observed the safety regulations as set out by the Ministry of education to avoid calamities. Finally, interviewees revealed that students had perennial common colds and infections of communicable diseases from the schools' unhealthy environments. Whether there were containment measures against infectious diseases. 81% of the teacher and 57.4% of the student respondents agreed. There were efforts made by most principals to fumigate, deworm and spray the school compound to curb the emergence of these infectious diseases.

Finally, if the schools provided immediate medical attention to students who fell sick, 84.1% of the teacher, and 78.3% of the student respondents, agreed. However, the fact that some students died in schools due to negligence and others were taken to hospital upon parents' invitation, as was revealed by the interviewees, suggested that some schools never provided immediate medical attention to students. Changes in students' welfare appraisal can result in a decline in learner's transition by 3.0%, and it was statistically insignificant at 5% since $p > .05$. The ANOVA ($F_{(1,206)} = 48.860, P > .05$) showed that the student's welfare has a statistically insignificant effect on the efficacy of a hundred per cent transition in secondary schools in Kisii County. The null hypothesis was, therefore, not rejected. The two attributes are, therefore, not associated.

5.3 Conclusion

Based on the findings, the investigation into how certain ethical considerations affect the effectiveness of a hundred per cent transition in public secondary schools came to the following conclusion:

Most secondary schools in Kisii County have physical facilities to accommodate all students. The physical facilities in place were as a result of the government's capitation for schools' infrastructure. This led to an increased number of physical facilities in schools. However, a number of schools lacked ramps for physically challenged learners; the ablution blocks available were not friendly-user, especially for the visually impaired. For instance, there were pit latrines instead of basins and sinks for the physically challenged learners. Braille machines for visually impaired students also lacked in most secondary schools.

There was fairness in the correction of mistakes among learners. Nevertheless, the uncontrolled admission of students in Form one heightened indiscipline cases, as was experienced in most secondary schools in Kisii County. The Ministry of education gave directives to the principals to admit and re-admit students to secondary schools in Kisii County unconditionally. Consequently, learners with unpleasant behaviours ended up in the school system, and it became very hard to change their behaviours. Some of these learners influenced other students' conduct. Moreover, were the hidden charges that were imposed on errant students and the corruption means by disciplinary committee members who ended up compromising with the disciplinary measures meted on undisciplined students.

Teachers derived motivation by attending to weak students as a strategy for breaching the knowledge gaps. However, a good number of respondents disagreed on this factor. This shows that there were inadequate teachers to attend to individual students' academic differences. Teachers in schools were committed to personal concerns, tidy curriculum and co-curriculum activities other than attending to individual student's academic differences. Moreover, the attitude of some teachers moving up and down to seek premature transfers, especially those who did not come from the locality, contributed to the lack of requisite contact hours between teachers and students. Most teachers who never hailed from the locality were never interested in the academic activities of the schools.

Teachers tried to promote equity in their daily quest in promoting education to students as well as assessing them. The important parts of teaching, as observed by the interviewees, were: teaching, testing and evaluation. Public secondary schools in Kisii County invested a lot of money in teaching, testing and evaluation. Furthermore, parents supported education by giving one realm of papers and remedial subsistence per term. Fairness in the evaluation of learners in Kisii County secondary schools was established through the use of a conveyor belt marking of learners' examination scripts. On the other hand, some teachers favoured some students by giving them benefits that they never deserved. For instance, they leaked examination materials to students, did assignments/examinations for learners, doctored examination results and were biased when teaching in a class by getting along with the bright students.

There were engagement forums among students, teachers and school administration. Forums like stakeholders' conferences, prayer day, visiting days, class conferences, prize-

giving day brought together teachers, students and school administration. Moreover, there were feedback mechanisms where complaints from learners were timely addressed. However, some teachers and school administrators imposed decisions on learners without engaging them. These included: an increase in fees, change of school diet, a change of entertainment routines and opening/ closing dates. This made students turn to antisocial behaviours like school unrest, arson, strikes and demonstrations to rebel against such decisions.

Schools had an inclusive process of selecting students' representatives. There was a democratic process of selecting students' representatives. However, irresponsible prefects, who protected the negative interests of errant students, were selected in the process, while the morally upright students were not selected as prefects due to fear that they might expose errant students to the school's administrators.

A cordial relationship between teachers and students was established in schools. Teachers encouraged teacher-student mentorship to improve the working relationships for better performance. Teachers were assigned students to nurture, guide and counsel. In so doing, students were free to teachers, and most of the students' problems were solved. On the contrary, schools' disciplinary committees were biased in solving indiscipline cases among the learners. Besides, some teachers never listened and acted upon the students' grievances; instead, they harassed and threatened students to perform better in their subjects and made decisions without involving them.

Respectful behaviour among students was advocated by the teachers; however, with a lot of challenges. The admission procedures did not take into consideration the behaviour of

students joining from one. The Ministry of education directed principals to admit any student posted to public secondary schools unconditionally. Consequently, some students with wanting behaviour were admitted. This led to an increase in indiscipline cases in most schools as teachers left disciplinary remedies to deputy principals, school administration and Guidance and Counselling committees. Teachers only came to know if the students misbehaved when there was a behavioural crisis among students in the school that needed every teacher's attention.

There were mechanisms to address undesirable behaviours among students. For instance, student disciplinary committees, the class teacher(s), spiritual leaders (like school chaplains) and Guidance and Counselling committees in the schools helped in addressing undesirable behaviours among students. Most schools had suspension programs for errant students, although, the process ended up in uncoordinated disciplinary committees that punished parents of the errant students by imposing heavy fines and penalties on them instead of the errant students.

Teachers accommodated students' views. Most schools had suggestion boxes and open-door policies for students to consult and raise complaints/ compliments. Students participated in Board of Management's (BOM) meetings to present their views to the school's top management. In addition, schools had inaugurated Student Councils, where students met and aired their grievances. However, instances of students' views not being addressed were evidenced by students' demonstrations and unrest.

Teachers appreciated their students. Most schools had a reward policy for their learners in various categories. The awards included: class-based awards and school-based awards

that cut across the different spectrums of learners' achievement like class attendance, cleanliness, discipline, most improved students in academics, behaviour, and subject-specific performance. This created competition among learners. However, some teachers were biased in appreciating students based on academic abilities as opposed to other considerations. Those who excelled in academics were appreciated more by their teachers as opposed to those who never excelled academically, but excelled in non-academic activities.

Teachers offered academic help to students on time. The class teacher (s) and teacher(s) on duty promptly acted on the students' concerns and raised them with other teachers for immediate action. There was a consultation hour every day when students and teachers shared out. However, most teachers had busy schedules to leave any time to attend to students. Some teachers had grown disinterested in school activities since they were always out of school seeking premature transfers, especially those whose homes were not from the localities they were teaching. Furthermore, the tightness in the curriculum and co-curricular programs left no time for any academic help for students.

There were students' cordial relationships in most Kisii County Public secondary schools. Students solved conflicts among themselves using the existing mechanisms of the schools' prefects' bodies. However, in some instances, cordial relationships never existed. In some schools, prefects bullied their fellow students. Moreover, students from the senior classes bullied their colleagues in the lower forms.

A cordial relationship existed among teachers. School management in Kisii County public secondary schools, for instance, organized bonding and team-building activities to foster

the working relationship among teachers. The principals encouraged their teachers to be part of the school's welfare. However, some teachers practised tribalism in their workstations, backbiting others on work-related issues, biased workloads by some HODs, insubordination of principals on duties/responsibilities delegated, extra marital affairs among teachers that affected learners' time of teaching/consultation and the school's administrative leadership of autocratic also, affected relationships in schools.

Teachers had mechanisms to control harmful boy/girl relationships. Severe measures such as having separate classes for boys and girls or phasing out mixed schools and turning them into single-sex secondary schools were in place. However, Most boys and girls in Kisii County indulged in undesirable human tendencies prevalent in vices such as illicit relationships leading to venereal diseases, perverted sexual behaviours, negative influence on misuse of drugs of abuse, teenage pregnancies, examination cheating, corruption, early marriages, radicalization against school routines and policies and eventually dropping out of school to engage in other economic returns activities other than education since they could not cope with the school's systems.

School facilities were clean and conducive, and they promoted students' privacy. Most school facilities met the privacy standards set by the Ministry of education and public works. Schools located the Guidance and Counselling departmental office away from the administration block to keep the privacy of the students who sought Guidance and Counselling services. On the contrary, most of the school's furniture lacked front covers for the girls' users. Bathrooms and latrines facilities in most schools were open without lockable doors. Moreover, most learners slept in open halls, such as dormitories.

