

Impact of 100 Per Cent Transition Policy on Public Secondary Schools in Machakos Sub- County, Kenya: Focusing on Coping Strategies

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Abstract

The influx of students enrolling for secondary education is a force many counties, Kenya included, need to consider. The 100 percent transition policy is part of a global campaign to give all children access to 12 years of learning, and also show government's commitment to the constitutional imperative of the right to education. This study explored impact of 100 per cent transition policy on public secondary schools in Machakos Sub County and identified the coping strategies. Anchored on descriptive survey design, the study focused on 42 Principals of public Secondary schools sampled randomly. The study used questionnaires, interview schedules, observation guides and documentary analysis to collect data from principals. For data analysis, the study relied on descriptive and inferential statistics, with data presented using tables. The study results found 100 per cent transition policy had robust impact on public secondary schools leading to constraints on physical infrastructure, increased teacher student ratio and overstretched student support programmes. However, schools employed various strategies to cope with the situation. Recommendations advocate for government to enhance private public partnership for effective management. Further, the Government should explore appropriate and reliable mechanisms for sustaining 100 per cent transition.

Keywords: 100 per cent transition, coping strategies, Free Day Secondary Education, Access

DOI: 10.7176/JEP/11-24-08

Publication date: August 31st 2020

1.0 Introduction

Education has been recognized as a cornerstone of economic and social development. More recently, however, it has become even more important to the development process as accelerated technological change and new organizations of production transform the world economy, World Bank (2001). According to UNESCO, (2005), Education is a torch, which can help to guide and illuminate children's lives. This explains why countries worldwide plan for and increase budgetary allocations to fund various educational programmes each financial year. On the other hand, World Bank, (1998), notes that Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development, and reduce social inequality. UNESCO (2005) asserts that the level of a country's education is one of the key indicators of its level of development.

The move towards education for all has rapidly increased the demand for Secondary education in Africa. Researchers; (Alvarez, 2003; Mulkeen, 2005; SEIA, 2007; World Bank, 2006; World Bank, 2007), have indicated that pressure on governments in Sub-Saharan Africa (SSA) to expand secondary education is growing. Increasing numbers of students flowing from expanded primary education and the need to improve the educational levels of the labor force to benefit from a globalizing economy make it inevitable that governments in SSA will turn their attention to expanding and improving secondary education. According to EQUIP2 (2008), a realistic conversation about greater access to secondary education in Sub-Saharan Africa will need to confront the present status of education systems in terms of their capacity to sustain the growth and improvement of primary education, as well as their existing limitations in terms of capacity and financing to simultaneously expand and improve secondary education. Governments in Sub-Saharan Africa and their financial partners are increasingly looking to make secondary education more widely accessible, more relevant, and of higher quality.

Recognizing education as the primary means of sustainable economic development, social mobility, national cohesion and social development, the Government of Kenya has implemented programmes resulting in rapid expansion of the education sector (MOEST 2015). It had shown her commitment to the provision of quality education and training as a human right for all Kenyans through the introduction of Free Primary Education (FPE) in 2003 and Subsidized Free Day Secondary Education (SFDSE) in 2008 so as to enhance retention of Learners in Schools. The launch of SFDSE in 2008 was meant to address illiteracy, low quality education and low completion rates at the secondary level, high cost of education and poor community participation (Republic of Kenya, 2005). These efforts were a positive move towards the realization of the Millennium Development Goals (MDGs) and Education for All (EFA). According to the Subsidized Free Day Secondary Education policy, the government was expected to meet the tuition fees per student, while the parents were required to meet other requirements like lunch, transport and boarding fees for those in boarding schools, besides development projects. In a concerted effort to achieve 100 percent transition and to address the low transition rates from Primary School,

the government of Kenya introduced Free Day Secondary Education (FDSE).

Provision of secondary education is inhibited by various factors including: shortage of teaching staff, inadequate and dilapidated infrastructure facilities, Inequitable distribution of teachers, teaching and learning resources exists between National, extra-county and sub-county categories of secondary schools NESSP, (2018). The government through an all-inclusive stakeholder consultation developed NESP 2013-2018 plan as a reference point for directing the education sector. The purpose was to reduce illiteracy, increase access, realize 100% progression and transition in all levels of basic education as well as raise the quality and relevance of education with an emphasis on Science, Technology and Innovation MOEST, (2015). The 100 percent transition policy is part of a global campaign to give all children access to 12 years of learning, and also show the government's commitment to the constitutional imperative of the right to education.