Schools provided Guidance and Counselling to their learners. As a requirement by the Ministry of education, there was a department in schools dealing with Guidance and Counselling. In addition, learners were guided and counselled through deputy principals' offices during the school's disciplinary proceedings. Nonetheless, still, even with the program in place, schools had suicide cases, dropouts, earlier pregnancies, bullying and illicit relationships. These earned the errant students suspensions for disciplinary measures.

Schools' environment in Kisii County public secondary schools promoted mutual existence among students. However, bullying, harassment and violence were commonly practised vices in a number of schools. Moreover, school meals were raw cooked; curriculum requirements were so tight to allow time for learners to have personal studies, consult and socialize.

Students' concerns were attended to in time. Schools in Kisii County were sensitive to the student's concerns, and they were addressed with urgency. However, teachers had busy school schedules and personal commitments to spare any time to attend to the student's concerns. These were among the reasons for schools' unrest, strikes, demonstrations, chaos and arson. Teachers discouraged unhealthy relationships. This was not completely done since some teachers had canal knowledge with students that grossed them disciplinary measures by the Teachers Service Commission (TSC). Moreover, teachers peddled with students on illegal drugs (like marijuana, bhang, and illicit brew), fought their teachers whenever corrected through discipline, and nicknamed and insulted teachers. The teachers also abetted learners in doing strikes in schools for selfish gains.

Schools promoted students' safety through laid down protocols. Schools observed the safety regulations as set by the Ministry of education to avoid calamities. For instance, schools had fire extinguishers and trained personnel that helped in emergencies. But even so, fire outbreaks in schools killed several students and destroyed schools' properties. Moreover, accidents on buildings under construction, falling of learners in pit latrines, and learners stricken by thunder and lightning during rains that affected most students' eyesight were among the risks that affected learners in schools. Also, perennial common colds and infections of communicable diseases from the schools' unhealthy environment, as was evidenced by learners, indicated schools' lack of commitment towards the promotion of the students' safety through the laid down protocols.

Despite having containment measures against infectious diseases, students in public secondary schools in Kisii County lacked requirements like mackintosh for those who were wetting the beds. This contributed to skin diseases such as scabies. Furthermore, most schools lacked frequent water supply, which made most learners not shower for their bodily hygiene. In the end, students contracted communicable diseases like chicken pox and measles. Not only this, but also the sharing of personal effects like combs that caused ringworms and scabies as infectious diseases. Although immediate medical attention was provided when students fell sick, there were instances of students dying in schools due to negligence. Other students were taken to hospital upon the parents' invitation.

Kantian deontological theory in this study demonstrates that duty-based ethics play a significant role in the learner's transition. For instance, schools carried out activities as per the Ministry's set rules and regulations. However, instances of the negligence of

duties and responsibilities were experienced. Consequently, these affected students' inclusivity, relationships and welfare. Secondly, relationships among practitioners of secondary schools in Kisii County were within the deontological perspective. Students, teachers and principals related well by treating each other not only as a means to an end but also as an end in themselves. The students benefited from teachers' teaching, counselling and mentorship activities, even though the time was limited. Equally, the teachers and principals learnt elaborate skills for managing and solving learners' problems. This was against the Teleological theory of ethics as was practised by a section of learning instructors in secondary institutions in Kisii County who did all the activities within the school because of some good ending or some benefits. The ethical factor of welfare in secondary schools in Kisii County was handled as though it was a maxim by which one will become a universal law. This view was supported by most principals who encouraged students and teachers to join the school's welfare activities. However, students' welfare activities need to be expanded in secondary schools in Kisii County to cater for learners' needs in a categorical imperative.

5.4 Recommendations

Stakeholders of secondary schools in Kisii County should address issues of students' inclusivity. They should plan the construction of ramps for physically challenged students, as well as user-friendly ablution blocks. Secondary school teachers should embrace fairness in the correction of errors, and they should also be advised to respond to students' concerns on time. Teaching and evaluation methods should be transparent and objective. Furthermore, school administration should involve students in making decisions in an open forum. An inclusive process for selecting student representatives should be used, and the importance of dialogue and democratic approaches for students

and teachers should be emphasized. Secondary school management in Kisii County should ensure that best practices and conditions are instilled in order to have effective learning. The school environment should be busy and active, with students and teachers understanding that they are on the same team, working together to accomplish something worthwhile. It should establish structures at the school level to deal with reconciliation, trauma and healing, thus improving students' well-being. Finally, management should reach out to educational and non-governmental organizations (NGOs) to assist schools with materials on Guidance and Counselling.

Second, stakeholders in Kisii County's public secondary schools should address relationship issues. Most students were harassed by teachers based on their poor performance in the subjects they were taught. Other than harassment and threats, plausible strategies for motivating learners to perform in various subjects should be sought. Schools' admission policies should be revised to account for the behaviour of students who are enrolling for the first time. The school administration should seek and encourage mechanisms to address undesirable behaviours among students. Student Councils should be strengthened in order to present students' views, which should be accommodated by teachers in order to avoid vices such as arson, unrest, and demonstrations, however, excessive empowerment of Student Councils, such as bullying their colleagues, should be controlled. Teachers should fairly recognize students' efforts in both curriculum and co-curricular activities. The school administration, Ministry, and TSC's code of conduct and regulations should strongly discourage illicit engagements between teacher-student and student-student. Teachers should uphold the professional ethics of the Teachers' Service Commission, such as integrity, fidelity, courtesy, compliance with regulations, acts of kindness, prevention of harm to others, and

responsibility. Teachers should create time to attend to their students' needs, both in and out of class. This should be accomplished by properly structuring curriculum and co-curricular programs to allow for teacher-learner interaction. Bullying in schools should be completely prohibited by schools' administrators, and any instances of such behaviours should be dealt with in accordance with the school's rules and regulations. Teenage pregnancies and early forced marriages should be addressed by school administrators through legal means.

Lastly, the principals of Kisii County's public secondary schools should improve students' welfare. This is by strengthening and expanding the provision of welfare services in schools. School facilities such as the tuition block, dormitory, laboratory, and social amenities should be clean, welcoming, and user-friendly. Washrooms and other ablutions, for example, should promote learners' privacy. The senior teacher's the Guidance and Counselling department ought to have a separate location, distinct from the administrative block so that students can be guided and counselled with minimal disruption. To reduce vices among students, school stakeholders should have regular follow-ups on Guidance and Counselling sessions. The Ministry of Education, Science, and Technology's curriculum and co-curricular activities should be well-balanced in to reach the requirements of learners on time. School administrators should discourage unhealthy relationships by imposing severe penalties on those who engage in them. Students' safety protocols must be followed by all students during community service. For instance, schools should provide learners with protective gear/equipment while working in community services within the school. In the event of an emergency, learners should be sensitized through seminars, workshops, class meetings, and school assemblies on safety measures. Students should be advised on health issues by health professionals,

including contagious communicable diseases and how to prevent them. School administration should incorporate school health services to take care of the learners' health.

5.5 Areas for Further Research

The characteristics that are associated with actual classroom training and how they impact learners' transition were not examined in the study. It is advised that more research be done on these elements in order to better understand how they interact with the ethical issues discussed above and how they impact learners' a hundred per cent transition. This study did not take the joining behaviour of learners from primary schools to secondary schools into account. Therefore, study is required to determine how joining behaviour affects the ethical elements that have an impact on the effectiveness of a hundred per cent transition.

Since the issues investigated in this study are important, a comparative analysis could be conducted in various counties or on a national scale to explore gender dynamics, particularly in light of emerging concerns about the potential marginalization of male students. The research could come up with solutions on how to address the underlying issues that influence students to drop out of school before completing the secondary school level of education. Three issues need further investigation: drug abuse, pregnancies and early marriages. This study mildly mentioned factors responsible for dropout. However, we need to comprehend the intricacies of these elements, particularly substance abuse, pregnancies, and premature marriages. Consequently, it is advisable to conduct a study within the same county to investigate the causes of pregnancies and early

marriages, as well as what can be done to empower those at risk of quitting their studies. The study should also look into the methods used to trick students into misusing drugs.

Since the study concluded that gender differences across types and locations of schools are narrowing, I suspect that secondary completion rates are being influenced by either socioeconomic or religious factors. Therefore, a comparative study needs to be carried out to investigate the influence of socioeconomic and religious factors on secondary schools' completion rates and, consequently, a hundred per cent transition rate.

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APPENDICES

Appendix I: Introductory Letter

Kisii University,
P.O Box 408-40200,
KISII.

21st June, 2021.

To the Principal,

.....

Thro'

County Director Ministry-Kisii County.

Dear Sir / Madam,

RE: REQUEST TO PARTICIPATE IN MY RESEARCH.

I am a student at Kisii University pursuing a PhD degree in educational foundations and I have been permitted to research on "*influence of selected ethical factors on efficacy of a hundred percent transition in public secondary schools in Kisii County, Kenya*".

I am pleased to inform you that your secondary school has been picked to participate in the study. I kindly, request for your assistance during data collection. The following research assistants and their identification numbers as indicated against their name will assist me in collecting data: **Mr. Chomo Rifan Moindi ID no: 36834783, Mr. Osero Caleb Sagini ID no: 36718812, Mr. Magoma Captain ID no: 37986119 and Mr. Kevin Masiri ID no: 37797852.**

I will treat all information given with utmost **confidentiality** and that it will only be used for the purposes of the research.

Thank you.



Jared Momanyi Mauti.

Appendix II: Student Consent Form

To the principal,

Thro'

County Director, Ministry of Education-Kisii County

Dear Sir/Madam,

RE: MAUTI JARED MOMANYI DED17/00006/18



The above named person has been permitted to use the form below in seeking the consent of learners who are age eighteen and below to participate in the research topic: '*Influence of Selected Ethical Factors on the Efficacy of a Hundred Per cent Transition in Public Secondary Schools in Kisii County, Kenya.*' Any assistance given to him will be highly appreciated.

STUDENT PARTICIPANT CONSENT FORM

This is to consent that, I _____

of _____ high /secondary school in form _____

will voluntarily participate as a participant in a study titled, '**Influence of Selected Ethical Factors on Efficacy of Hundred Per cent Transition in Public Secondary Schools in Kisii County, Kenya.**' The researcher will treat all the information collected from the participants in this study with a high level of confidentiality. Anonymity will strictly be adhered to during the analysis and reporting of the data.

Sign: _____ Date _____

Name of class teacher: _____

Thank you so much for your acceptance and cooperation.
Mauti Jared Momanyi (Mr.) PhD student, Kisii University

Appendix III: Students' Questionnaire

Instructions:

1. Please provide information on the items below as truthfully as you can.
2. Please do not indicate anywhere in this questionnaire your name or any other mark that can identify you. Data collected will only be used for this study.
3. For items in part A, please place a tick (✓) where appropriate.

PART A: DEMOGRAPHIC DATA OF RESPONDENT

Please indicate:-

1. The category of your institution

Mixed Boys Girls

2. Your gender:

Male Female

3. Your age (in years)

15 - 18 19 - 20

4. What is your current academic grade?

A B C D E

PART B:

Please place a tick (✓) against each of the statements to indicate the extent of your agreement or disagreement with the statement. In the response column, tick 5 for “Strongly Agree”, 4 for “Agree”, 3 for “Not Sure”, 2 for “Disagree”, and 1 for Strongly Disagree.

S/N.	Students Inclusivity	1	2	3	4	5
1.	Physical facilities available in the school accommodate all students					
2.	There is fairness in the correction of mistakes among students					
3.	Teachers attend to students with individual academic differences					
4.	The school promotes fairness in teaching and evaluation of students					
5.	There are engagement forums among students, teachers, and the school administration					
6.	There is an inclusive process of selecting students’ representatives					
	Relationships					
1.	There is a cordial relationship between teachers and students					
2.	Teachers advocate for respectful behaviour among students					
3.	There are sufficient mechanisms to address undesirable behaviours among students					

4.	Teachers accommodate students' views					
5.	Students are appreciated by teachers					
6.	Teachers offer academic help to students in time					
7.	There is a cordial relationship among students					
8.	There is a cordial relationship among teachers					
9.	There are mechanisms to control harmful boy/girl relationships					
	Students Welfare					
1.	The school facilities promote students' privacy					
2.	There are clean and conducive school facilities					
3.	The school provides Guidance and Counselling services					
4.	The school environment promotes mutual existence among students					
5.	Students' concerns are attended to in time by teachers (e.g. Medical, Career, Financial)					
6.	The school discourages unhealthy teacher-student or student-student relationships					
7.	The school promotes students' safety through laid down protocols					
8.	There are containment measures against infectious diseases (e.g. Ringworms and Scabies)					
9.	The school provides immediate medical attention					

Appendix IV : Teachers' Questionnaire

Instructions:

1. Please provide information on the items below as truthfully as you can.
2. Please do not indicate anywhere in this questionnaire your name or any other mark that can identify you, such as phone number or address, on this sheet. Data collected will only be used for this study.
3. For items in part A, please place a tick (✓) where appropriate.

PART A: DEMOGRAPHIC DATA OF RESPONDENT

Please indicate:-

1. Your gender: Male Female
2. The number of years you have practised as a teacher?
Less than one year, 1–10 years
11–20 years over 20 years
3. What is your highest academic qualification?
Diploma Bachelors
Masters. PhD
Others (Specify) _____
4. What position do you hold in school?
Head of subject Head of department D/principal
Principal
5. Are you aware of the government's a hundred per cent transition?
Yes No

PART B:

Please place a tick (✓) against each of the statements to indicate the extent of your agreement or disagreement with the statement. In the response column, tick 5 for “Strongly Agree”, 4 for “Agree”, 3 for “Not Sure”, 2 for “Disagree”, and 1 for Strongly Disagree

S/N.	Students Inclusivity	1	2	3	4	5
1.	Physical facilities in the school accommodate all students					
2.	There is fairness in the correction of mistakes among students					
3.	Teachers attend to students with individual academic differences					
4.	The school promotes fairness in teaching and evaluation of students					
5.	There are engagement forums among students, teachers and the school administration					
6.	There is an inclusive process of selecting students’ representatives					
	Relationships					
1.	There is a cordial relationship between teachers and students					
2.	Teachers advocate for respectful behaviour among students					
3.	There are sufficient mechanisms to address undesirable behaviours among students					

4.	Teachers accommodate students' views					
5.	Students are appreciated by teachers					
6.	Teachers offer academic help to students in time					
7.	There is a cordial relationship among students					
8.	There is a cordial relationship among teachers					
9.	There are mechanisms to control harmful boy/girl relationships					
	Students Welfare					
1.	The school facilities promote students' privacy					
2.	There are clean and conducive school facilities					
3.	The school provides Guidance and Counselling services					
4.	The school environment promotes mutual existence among students					
5.	Students' concerns are attended to in time by teachers (e.g. Medical, Career, Financial)					
6.	The school discourages unhealthy teacher-student or student-student relationships					
7.	The school promotes students' safety through laid down protocols					
8.	There are containment measures against infectious diseases (e.g. Ring worms and Scabies)					
9.	The school provides immediate medical attention					

Appendix V: Interview Schedule for Principals

PART A: DEMOGRAPHIC DATA OF RESPONDENT

1. Please indicate: Your gender: Male Female

2. The number of years you have practised as a principal?

Less than one year, 1-10 years

11-20 years over 20 years

3. How many years have you served in the current school as a principal?

Less than one year, 1-10 years

11-20 years over 20 years

4. What is your highest academic qualification?

Bachelors Masters. PhD

Item	Interview Questions
1.	I would like to invite you to share with me aspects that relate to the inclusivity of students within the school and how it affects 100 per cent transition.
1.1	In your opinion, what physical facilities in your school can accommodate the varying needs of students?
1.2	Is there fairness in the correction of mistakes or in the teaching and evaluation of students in your school? (If so, what mechanisms are put in place to promote fairness?)
1.3	Do teachers in your school attend to students with individual academic differences?
1.4	As part of the school routine and management, are there engagement forums among students, teachers, and school's administration?

2.	In this section, I would like to share with you aspects that relate to relationships within the school and how they affect the 100 per cent transition.
2.1	In your view, is there a cordial and accommodating relationship between students, teachers-students, and teachers?
2.2	In the school setup, do teachers advocate for ethical behaviours among students? (If no, how are undesirable behaviours addressed?)
2.3	Besides the stipulated roles of teachers, do they volunteer to offer academic and non-academic support to students?
2.4	Any challenge(s) you have faced in this school as far as student/student or student/ teacher relationship is concerned?
3.	Now I would like to invite you to share with me your opinion on students' welfare and how it relates to 100 per cent transition.
3.1	From your standpoint, do school facilities promote students' privacy? (If yes, how are the facilities developed to guarantee students' privacy?)
3.2	Are the school facilities clean and conducive to students? (If yes, what modalities guarantee cleanliness? If no, what is the frequency of infections?)
3.3	Does the school provide Guidance and Counselling services to the students?
3.4	Does the school promote the safety of students using laid-down protocols?
3.5	How are sick students taken care of in this school?
3.6	How do you deal with students who cannot raise school fees?
4.	Now I would like to invite you to share with me your opinion on government policy, stakeholders' attitude and school culture and how it relates to 100 per cent transition.
4.1	How does the government policy affect the efficacy of the a hundred per cent

	transition in secondary schools in Kisii County? How are these related to students' inclusivity, relationships and students' welfare?
4.2	Give an overview of how different stakeholders influence the efficacy of a hundred per cent transition in secondary schools in Kisii county? How does such stakeholders' influence affect students' inclusivity, relationships and students' welfare?
4.3	Does the school culture promote efficacy of a hundred per cent transition? How does the culture affect students' inclusivity, relationships and students' welfare?