1.1 Statement of the problem

Secondary education is widely believed to provide the optimum setting to prepare young people, predominantly adolescents, for healthy and productive adult lives, including participation in social, political, and economic spheres. In addition, for countries to compete in the global economy, a significant number of their citizens needs a secondary education in order to acquire the specific skills and aptitudes necessary for an increasingly technology driven market place EQUIP2 (2011).

The Government of Kenya recognizes that expanding access to secondary education has been increasing but remains low and challenging, especially at the regional levels. The per cent of children transiting from primary to secondary has risen from 57.3 percent to 73.3 percent during this same period. However, within Kenya, there is a much greater regional variation in attending secondary school, than at primary. The number of secondary schools increased from 8,734 to 11,399, while enrolment in secondary education grew from 2 million to 2.9 million during the period 2013 to 2018, NESP (2015).

In order to achieve 100 per cent transition, the Government in a mop up exercise to trace all candidates, embarked on an aggressive door-to-door campaign, Daily Nation, (February 14, 2020). The result of this exercise left secondary schools grappling with huge enrolment surge, Daily Nation, (February 18, 2020). The 100 per cent transition policy has significantly enhanced enrolment and put universal Basic Education-internationally recognized as at least 12years of schooling- within reach. The rapid increase in enrolment was commendable though schools were not adequately prepared. Moreover, report by Daily Nation, (February 10, 2020) indicated that the expansion had led to congestion and acute shortage of learning and teaching facilities. The interest of this research was to establish the impact and identify the coping strategies schools had initiated to bridge the gap considering that many schools were not prepared for the surge in enrolment.

1.2 Purpose and Objectives

The purpose of this study was to explore the impact of 100 per cent transition policy on public secondary schools in Machakos Sub County and to identify the coping strategies employed by schools to solve the emerging challenges of upsurge in enrolment.

2.0 Literature Review

2.1 Trends of Transition to Secondary education in Kenya

In the year 2008, the Government of Kenya launched Subsidized Free Secondary Education (SFSE) policy with an aim of making secondary education affordable so as to enhance access, transition, and retention. According to NESP (2015) it was noted that the per cent of children transiting from primary to secondary had risen from 57.3 percent to 73.3 percent during this same period 2013 to 2018 partly due to the Free Day Secondary School initiative. In order to address the low transition rates from Primary School, the government of Kenya introduced Free Day Secondary Education (FDSE) with the aim of increasing the transition rates at the national level. The Ministry of Education said the goal of FDSE was to achieve a 100% transition from primary school to secondary school, from the current estimated transition level of 75%. However, by 2018 the government was yet to attain 100 per cent transition to secondary education and therefore developed a strategic plan for the period 2018-2022. The plan aims at achieving 100 per cent transition to secondary education.

However, research findings by African Population and Health Research Centre (APHRC) identified four critical factors that were major hindrances of transition rates to secondary school in Sub-Saharan countries, Kenya being one, hence the need of Free Secondary Education (FSE) policy. These factors included; financing secondary education, Family Networks and Household Composition, Quality and Relevance and Inequitable Distribution of Secondary School Opportunities across different Communities. Report by NESP (2018) indicates that the secondary sub-sector is faced with a number of governance, management and accountability issues. In addition, APHRC identifies other Factors affecting Transition to Secondary School to include:

- Inadequacy of interventions and ineffective safety nets
- The gender specific factors that mostly affect girls

- Parents' low levels of educational attainment
- Early marriages and pregnancies
- The impact of HIV/AIDS and other population dynamics
- Long distances to schools especially in underdeveloped remote areas
- Political factors – including political instability, lack of political commitment, etc
- Lack of capacity to monitor and regulate providers
- Elitist secondary school entry policies
- Limited private sector provision
- National education and human resource policy frameworks
- The disconnect between research and policy

2.2 School factors for implementation of 100 per cent transition

2.2.1 Physical facilities

Ministry of Education, (2008), identifies these facilities to include structures such as; classrooms, offices, toilets, dormitories, libraries, laboratories, kitchen, water tanks, and playground equipment, among others. These facilities can be either permanent or temporary structures. Such physical structures should be appropriate, adequate and properly located, devoid of any risks to users or to those around them. Adeogun (2001), asserts that learning experiences are fruitful when there are adequate quantity and quality of physical resources; and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance. Taylor and Vlastor (2009) argue that adequate physical facilities strengthen and encourage the academic performance of schools. This is in correspondence with Chiriswa (2002) who found out that effective teaching and learning depends on the availability of suitable, adequate resources such as books, laboratories, library materials and other visual and audio teaching aids.