Appendix VI: Kisii County Public Secondary Schools

MINISTRY OF EDUCATION



GUCHA SUB-COUNTY EDUCATION OFFICE

SECONDARY SCHOOLS' ENROLMENT PER GENDER, 2021

S/NO	COUNTY	SUB COUNTY	NAME OF SCHOOL	FORM 3	
				B	G
1.	KISII	GUCHA	BUYONGE SEC.	25	14
2.	KISII	GUCHA	MAROBA SEC.	10	16
3.	KISII	GUCHA	KEBERE SEC.	10	10
4.	KISII	GUCHA	SENGERA PARISH *		87
5.	KISII	GUCHA	NYAGENKE SEC.	42	33
6.	KISII	GUCHA	NYANSARA SEC.	29	24
7.	KISII	GUCHA	NYATARO SEC	51	45
8.	KISII	GUCHA	GAKERO SDA	30	29
9.	KISII	GUCHA	MACHONGO SEC. *	67	57
10.	KISII	GUCHA	NYAMONYO SEC.	24	32
11.	KISII	GUCHA	KINENI PEFA SEC.	25	15
12.	KISII	GUCHA	GAKERO ELCK	50	61
13.	KISII	GUCHA	NYAMORONGA SEC.	19	18
14.	KISII	GUCHA	ST ANGELA SENGERA GIRLS		202
15.	KISII	GUCHA	ITARE SEC.	35	18
16.	KISII	GUCHA	MATAGARO SEC.	22	23
17.	KISII	GUCHA	GETUKI SEC.	36	38
18.	KISII	GUCHA	NYANSAKIA SEC.	17	9
19.	KISII	GUCHA	NYABURUMBASI SEC. *	13	8
20.	KISII	GUCHA	BOMBABA SEC.	39	58
			TOTALS	634	797

MINISTRY OF EDUCATION



SAMETA SUB-COUNTY EDUCATION OFFICE

SECONDARY SCHOOLS' ENROLMENT PER GENDER, 2021

S/NO	COUNTY	SUB COUNTY	NAME OF SCHOOL	FORM 3	
				B	G
1.	KISII	SAMETA	NYAGUKU	27	24
2.	KISII	SAMETA	RIACHORE	1	1
3.	KISII	SAMETA	ST. PANCRAS KIONG'ONGI	24	16
4.	KISII	SAMETA	KENYERERE	15	19
5.	KISII	SAMETA	ST. DOMINIC RUSINGA	18	26
6.	KISII	SAMETA	ST. PETERS RIANYACHUBA	15	11
7.	KISII	SAMETA	RIOBARA	13	11
8.	KISII	SAMETA	BOITANG'ARE FAM	48	61
9.	KISII	SAMETA	ST. MARYS NYAMAGWA GIRLS *	0	276
10.	KISII	SAMETA	ST. JOHNS NYAMAGWA	255	0
11.	KISII	SAMETA	NYAGIKI SDA	15	17
12.	KISII	SAMETA	SAMETA P.A.G MIXED *	47	32
13.	KISII	SAMETA	SAMETA BOYS' HIGH *	181	0
14.	KISII	SAMETA	NYABONGE S.D. A	41	44
15.	KISII	SAMETA	NYAGANCHA	10	21
16.	KISII	SAMETA	GETENGA	22	22
17.	KISII	SAMETA	GEKONGO	12	3
18.	KISII	SAMETA	NYAMONEMA	26	28
19.	KISII	SAMETA	KENYORO	19	19
20.	KISII	SAMETA	BISHOP MUGENDI	29	120
21.	KISII	SAMETA	GESURE SDA	28	29
			TOTALS	846	780

MINISTRY OF EDUCATION



NYAMACHE SUB-COUNTY EDUCATION OFFICE

SECONDARY SCHOOLS' ENROLMENT PER GENDER, 2021

S/NO	COUNTY	SUB COUNTY	NAME OF SCHOOL	FORM 3	
				B	G
1.	KISII	NYAMACHE	BORANGI PAG	27	36
2.	KISII	NYAMACHE	BORANGI SDA	22	11
3.	KISII	NYAMACHE	EBIOSI PAG	12	20
4.	KISII	NYAMACHE	EBIGOGO DEB	12	9
5.	KISII	NYAMACHE	EMENWA	96	112
6.	KISII	NYAMACHE	ENCHORO PEFA	35	35
7.	KISII	NYAMACHE	GETAI	13	7
8.	KISII	NYAMACHE	GIONSERI GIRLS	0	159
9.	KISII	NYAMACHE	IGOMA PAG	23	28
10.	KISII	NYAMACHE	IKENYE PAG	18	16
11.	KISII	NYAMACHE	ISENA PAG *	7	6
12.	KISII	NYAMACHE	ISENA GIRLS *	0	54
13.	KISII	NYAMACHE	ITUMBE DOK	51	26
14.	KISII	NYAMACHE	KEGOCHI	20	12
15.	KISII	NYAMACHE	KIOBEGI DEB	28	34
16.	KISII	NYAMACHE	KIONDUSO	13	14
17.	KISII	NYAMACHE	MAJIMAZURI	96	77
18.	KISII	NYAMACHE	MOCHENGO PAG	42	22
19.	KISII	NYAMACHE	MOGONGA PAG	34	40
20.	KISII	NYAMACHE	MOSORA	47	48
21.	KISII	NYAMACHE	NYACHOGOCHOGO	91	64
22.	KISII	NYAMACHE	NYABITE AC.	32	40
23.	KISII	NYAMACHE	NYABITE DOK.	34	36
24.	KISII	NYAMACHE	NYABIOSI	29	52

25.	KISII	NYAMACHE	NYABISASE	211	236
26.	KISII	NYAMACHE	NYABISIA	13	14
27.	KISII	NYAMACHE	NYABOTERERE	8	12
28.	KISII	NYAMACHE	NAIKURU PAG.	81	63
29.	KISII	NYAMACHE	NYAMACHE BOYS	154	0
30.	KISII	NYAMACHE	NYAMAKOROBO FAM	18	10
31.	KISII	NYAMACHE	NYAMUYA ELCK *	16	18
32.	KISII	NYAMACHE	NYANGUSU SDA.	32	26
33.	KISII	NYAMACHE	NYOERA	12	2
34.	KISII	NYAMACHE	RIAMBASE	291	262
35.	KISII	NYAMACHE	RIGENA	83	71
36.	KISII	NYAMACHE	ROGONGO	20	29
37.	KISII	NYAMACHE	ST. CHARLES KABEO	61	71
38.	KISII	NYAMACHE	ST. GABRIEL RIYABO	18	15
39.	KISII	NYAMACHE	ST. JAMES GIONSARIA	20	34
40.	KISII	NYAMACHE	ST. JOSEPH NYACHENGE	16	6
41.	KISII	NYAMACHE	ST. JOHNS OROGARE	51	45
42.	KISII	NYAMACHE	ST. JOSEPH SUGUBO	44	61
43.	KISII	NYAMACHE	ST. MATHEWS CHITAGO	25	19
44.	KISII	NYAMACHE	ST. THERESAS NYANGUSU	0	87
45.	KISII	NYAMACHE	ST. THOMAS TURWA	45	33
46.	KISII	NYAMACHE	ST. PAULS NYACHEKI	35	38
47.	KISII	NYAMACHE	S.H.J. EKEONGA	9	19
48.	KISII	NYAMACHE	SIMITI	0	0
49.	KISII	NYAMACHE	SUGUTA GIRLS	0	187
			TOTALS	2,045	2,316