According to Lumuli, (2009) Provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners. In support of this, Hallak, (2000) emphasizes on facility as the main factor contributing to academic achievement in the school system. Availability of physical resources in a school will greatly influence the retention power of the school.

2.2.2 Student Teacher ratio

Teachers constitute the core of the education system and their importance in student

Performance has been widely confirmed by many studies conducted by researchers; (Rivkin, Stephen, Ertik & John, 2000). Thus, teachers are an important resource in the teaching/learning process and their Training and utilization therefore requires critical consideration (Ministry of Education Science and Technology, 2005a). Further studies by Onyango (2001), emphasizes that human resource is the most important resource in a school organization. He adds that teachers comprise the most important resource, however the contribution made by other staff like secretaries, bursars ,accounts clerks, matrons, nurses, messengers and even watchmen are equally important. In addition, he observes that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers.

Optimal staffing in schools is a factor of pupil enrolment, number of subjects and subject combinations, number of hours taught per week, number of streams and teacher involvement in administrative and other extracurricular assignments. There is a wide variation in the number of teachers relative to the number of pupils across provinces, districts and zones that may imply that teacher distribution is not in line with school needs (MOEST, 2003; MOEST, 2005b). According to Santiago (2002) severe shortages currently exist, and there is a gap between demand and supply of teachers needed to ensure effective teaching in many countries. Teacher shortages have therefore, become a major concern to educational authorities and should be addressed continuously by policy makers. Qualified teachers in both the developed and developing world are quickly becoming the hardest segment of the teaching profession to attract and retain and are the most expensive to educate (World Bank, 2005).

2.2.3 Students' Support Programmes

Secondary schools can provide a range of supports to boost students' academic performance. Student support within the education system is defined as all activities that increase the capacity of schools to respond to diversity and to challenges faced by their students, lecturers and staff as a whole (Kerr and Nelson, 2010). Various researchers (Clarke, 2001; Delgado, 2001; Gartin, 2002; Burden, 2005) have referred to student support as including: mentoring, counseling, coaching, advice and guidance and tutoring. In addition, students can be given academic support through extra lessons, remedial lessons, reading labs these should be facilitated by a qualified and dedicated person who supports the school's vision. Wilson (2004:74) pointed out that "the culture of school must show the balance between learning and the social needs of individual". The teachers always want to support students, but students come to school with lot of intensions. These should be facilitated by a qualified and dedicated person who supports the school's vision.

In schools with limited resources and high counselor caseloads, mentoring programs or drop-in offices staffed

by students or other community volunteers can be helpful (Schneider, 2006).

Assessment data as part of a concerted —early warning system, beginning in form one, that identifies struggling students. Counseling should be supported by assessment data as part of a concerted —early warning system, beginning in form one, that identifies struggling students and ensures that they get the additional help they need (The Education Trust, 2005). According to Blum & Libbey (2004), school connections are the way in which teachers take care of students as individuals with an aim of driving them to see the importance of education.

3.0 Methodology

The study targeted 42 public secondary schools in Machakos Sub County where 100 per cent transition policy was being implemented. Simple random technique was used to ensure that every respondent had a chance of being selected. The study employed descriptive survey research design to explore impact of 100 per cent transition policy on public Secondary schools in Machakos Sub County and to identify the coping strategies employed by principals. To examine the impact of 100 per cent transition policy on public Secondary schools, the study used questionnaires. Whereas, to identify the coping strategies employed, interview schedules, observation guide and documentary analysis was implored to collect data from principals. Interview schedules provided an effective understanding of how schools were coping with the massive enrolment. Observation guide was used to ascertain the exact situation in the schools, while documentary guide were used to determine actual enrolment status. The researchers used descriptive analysis to analyze the data.

4.0 Findings and Discussions

4.1 Impact of 100 per cent on Physical Facilities

Physical facilities are the backbone of every learning institution. The questionnaire did not seek adequacy of dining hall and dormitory since some of the schools did not provide boarding facilities. To establish the impact of 100 per cent transition policy on physical facilities, the respondents were asked to respond on adequacy as indicated in Table. 1

Adequacy of Physical Facilities Statement	Response (per cent)					Total
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
The teaching learning resources (text books and reference materials) are adequate for all students	19(45.2)	17(40.5)	6(14.3)	0(0)	0(0)	42(100)
The number of classrooms are adequate for the current enrolment	8(19)	31(73.8)	3(7.2)	0(0)	0(0)	42(100)
There are adequate furniture in the classrooms for all students and staffroom for teachers	25(59.6)	13(31)	2(4.7)	2(4.7)	0(0)	42(100)
The library has enough capacity and resources for all students	21(50)	17(40.5)	3(7.2)	1(2.3)	0(0)	42(100)
The laboratory has adequate sitting capacity, apparatus and equipment for all students	16(38)	15(35.7)	6(14.3)	5(12)	0(0)	42(100)
The toilets/latrines in the school are adequate for the students population as per MOE guidelines	7(16.6)	28(66.7)	5(12)	2(4.7)	0(0)	42(100)
The school playground can host all the students for games and sports	6(14.3)	25(59.6)	4(9.5)	7(16.6)	0(0)	42(100)

Research findings indicate that majority (92.8%) of the respondents confirmed they did not have adequate classrooms to accommodate all the students. This study corroborates with findings of previous researchers, most recent, Cynthia B. Awour, Mark I. O. Okere, Dolphine Odero-Wanga (2018) who found inadequate physical facilities affect Quality of Education after the introduction of Subsidized Secondary Education Policy. Moreover, findings on adequacy of furniture in classrooms and library revealed an almost equal range (90.6%) and (90.5%) of respondents respectively agreeing to the statement.

Further findings indicated that majority (83.3%) of the respondents agreed that they did not have adequate sanitation facilities as per Ministry of Education (MOE) guideline. Inadequate toilets are a risk to hygiene and health of students. This position is supported by UNICEF, (2008) affirmation that inadequate latrines, toilets, bathrooms and water pose a threat to the health of learners.

4.2 Impact of 100 per cent on teacher/student ratio

Teacher student ratio is paramount since it determines the effectiveness and quality of learning process. This is illustrated in Table.2

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Government appointed teaching staff is adequate for the student population	18(43)	21(50)	2(4.7)	1(2.3)	0(0)	42(100)
Teachers know the students and comfortably attend to their individual learners needs	11(26.2)	20(47.6)	8(19)	3(7.2)	0(0)	42(100)
The number of students per class is manageable and teachers are able to check and mark all their assignment books	8 (19)	18(43)	9(21.4)	7(16.6)	0(0)	42(100)
The teachers workload is within the approved government allocation	10(23.8)	19(45.2)	8(19)	5(12)	0(0)	42(100)
All subjects have adequate government appointed teachers who are able to provide academic support to individual students	11(26.2)	23(54.8)	6(14.3)	2(4.7)	0(0)	42(100)

Results from the findings indicate majority (93%) of the respondents affirm that government appointed teachers are inadequate for the student population. This finding is supported by research findings by Asena, et al. (2016) who investigated factors affecting subsidized free day secondary education in Bungoma County, Kenya - found an acute shortage of teachers despite the expansion of secondary schools to three streams per class. Moreover, the finding is in accordance with report in Daily Nation (February 24th 2020) which stated that many schools are operating on a ratio of one teacher to 70 students instead of the desirable 1:45. This clearly shows that teacher student ratio has rapidly increased. This indicates that teachers are handling bigger classes which may lead to delay or incompleteness of syllabus coverage.

In addition, majority (81%) of the respondents agreed that not all subjects were allocated adequate government appointed teachers. It was interesting to note that a high per cent 21.4 of the respondents were not sure whether the number of students in the classrooms was manageable and whether teachers were able to check and mark all the students' assignment. This indicates that some of the principals were not keenly supervising curriculum implementation.