MINISTRY OF EDUCATION



**MASABA SUB-COUNTY EDUCATION OFFICE
SECONDARY SCHOOLS' ENROLMENT PER GENDER, 2021**

S/NO	COUNTY	SUB COUNTY	NAME OF SCHOOL	FORM 3	
				B	G
1.	KISII	MASABA	GETARE GIRLS		57
2.	KISII	MASABA	GEKONGE DEB	5	7
3.	KISII	MASABA	KIAMOKAMA	17	14
4.	KISII	MASABA	MOKOROGOINWA	57	86
5.	KISII	MASABA	SUGUTA	26	31
6.	KISII	MASABA	ST JAMES *	49	32
7.	KISII	MASABA	NYANKONONI	20	31
8.	KISII	MASABA	HEMA	192	168
9.	KISII	MASABA	NYAMAGESA COG	65	59
10.	KISII	MASABA	BONGONTA	57	48
11.	KISII	MASABA	METEMBE SDA	108	132
12.	KISII	MASABA	NYAMESOCHO SDA	7	10
13.	KISII	MASABA	EMEROKA	31	14
14.	KISII	MASABA	AMABUKO *	159	125
15.	KISII	MASABA	RIURI	24	33
16.	KISII	MASABA	MOI GESUSU	587	
17.	KISII	MASABA	IKORONGO SDA	21	14
18.	KISII	MASABA	CHIRONGE	51	48
19.	KISII	MASABA	BOGENCHE	21	17
20.	KISII	MASABA	RIABIGUTU	9	10
21.	KISII	MASABA	MESABISABI	63	74
22.	KISII	MASABA	KEGOGI	11	9
23.	KISII	MASABA	NYANTURAGO *	86	62
24.	KISII	MASABA	GESABAKWA	45	50
25.	KISII	MASABA	MOREMANI	52	53

26.	KISII	MASABA	MASIMBA	110	117
27.	KISII	MASABA	MASABO	24	18
28.	KISII	MASABA	SASATI	45	54
29.	KISII	MASABA	MOSISA	67	55
30.	KISII	MASABA	NYAMAGESA DEB	46	34
31.	KISII	MASABA	ST. JOSEPHS MUKASA	20	30
32.	KISII	MASABA	MOBAMBA	244	170
33.	KISII	MASABA	CHIBWOBI	10	20
34.	KISII	MASABA	MUSA NYANDUSI	53	40
35.	KISII	MASABA	GETERI	16	15
36.	KISII	MASABA	RAMASHA	6	8
37.	KISII	MASABA	MOGWKO	17	17
38.	KISII	MASABA	MOREREMI	18	14
39.	KISII	MASABA	MATIBO GIRLS	18	24
40.	KISII	MASABA	IBACHO	100	100
41.	KISII	MASABA	SOSERA	24	17
42.	KISII	MASABA	EKWARE	5	5
43.	KISII	MASABA	ST. CHARLES LWANGA *	0	559
44.	KISII	MASABA	AMASEGE	128	117
			TOTAL	2714	2598

MINISTRY OF EDUCATION



**ETAGO SUB-COUNTY EDUCATION OFFICE
SECONDARY SCHOOLS' ENROLMENT PER GENDER, 2021**

S/NO	COUNTY	SUB COUNTY	NAME OF SCHOOL	FORM 3	
				B	G
1.	KISII	ETAGO	NYAIMERA	19	9
2.	KISII	ETAGO	NYATWONI	19	13
3.	KISII	ETAGO	NYANGWETA	26	21
4.	KISII	ETAGO	NYASASA	39	35
5.	KISII	ETAGO	ST. LINUS GIRLS *	0	29
6.	KISII	ETAGO	KIAGWARE	27	30
7.	KISII	ETAGO	BOGICHONCHO	14	18
8.	KISII	ETAGO	NCHORO		
9.	KISII	ETAGO	KARUNGU	4	
10.	KISII	ETAGO	NDONYO	112	107
11.	KISII	ETAGO	AYORA	108	113
12.	KISII	ETAGO	NYAKEYO *	21	39
13.	KISII	ETAGO	MARIWA	48	51
14.	KISII	ETAGO	RIAGUMO		
15.	KISII	ETAGO	KIENDEGE	32	33
16.	KISII	ETAGO	ST. PETERS NYANGWETA *	21	16
17.	KISII	ETAGO	MOTICHO GIRLS		18
18.	KISII	ETAGO	MONIANKU	53	42
19.	KISII	ETAGO	IKOBA	12	11
20.	KISII	ETAGO	NYAMONDO	30	27
21.	KISII	ETAGO	NYABINE	37	36
22.	KISII	ETAGO	MESOCHO	18	17
23.	KISII	ETAGO	MAROO ESINDE	60	55
24.	KISII	ETAGO	ST ALPHONCE	16	5
25.	KISII	ETAGO	MUMA	50	45
26.	KISII	ETAGO	ST. FABIAN MAKARA	18	12
			TOTALS	784	782

MINISTRY OF EDUCATION



**KENYENYA SUB-COUNTY EDUCATION OFFICE
SECONDARY SCHOOLS' ENROLMENT PER GENDER, 2021**

S/NO	COUNTY	SUB COUNTY	NAME OF SCHOOL	FORM 3	
				B	G
1.	KISII	KENYENYA	EBEREGE	37	26
2.	KISII	KENYENYA	EMESA *	45	35
3.	KISII	KENYENYA	ENDERETI	24	19
4.	KISII	KENYENYA	GEKONGO II	12	23
5.	KISII	KENYENYA	GESABAKWA	29	30
6.	KISII	KENYENYA	IBENCHO	15	23
7.	KISII	KENYENYA	ICHUNI	33	37
8.	KISII	KENYENYA	IGORERA	37	36
9.	KISII	KENYENYA	IYENGA	10	15
10.	KISII	KENYENYA	KEBABE	55	43
11.	KISII	KENYENYA	KEBERESI	113	124
12.	KISII	KENYENYA	KENYANYA MIXED	45	40
13.	KISII	KENYENYA	KENYORO	9	12
14.	KISII	KENYENYA	KERONGORORI MIXED	107	116
15.	KISII	KENYENYA	MAGENA BOYS *	90	
16.	KISII	KENYENYA	MAGENA GIRLS *		81
17.	KISII	KENYENYA	MAGENGE SDA	134	148
18.	KISII	KENYENYA	MAIGA	49	42
19.	KISII	KENYENYA	MESABAKWA	31	14
20.	KISII	KENYENYA	METEMBE	22	30
21.	KISII	KENYENYA	MOBIRONA	23	25
22.	KISII	KENYENYA	MOCHORWA SEC	84	61
23.	KISII	KENYENYA	MOKOMONI MIXED	61	48
24.	KISII	KENYENYA	MOKUBO	97	111
25.	KISII	KENYENYA	MASENSEMA	42	28

26.	KISII	KENYENYA	MOTEIRIBE	158	145
27.	KISII	KENYENYA	NYABINYINYI	19	33
28.	KISII	KENYENYA	NYABIORE GIRLS		115
29.	KISII	KENYENYA	NYAIBATE	36	16
30.	KISII	KENYENYA	NYAKOIBA	111	90
31.	KISII	KENYENYA	NYAKORERE MIXED	10	35
32.	KISII	KENYENYA	NYAMESOCHO BOYS	56	
33.	KISII	KENYENYA	NYAMIOBO	14	7
34.	KISII	KENYENYA	NYANGETI	18	20
35.	KISII	KENYENYA	OMOBERA GIRLS		65
36.	KISII	KENYENYA	RANDANI	22	14
37.	KISII	KENYENYA	RIANYANCHABERA	13	12
38.	KISII	KENYENYA	RIOKINDO BOYS *	622	
39.	KISII	KENYENYA	RIOKINDO GIRLS		233
40.	KISII	KENYENYA	RITEMBU	21	34
41.	KISII	KENYENYA	RIYABU	12	15
42.	KISII	KENYENYA	SENGERA SDA	35	18
43.	KISII	KENYENYA	AT AUGUSTINE MAGENCHE	17	19
44.	KISII	KENYENYA	ST JOSEPHS ETONO	19	33
45.	KISII	KENYENYA	ST EDWARD NYABIOTO SEC	212	136
			TOTAL	2599	2197