4.3 Impact of 100 per cent on Student support programmes

Students support programmes are important for ensuring that they quickly fit within the learning environment which in turn enables them to concentrate on their learning. The impact on student support programmes was as indicated in Table 3.

Student Support Programme	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
The school departmental organizations have programmes for providing academic guidance and advisory to individual students	7(16.6)	22(52.4)	8(19)	5(12)	0(0)	42(100)
Individual needy students are regularly provided with Guidance and counseling	9(21.4)	25(59.6)	6(14.3)	2(4.7)	0(0)	42(100)
All students are registered for sports, games, clubs and societies and their attendance is followed up	2(4.7)	23(54.8)	11(26.2)	6(14.3)	0(0)	42(100)
The needy students receive financial and material support organized by the school management	9(21.4)	20(47.6)	5(12)	8(19.1)	0(0)	42(100)
Each learner has been assigned a mentor to guide and model their character	12(28.5)	26(62)	4(9.5)	0(0)	0(0)	42(100)

From the study findings in Table3, majority 90.5% of the respondents said students were not assigned mentors. According to Schargel & Smink, (2014) having a mentor has a positive effect on youth at risk of academic failure

boosting retention, interest in learning and academic achievement. Furthermore, a large number 34(81%) of the respondents allude to the fact that individual needy students do not regularly receive guidance and counseling. Zunker (2008) points out that secondary schools require intensive and frequent guidance counseling services in order to overcome students' antisocial behaviour characterized by conflicts, fighting, anger, fear of uncertainties and possible massive destruction of property and loss of innocent lives. This finding coincides with that of Weiten, (2007) who reiterated that the need for guidance and counseling services in all secondary schools cannot be overstated due to increasingly complexities of modern life that have placed heavy demands and responsibilities on secondary school students. These students are faced with numerous personal, academic, social and emotional needs and problems in which if unattended could lead to host patterns of undesirable behaviors

5.0 Coping Strategies with 100 per cent transition Policy in Public secondary schools in Machakos Sub County

The principals were interviewed on the coping strategies they had adapted to manage the massive enrolment in schools following the implementation of 100 per cent policy. The responses were categorized into four themes as follows:

5.1 Provision of Physical facilities

The Government's determination to ease the pressure on existing facilities in secondary schools developed a programme under the Secondary Education Improvement Project (SEQIP) to expand classrooms and laboratories in 110 Sub Counties located in 30 Counties. However, in order to address the emergence of high enrolment, schools took some urgent action. An interview with the respondents established that most schools had converted some of the existing facilities; dining hall, staff room, dispensaries, laboratories, stores, libraries and disused buildings into classrooms and dormitories to cope with huge number of students. Other schools bought tents, which they used as classes or libraries to ease the congestion in classes. Some were forced to construct makeshift structures of iron sheets to accommodate the growing number of students. The Cabinet Secretary of Education was quoted in the Daily Nation, (January 25th 2020) saying "it is better to have a child in school under a tree than have him or her loitering at home". A few respondents indicated conducting lessons under trees.

A number had reorganized their curriculum by adjusting the school time table to ensure organized movement during meals having adapted a shift programme. A few indicated that students had their meals in the open, under trees, because the dining hall was being used for learning. Due to the high numbers, some schools increased surveillance and installed Closed Circuit Television (CCTV) along the major facilities visited by students.

5.2 Intervention for teacher shortage

Literature suggests that there have been few, if any, interventions to improve recruitment, retention and retraining of secondary school teachers that have yielded dramatic, positive results (Lewin, 2002; World Bank, 2005). This statement confirms report by Daily Nation, (February 3rd 2020) which revealed that Teachers Service Commission (TSC) hired 8532 intern teachers in huge recruitment drive. In Secondary Schools 5118 had been recruited. The huge recruitment drive was a desperate shot at easing severe teacher shortage in Basic Education.

Interviews with respondents indicated that Schools, through Board of Management (BOM) hired teachers in line with provisions in the Basic Education Act, 2013 to help cushion the shortage. Different schools hired teachers depending on their needs.

Some schools sought the assistance of volunteer teachers, especially those who had completed their training and had not secured employment whereas others absorbed back those who had recently retired.