MINISTRY OF EDUCATION



MARANI SUB-COUNTY EDUCATION OFFICE

SECONDARY SCHOOLS' ENROLMENT PER GENDER, 2021

S/NO	COUNTY	SUB COUNTY	NAME OF SCHOOL	FORM 3	
				B	G
1.	KISII	MARANI	ENGOTO	12	16
2.	KISII	MARANI	ENTANDA	93	123
3.	KISII	MARANI	ERAMBA	83	88
4.	KISII	MARANI	GAMBA	41	40
5.	KISII	MARANI	GETURI *	86	74
6.	KISII	MARANI	ITIBO BOYS	83	
7.	KISII	MARANI	ITIBO GIRLS		247
8.	KISII	MARANI	KENYORO	126	121
9.	KISII	MARANI	KIARENI	60	60
10.	KISII	MARANI	MANYANSI	4	10
11.	KISII	MARANI	MASAKWE	13	9
12.	KISII	MARANI	MESARIA	29	25
13.	KISII	MARANI	METEMBE	29	31
14.	KISII	MARANI	MOSOCHO	21	17
15.	KISII	MARANI	MOTONTO	20	14
16.	KISII	MARANI	NYABWOROBA	16	6
17.	KISII	MARANI	NYAGESENDA	60	52
18.	KISII	MARANI	NYAGONYI	25	32
19.	KISII	MARANI	NYAGOTO	32	35
20.	KISII	MARANI	NYAKEIRI	81	
21.	KISII	MARANI	NYAKEYO	29	37
22.	KISII	MARANI	NYAKOOME	20	21
23.	KISII	MARANI	NYAKOORA	56	34
24.	KISII	MARANI	NYANKANDA	37	33
25.	KISII	MARANI	NYANSAKIA	16	21
26.	KISII	MARANI	NYANSORE	58	58

27.	KISII	MARANI	RIOMA	63	58
28.	KISII	MARANI	SENSI *	23	16
29.	KISII	MARANI	ST MARYS NGENYI		53
30.	KISII	MARANI	ST MONICA MARANI GIRLS *		53
31.	KISII	MARANI	TAMBACHA	51	73
			TOTALS	1267	1457

MINISTRY OF EDUCATION



SOUTH GUCHA SUB-COUNTY EDUCATION OFFICE

SECONDARY SCHOOLS' ENROLMENT PER GENDER, 2021

S/NO	COUNTY	SUB COUNTY	NAME OF SCHOOL	FORM 3	
				B	G
1.	KISII	SOUTH GUCHA	RIOSIRI	56	47
2.	KISII	SOUTH GUCHA	NYABIGENA GIRLS *	45	74
3.	KISII	SOUTH GUCHA	AMAIKO	97	92
4.	KISII	SOUTH GUCHA	NYACHENGE	45	30
5.	KISII	SOUTH GUCHA	GOTICHAKI	34	31
6.	KISII	SOUTH GUCHA	NYAKEMBENE	26	34
7.	KISII	SOUTH GUCHA	MARONGO	15	20
8.	KISII	SOUTH GUCHA	OMOBIRI	32	52
9.	KISII	SOUTH GUCHA	NDURU BOYS	282	
10.	KISII	SOUTH GUCHA	NYABIGENA BOYS *	429	
11.	KISII	SOUTH GUCHA	GIASOBERA	27	30
12.	KISII	SOUTH GUCHA	NDURU GIRLS		345
13.	KISII	SOUTH GUCHA	RAMOYA GIRLS		50
14.	KISII	SOUTH GUCHA	KIORORI	6	15
15.	KISII	SOUTH GUCHA	NYANGO	26	33
16.	KISII	SOUTH GUCHA	NYAMUE	19	25
17.	KISII	SOUTH GUCHA	IBRAHIM OCHOI	14	12
18.	KISII	SOUTH GUCHA	NYAKORERE	15	18
19.	KISII	SOUTH GUCHA	KIABIGORIA	68	79
20.	KISII	SOUTH GUCHA	TABAKA TOWNSHIP	8	3
21.	KISII	SOUTH GUCHA	NYAGICHENCHE *	149	91
22.	KISII	SOUTH GUCHA	NYAMONARIA	44	35
23.	KISII	SOUTH GUCHA	TABAKA BOYS	71	
			TOTAL	1508	1116

MINISTRY OF EDUCATION



**KITUTU CENTRAL SUB-COUNTY EDUCATION OFFICE
SECONDARY SCHOOLS' ENROLMENT PER GENDER, 2021**

S/NO	COUNTY	SUB COUNTY	NAME OF SCHOOL	FORM 3	
				B	G
1.	KISII	KITUTU CENTRAL	ST PATRICKS MOSOCHO	145	85
2.	KISII	KITUTU CENTRAL	NYABURURU GIRLS		435
3.	KISII	KITUTU CENTRAL	CARDINAL OTUNGA HIGH	349	
4.	KISII	KITUTU CENTRAL	NYATIEKO SEC. *	56	57
5.	KISII	KITUTU CENTRAL	DARAJA MBILI SEC. *	96	88
6.	KISII	KITUTU CENTRAL	ST CLARE KIOGE GIRLS		116
7.	KISII	KITUTU CENTRAL	RIOTERO SDA SEC.	51	60
8.	KISII	KITUTU CENTRAL	ONG'ICHA SEC.	96	81
9.	KISII	KITUTU CENTRAL	ST LUKES KANUNDA *	78	72
10.	KISII	KITUTU CENTRAL	ST CATHERINE ISANDA	90	91
11.	KISII	KITUTU CENTRAL	KIOGO SDA SEC.	40	49
12.	KISII	KITUTU CENTRAL	KEORE SEC.	27	45
13.	KISII	KITUTU CENTRAL	ST. PHILIP'S MATIEKO SEC.	24	15
14.	KISII	KITUTU CENTRAL	ST. AMBROSE NYAORE SEC.	23	27
15.	KISII	KITUTU CENTRAL	KANYIMBO SEC.	79	47
16.	KISII	KITUTU CENTRAL	BOGEKA SEC.	21	26
17.	KISII	KITUTU CENTRAL	GETEMBE SEC. *	52	47
18.	KISII	KITUTU CENTRAL	KIONG'ONG'I SEC.	21	11
19.	KISII	KITUTU CENTRAL	RAGANGA SEC.	4	8
20.	KISII	KITUTU CENTRAL	NYAGISAI SEC.	15	17
21.	KISII	KITUTU CENTRAL	NYAKEOGIRO SEC.	13	17
22.	KISII	KITUTU CENTRAL	NYAMATUTA SEC.	21	31
			TOTALS	1301	1425

MINISTRY OF EDUCATION



**KISII CENTRAL SUB-COUNTY EDUCATION OFFICE
SECONDARY SCHOOLS' ENROLMENT PER GENDER, 2021**

S/NO	COUNTY	SUB COUNTY	NAME OF SCHOOL	FORM 3	
				B	G
1.	KISII	KISII CENTRAL	BORONYI MIXED SEC.	9	15
2.	KISII	KISII CENTRAL	OTAMBA		48
3.	KISII	KISII CENTRAL	BORUMA SEC.	17	20
4.	KISII	KISII CENTRAL	NYAGUTA	59	67
5.	KISII	KISII CENTRAL	NYANKO	17	26
6.	KISII	KISII CENTRAL	GIANCHERE SPECIAL	19	17
7.	KISII	KISII CENTRAL	NYAMEMISO MIXED SEC.	19	20
8.	KISII	KISII CENTRAL	AMARIBA MIXED SEC.	52	40
9.	KISII	KISII CENTRAL	RIABAMANYI	14	11
10.	KISII	KISII CENTRAL	MASONGO MIXED	65	69
11.	KISII	KISII CENTRAL	KIAMABUNDU	22	34
12.	KISII	KISII CENTRAL	ST ALEXANDER NYAMECHEO	24	31
13.	KISII	KISII CENTRAL	SCMN KEGATI.*	124	155
14.	KISII	KISII CENTRAL	IBENO	45	36
15.	KISII	KISII CENTRAL	NYANGURU COG.	15	15
16.	KISII	KISII CENTRAL	NYANKORORO SDA	9	8
17.	KISII	KISII CENTRAL	ST PETERS KERERA	109	83
18.	KISII	KISII CENTRAL	GIANCHERE FRIENDS	97	110
19.	KISII	KISII CENTRAL	NYATARO COG.	16	23
20.	KISII	KISII CENTRAL	NYABIOSI	20	9
21.	KISII	KISII CENTRAL	KISII SCHOOL *	544	
22.	KISII	KISII CENTRAL	MATUNWA SEC.	16	14
23.	KISII	KISII CENTRAL	KIRWA MIXED	7	13
24.	KISII	KISII CENTRAL	IRONDI	39	42
25.	KISII	KISII CENTRAL	KERERI GIRLS		821
26.	KISII	KISII CENTRAL	ST FRANCIS KABOSI	11	17