5.3 Provision of Support programmes

The 100 per cent transition policy pushed learners from diverse backgrounds into schools, many of whom, joined school with a myriad of challenges requiring urgent support. Student support programmes are critical for ensuring students quickly settle and concentrate in learning. Interviews conducted exposed the desperate situations some of the students reported to school. Respondents indicated the various urgent measures were undertaken including; reaching out to staff and students fraternity to donate essentials such as uniforms, sanitary pads, laundry and even exercise books to support needy students who could not afford. The government, in Free Sanitary pads programme distributed sanitary pads to girls, in all schools, to help boost their emotional outlook and overall academic performance.

Schools reached out to well wishers and sponsors who also extended their generosity by contributing different personal items to schools to assist the needy students. Due to rise in cases of needy students, some respondents indicated that they initiated endowment kitties to cater for payment of fees. Others resuscitated the kitty whereas a few revamped it by seeking sponsors and donors for the needy students.

In respect to support programmes, schools enhanced Guidance and Counseling departments and ensured they were fully functional to provide the necessary moral and psychosocial support to learners. Some schools developed

programmes such as peer counseling, Pastoral care and family trees to help students feel accepted. For instance, students from all levels were placed into family groups with a teacher as a patron. The schools scheduled days when they met to discuss matters affecting individual students.

Respondents also indicated that they assigned individual students mentors, especially senior students, to lead and guide them in their studies. This type of mentorship nurtures students to be responsible for one another. Since most of the students reported late, the time table was modified to accommodate remedial coaching especially to weak learners.

5.4 Community Involvement

According to Gaitan, (2007) school collaboration with other institutions and agencies provides rich and varied possibilities and realities. Additionally, collaborating with parents and communities, while capitalizing on their resources and strengths, promotes social and emotional growth for children. This simultaneously promotes parent, family and community empowerment and well-being. Chunga (2012) concurs by saying that educational success even in schools serving poor and working class families' rests on the ability of school administrators and others to activate personal, family and community resources.

In pursuit of involving community in education, the government initiated a multi-agency network comprising of Government officers, chiefs, assistant chiefs, village elders and all stakeholders to help track students who had not reported to school. The chiefs were very critical in assisting to identify the needy families to be supported. The community acted as an informer to the relevant authorities regarding negative influences students were exposed to, such as drug and substance abuse, child abuse and insecurity. The community provided oversight role in promoting education; some donated land for establishment of schools and expansion. When students are aware that the community is watching them, they tend to transform their behavior and character. Involving the church community in matters education has enabled many schools to receive sponsorship and many churches have sent chaplains to schools to provide pastoral care and spiritual nourishment.

6.0 Conclusion and recommendations

Conclusion

Education is a basic human right and increasing access is paramount. Findings from the study revealed that the move towards education for all has had a number of implications for secondary education in Africa; ranging from; Financing secondary education, Family Networks and Household Composition, Quality and Relevance to Inequitable Distribution of Secondary School Opportunities across different Communities. Despite these challenges associated with it, transition to secondary education is beneficial in more than economic and social development because it promotes active citizenship as well as enhances social cohesion by increasing trust and tolerance amongst individuals (World Bank, 2005).

The study results found 100 per cent transition policy to had great impact on public secondary schools causing constraints on physical infrastructure, increased teacher student ratio and overstretched student support programmes. In spite of the great impact, schools managed to employ various strategies to cope with the academic and social needs presented by individual students. Schools decided to convert existing physical facilities into classrooms to accommodate the overflow. This was commendable though, may not be sustainable since it deprive of the learners of opportunities to utilize the facilities. For instance, learners may not get adequate exposure to practical sessions in the laboratory simply because it is no longer in use. Support programmes for students were worthy course geared towards increasing retention of learners in schools and boosting their morale. Involving the community in education was a step forward in winning the support of community and making them own the progress of learners. Involving the community also promotes a peaceful co-existence between the school and the community. When students perceive that the community is following up in their education, it helps to build confidence in the education system.

These coping strategies are stopgap measures aimed at mitigating the situation. Many studies have revealed that congestion in classes may compromise the quality of education. It is therefore important for government to invest heavily in the expansion of physical facilities and provision of adequate human resource.

Recommendations

From the result findings, the following was recommended:

- The Government should advocate for schools; especially public secondary schools; to enhance private public partnership for effective management and support.
- The Government should explore appropriate and reliable mechanisms for sustaining 100 per cent transition policy.

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