27.	KISII	KISII CENTRAL	ST PAULS AMASAGO	112	
28.	KISII	KISII CENTRAL	NYANSIRA SDA.	26	24
29.	KISII	KISII CENTRAL	NYAMAGWA SDA.	70	62
30.	KISII	KISII CENTRAL	IRUNGU PAG.	62	40
31.	KISII	KISII CENTRAL	NYANCHWA BOYS *	75	
32.	KISII	KISII CENTRAL	NYAURA	32	41
33.	KISII	KISII CENTRAL	ST STEPHENS NYAMWARE	60	52
34.	KISII	KISII CENTRAL	NYANCHWA GIRLS		142
35.	KISII	KISII CENTRAL	KEOKE	16	15
36.	KISII	KISII CENTRAL	BIRONGO	13	21
37.	KISII	KISII CENTRAL	RIONDONG'A	74	81
38.	KISII	KISII CENTRAL	NYOSIA	61	58
39.	KISII	KISII CENTRAL	TARACHA	26	32
40.	KISII	KISII CENTRAL	BOBARACHO MIXED	59	46
			TOTAL	2055	2358

MINISTRY OF EDUCATION



**KISII SOUTH SUB-COUNTY EDUCATION OFFICE
SECONDARY SCHOOLS' ENROLMENT PER GENDER, 2021**


S/NO	COUNTY	SUB COUNTY	NAME OF SCHOOL	FORM 3	
				B	G
1.	KISII	KISII SOUTH	BOTORO SEC. *	59	60
2.	KISII	KISII SOUTH	OMWARI SEC.	101	102
3.	KISII	KISII SOUTH	BOGIAKUMU SEC.	63	52
4.	KISII	KISII SOUTH	NYOTOIMA SUGUTA	8	3
5.	KISII	KISII SOUTH	ITIBO SEC.	27	29
6.	KISII	KISII SOUTH	MOGUMO SEC.	63	76
7.	KISII	KISII SOUTH	EKERORE DEB.	36	19
8.	KISII	KISII SOUTH	GENGA SEC.	20	18
9.	KISII	KISII SOUTH	NYABIEYO SEC.	8	12
10.	KISII	KISII SOUTH	MATONGO SEC.	60	47
11.	KISII	KISII SOUTH	NYABIMWA SEC.	10	17
12.	KISII	KISII SOUTH	MOSANDO SEC.	11	11
13.	KISII	KISII SOUTH	NYAMERAKO SEC.	18	7
14.	KISII	KISII SOUTH	EKERUBO	44	70
15.	KISII	KISII SOUTH	RIANYABARO SEC. *	34	10
16.	KISII	KISII SOUTH	ITIERIO BOYS *	184	0
17.	KISII	KISII SOUTH	SUNEKA GIRLS	0	150
18.	KISII	KISII SOUTH	GESERO SEC.	129	93
19.	KISII	KISII SOUTH	BITARE SEC.	22	20


20.	KISII	KISII SOUTH	IRUMA SEC.	65	62
21.	KISII	KISII SOUTH	SUGUNANA DEB.	34	16
22.	KISII	KISII SOUTH	ITIERIO GIRLS	0	196
23.	KISII	KISII SOUTH	NYASAGATI SEC.	56	81
24.	KISII	KISII SOUTH	BOGITAA SEC.	41	36
25.	KISII	KISII SOUTH	NYANGOGE GIRLS	0	130
26.	KISII	KISII SOUTH	NYAMOKENYE SEC.	135	126
27.	KISII	KISII SOUTH	NYANGENA DOK.	8	17
28.	KISII	KISII SOUTH	MWATA SEC.	15	18
29.	KISII	KISII SOUTH	IGONGA BOYS	123	0
30.	KISII	KISII SOUTH	ISAMWERA DOK.	29	32
31.	KISII	KISII SOUTH	BONYAORO SEC.	7	15
32.	KISII	KISII SOUTH	KIABUSURA SEC.	40	49
33.	KISII	KISII SOUTH	RIAMONTINGA	29	30
			TOTALS	1479	1604
TOTAL NUMBER OF PUBLIC SECONDARY SCHOOLS IN KISII COUNTY					
ARE: <u>355</u>					

*** Schools that were sampled to take part in the study.**

Appendix VII: Research Permit

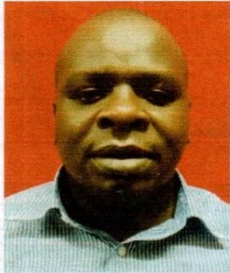
Documents in appendixes VII, VIII and IX show accredited permission to research the ‘Influence of Selected Ethical Factors on the Efficacy of a Hundred Per cent Transition in Public Secondary Schools in Kisii County, Kenya.’


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **752343** Date of Issue: **15/June/2022**


RESEARCH LICENSE




This is to Certify that Mr.. **JARED MOMANYI MAUTI** of Kisii University, has been licensed to conduct research in Kisii on the topic: **INFLUENCE OF SELECTED ETHICAL FACTORS ON EFFICACY OF HUNDRED PERCENT TRANSITION IN PUBLIC SECONDARY SCHOOLS IN KISII COUNTY, KENYA** for the period ending : **15/June/2023**.

License No: **NACOSTI/P/22/18295**

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Authorized
J. Mauti
26/07/2022

KISII COUNTY COMMISSIONER
KISII COUNTY

Appendix VIII: Introductory Letter



KISII UNIVERSITY

Telephone: +254 20 2352059
Facsimile: +254 020 2491131
Email: research@kisiiversity.ac.ke

P O BOX 408 – 40200
KISII
www.kisiiversity.ac.ke

OFFICE OF THE REGISTRAR RESEARCH AND EXTENSION

REF: KSU/R&E/ 03/5/ 587

DATES: 13th June, 2022

**The Head, Research Coordination
National Council for Science, Technology and Innovation
(NACOSTI) Utalii House, 8th Floor, Uhuru Highway
P. O. Box 30623– 00100
NAIROBI - KENYA.**


Dear Sir/Madam

RE: MAUTI JARED MOMANYI DED17/00006/18

The above mentioned is a student of Kisii University currently pursuing a Degree of Doctor of Philosophy in Educational Foundations. The topic of his research is, ***"Influence of selected ethical factors on efficacy of hundred percent transition in public secondary schools in Kisii County Kenya"***.

We are kindly requesting for assistance in acquiring a research permit to enable him carry out the research.

Thank you.


for Prof. Anakalo Shitandi, PhD
Registrar, Research and Extension



Cc: DVC (ASA)
Registrar (ASA)
Director SPGS

Appendix IX: Authority from County Education Office



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

State Department of Early Learning and Basic Education

Telegram: "EDUCATION"
EDUCATION

Telephone: 058-30695

Email address: cdekisii@gmail.com

When replying please quote

COUNTY DIRECTOR OF

KISII COUNTY

P.O. BOX 4499 - 40200

KISII.

REF: CDE/KSI/RESEARCH/V/8/134

Date: 21st June, 2022

MAUTI JARED MOMANYI
KISII UNIVERSITY
P. O.BOX 408- 40200
KISII.

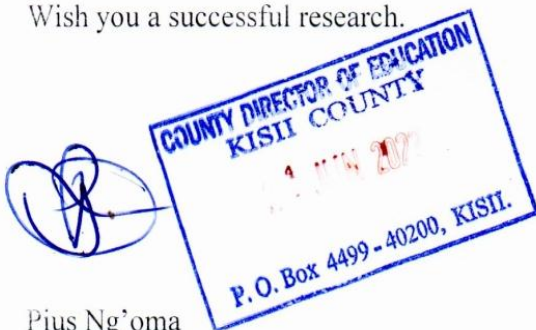
RE: RESEARCH AUTHORIZATION.

Following your research Authorization vide your letter Ref.DED17 /00006/18 to carry out research in Kisii County, this letter refers.

I am pleased to inform you that you can carry out your research in the County on "**Influence of selected ethical factors on efficacy of hundred percent transition in Public Secondary schools in Kisii County, Kenya**" for a period ending 31st December, 2022.

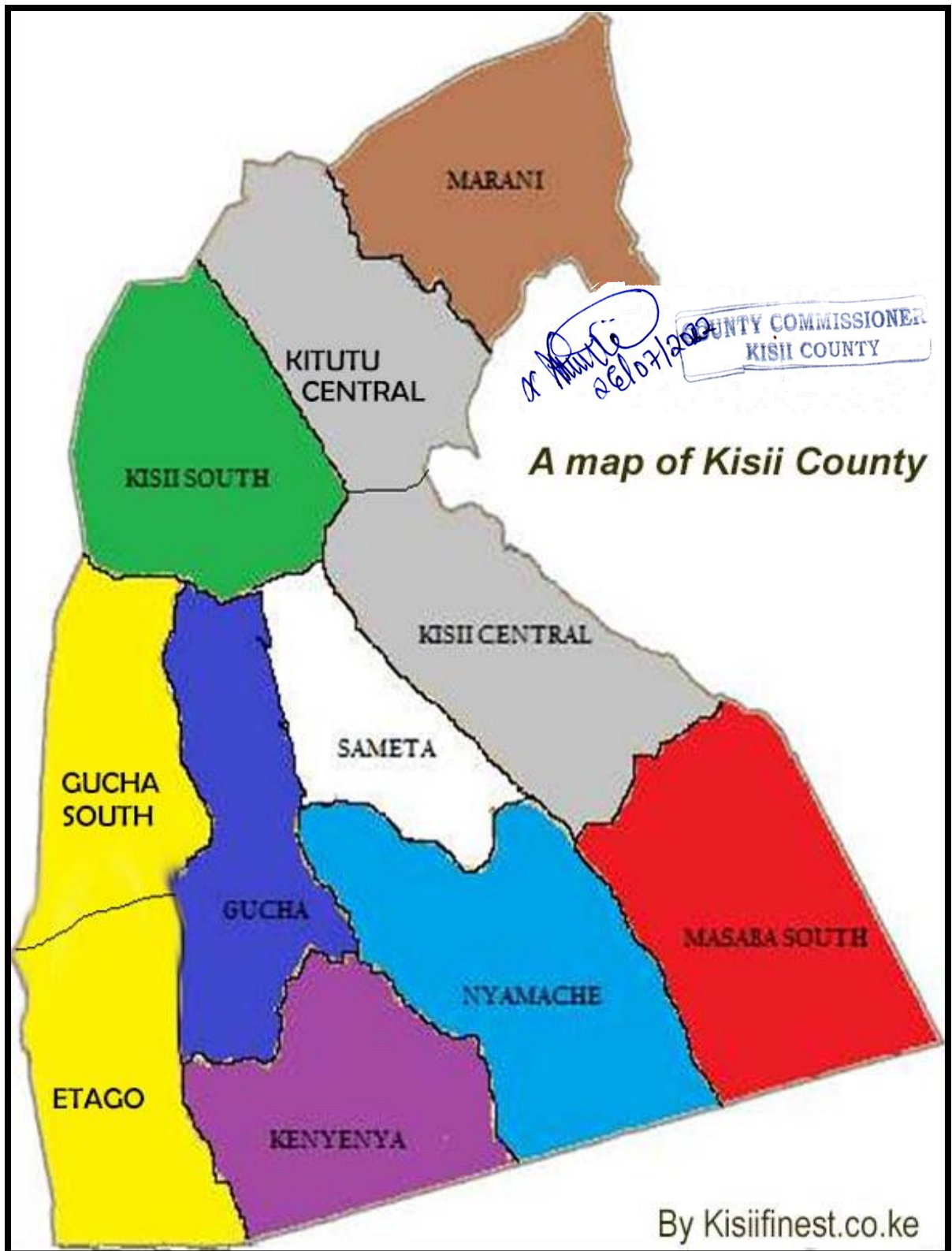
NB: Will be assisted by research assistants overleaf.

Wish you a successful research.



Pius Ng'oma
County Director of Education
Kisii.

Appendix X: The Map of Kisii County



Appendix XI: Krejcie & Morgan Table

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Appendix XII: Journal Publication Evidence

INTERNATIONAL JOURNAL OF RESEARCH IN EDUCATION AND PSYCHOLOGY (IJREP)
An International Peer Reviewed Journal
<http://ijrep.com/> SJIF Impact Factor 6.12

Vol.8 Issue 2
(April-June)
2022

RESEARCH ARTICLE



ISSN:2455-426X

RELATIONSHIP BETWEEN ETHICAL CONDUCT AND STUDENTS' EXAMINATION PERFORMANCE AMONG UNIVERSITY STUDENTS IN KISII COUNTY, KENYA

I Jared Mauti, 2Dr. Benard Mwebi, 3Dr. Eric Ogwora 1Kisii University P.O Box 408-40200, Kisii, Kenya. Email: mautijaredmomanyi@yahoo.com, 2 School of Education, Jaramogi Oginga Odinga University of Science and Technology Email: bmwebi@jooust.ac.ke 3Kisii University, Email: oyomaseno@yahoo.com
Doi: <http://dx.doi.org/10.54513/IJREP.2022.8201>

Abstract

This study investigated examination malpractices by students in Universities. The purpose was to examine the relationship between ethical conduct and students' examination performance and explore the challenges university students face during examinations. The study was conducted in Kisii County using a descriptive survey design within the qualitative and quantitative paradigms. It involved 270 students out of the 4,222 third year university students in 8 Universities. Simple random sampling technique was employed in coming up with the sample. A questionnaire was utilized to elicit data from the respondents. The instrument's validity was established by two experts, who assured of its content validity and the usefulness of the scale employed in measuring data. The reliability of the instrument was assessed by employing a test-re-test approach in which the coefficient of correlation was computed. The instrument yielded a Cronbach Alpha of 0.83 and therefore was deemed reliable enough to be employed in data collection. Research data were analysed using both descriptive and inferential statistics. The study found that sometimes students do not have the correct perception of what constitutes examination malpractices and that institution administrators have done little to fight the vice. The study also found out that peer influence, a desire to excel, academic overload and the teaching environment were the leading factors responsible for examination malpractices among University students. Other equally important determinants include use of technology and procrastination. The study recommends that institutions should formulate a code of conduct to be observed by every person involved in the management and practice of examinations.

Keywords: Examination Malpractices, Performance Ethical Conduct.

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ROLE OF RELATIONSHIPS ON THE EFFICACY OF A HUNDRED PER CENT TRANSITION IN PUBLIC SECONDARY SCHOOLS IN KISII COUNTY, KENYA

Authors

Jared Momanyi Mauti¹; Titus Pacho²; Bernard Nyatuka³

Main author email: mautijaredmomanyi@yahoo.com

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(1.2.3) Kisii University, Kenya.

Cite this article in APA

Mauti, J. M., Pacho, T., & Nyatuka, B. (2023). Role of relationships on the efficacy of a hundred percent transition in public secondary schools in Kisii County, Kenya. *Journal of education management and leadership*, 2(1), 81-99. <https://doi.org/10.51317/jeml.v2i1.330>

Abstract

This present study sought to investigate the role of relationships on the efficacy of a hundred per cent transition in public secondary schools in Kisii County, Kenya. Sound relationship stance a conducive teaching and learning environment for learners to excel. This is achieved through controlled social interaction among learners. The study adopted both descriptive survey and mixed research designs. The study targeted a total of 33,593 students, 4,986 teachers and 186 principals, out of which a sample of 380 students, 357 teachers and 27 principals was selected. Regression analysis showed that the variations of relationships could result in an improved efficacy of learner's transition in secondary schools in the County by 37.9 per cent, and it was statistically significant, $p < .05$. Additionally, ANOVA ($F(1,206) = 82.471, p = .000 < .05$) showed a statistically significant effect of relationships on the efficacy of a hundred per cent transition in the County. The interviews revealed poor student-student and student-teacher relationships, like prefects were excessively empowered to the extent of bullying their colleagues. Therefore, the school's management should organize team-building activities like ball games, school debates, exposure trips, clubs and societies to foster working relationships in schools to improve the efficacy of a hundred per cent transition. Additionally, the need for strengthening the roles of the Guidance and Counselling department in schools was noted.

Key terms: Efficacy, a hundred per cent transition, relationships, secondary schools.

ETHICAL FACTORS AFFECTING LEARNERS' TRANSITION

Jared M. Mauti, Titus O. Pacho, Bernard O. Nyatuka

Kisii University

Doi:<http://doi.org/10.54513/IJREP.2022.8302>

Abstract

This theoretical article explores the need to integrate ethical factors into education and how they affect learners' transition. Transition involves moving from one level of education to another. The current article focuses on the transition from primary school to secondary school and the place of ethical factors in transition. The selected ethical factors are learners' inclusivity, relationships, and learners' welfare. The objectives of the article are (1) to investigate the effect of learners' inclusivity on learners' transition; (2) to examine the role of relationships on learners' transition; (3) to explore the influence of learners' welfare on learners' transition.

Keywords: Ethics, transition, inclusivity, relationship, welfare.

Appendix XIII: Plagiarism Report

INFLUENCE OF SELECTED ETHICAL FACTORS ON THE EFFICACY OF A HUNDRED PER CENT TRANSITION IN PUBLIC SECONDARY SCHOOLS IN KISII COUNTY, KENYA

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