

Exploring the Influence of Students' Welfare on the Efficacy of 100 Per Cent Transition in Secondary Schools in Kisii County, Kenya

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ABSTRACT

Despite the Kenyan government's initiative to implement a 100 per cent transition policy from primary to secondary education, concerns persist regarding the role of students' welfare in sustaining this transition effectively. Many secondary schools face challenges related to inadequate physical facilities, lack of support for learners with disabilities, and neglect of student health, which may compromise the intended outcomes of the transition policy. The purpose of this study was to explore the influence of students' welfare on the efficacy of 100 per cent transition in secondary schools in Kisii County. Both descriptive survey and mixed methods research designs were employed to capture quantitative and qualitative data comprehensively. A stratified random sampling technique was used to select a sample of 380 students, 357 teachers, and 27 principals from a population of 33,593 students, 4,986 teachers, and 186 principals. Data were collected using questionnaires and interviews. The validity of research instruments was ensured through expert review by research supervisors, while the reliability yielded a Cronbach's alpha coefficient of 0.83. Quantitative data were analysed using ANOVA and p-values to test hypotheses, while thematic analysis was used for the qualitative interview data. Findings revealed that public secondary schools lacked critical infrastructure, such as ramps and Braille machines, and had poorly maintained facilities. ANOVA results ($F(1,206)=48.860, p=.716$) indicated a statistically insignificant influence of welfare on transition efficacy. Interviews exposed widespread teacher negligence regarding student health issues. The study recommends substantial investment in improving physical facilities and welfare programs to enhance the success of the 100 per cent transition policy.

Key terms: Education policy, secondary schools, students' welfare, transition rate, welfare facilities.

INTRODUCTION

Despite numerous education reforms, the transition from primary to secondary school in Kenya remains a major challenge, particularly regarding achieving the government's 100 per cent transition policy. Students' welfare, inclusivity, and the quality of relationships within schools significantly influence the effectiveness of this transition. However, unethical practices such as neglect of students' welfare, exclusionary practices, and strained relationships between students and educational stakeholders continue to hamper smooth transitions. In Kisii County, recent reports have revealed persistent challenges in achieving full transition rates, with the Ministry of Education noting that only about 85 per cent of learners transitioned to secondary school in 2022, falling short of the national target (Ministry of Education, 2022). This highlights a gap in the realisation of the policy objectives and underscores the need to investigate the ethical factors influencing transition efficacy.

Students' welfare refers to any element of a student's education or learning environment that impacts their capacity to learn effectively, including physical, mental, and social well-being (Cornish, 2019; Brede et al., 2017). Welfare services are critical for creating a safe school environment, preventing exclusion, and ensuring early identification and intervention for learning difficulties. Transition, on the other hand, refers to the movement of students from one educational level to another, particularly from primary to secondary school, a process often accompanied by adjustment challenges that can lead to dropout if not adequately managed (Yuen et al., 2019). Ethical factors in education, especially concerning students' welfare, inclusivity, and relationships, significantly shape the success or failure of this transition process.

Justification for selecting Kisii County as the case study stems from its documented struggles with full student transition despite government interventions. According to Kenya's Ministry of Education (2022), Kisii County has been among the counties cited for higher than average dropout rates during transition phases, attributed to socio-economic challenges, school-level factors, and ethical shortcomings in stakeholder practices. The county's diverse educational contexts

and persistent transition issues make it a fitting case for investigating how ethical considerations affect transition success. Moreover, Kisii County has a relatively high population density and student enrollment rates, presenting a unique opportunity to explore how ethics-driven interventions can optimise education system outcomes.

This study, therefore, seeks to examine the influence of selected ethical factors—students' welfare, inclusivity, and school relationships—on the efficacy of 100 per cent transition to public secondary schools in Kisii County. The introduction has outlined the statement of the problem, key term definitions, and justification for the study. The following sections will delve deeper into the literature review, methodology, findings, discussions, and conclusions, aiming to provide actionable recommendations to enhance ethical practices and ensure the realisation of the 100 per cent transition goal in Kisii County.

LITERATURE REVIEW

The transition from primary to secondary education has increasingly been recognised as a critical phase in learners' academic journeys, particularly within the context of Kenya's 100 per cent transition policy. Scholars have examined various factors influencing this process, highlighting the central role of student welfare in ensuring smooth transitions. This review synthesises existing literature by organising it into key thematic areas—namely, school connectedness, discipline, gender disparities, economic constraints, curriculum quality, physical infrastructure, and safety standards. By thematically structuring the review, it becomes possible to critically assess the current state of knowledge, identify gaps, and underscore the need for a holistic understanding of student welfare as a determinant of transition efficacy.

Social Connectedness and Emotional Well-Being

A sense of belonging and connectedness is a foundational component of student welfare, closely linked to both psychological well-being and academic performance. Connectedness is broadly defined as students' perceptions of being accepted, valued, and included within the school environment, irrespective of their social, economic, or cultural background (Allen

et al., 2018). This perception fosters a sense of emotional security, thereby encouraging participation and sustained engagement in learning. Crespo et al. (2014) underscore that socially connected learners exhibit stronger psychological well-being and adaptability due to the reinforcement of personal worth and social support systems.

Recent studies reinforce the salience of social connectedness during school transitions, particularly from primary to secondary education. For instance, Asrat and Belay (2021) observe that students transitioning to new educational levels often experience anxiety and alienation, which can be alleviated through strong peer relationships and a supportive school climate. Despite these insights, empirical research specific to the Kenyan context—particularly within the framework of the 100% transition policy—remains sparse. Transitioning students, especially from rural or underserved backgrounds, often encounter abrupt cultural and relational shifts that compromise their ability to integrate fully into the new educational setting (Wangui et al., 2023). This gap underscores the need for localised studies to explore how social connectivity fosters or hinders transition in Kenya.

Peer Relations, Discipline, and School Climate

The role of peer relationships in facilitating transition efficacy is another critical dimension of student welfare. Hanewald (2013) highlights the significance of peer bonding and the formation of friendships as psychological buffers against the stress of academic transitions. McDougall and Vaillancourt (2015) further argue that positive peer interactions are integral to adolescents' emotional adjustment, contributing to school retention and learning engagement.

Discipline and student involvement in school governance also shape a conducive learning environment. Kennedy (2018), focusing on Kenyan secondary schools, contends that student leadership fosters both discipline and personal development. Such participatory structures empower students and promote accountability, reducing incidences of misconduct. Brasof (2011) suggests that student engagement in creating and enforcing behaviour

policies enhances adherence, as learners are more likely to respect systems they help design. However, while these findings affirm the role of discipline and participation in promoting orderly environments, few studies have linked these variables directly to the success of transition initiatives under Kenya's education policy.

More recently, Mwaura and Njuguna (2022) argue that school climate, particularly one characterised by fairness and transparency in discipline, significantly enhances learners' sense of security and belonging, which are prerequisites for successful academic progression. This points to a growing recognition that inclusive and student-centred disciplinary frameworks are essential to sustaining the 100% transition policy.

Gender Equity and Educational Access

Gender remains a persistent axis of educational inequality, especially in rural areas. Hoy et al. (2018) document disparities in access, noting that girls often face greater barriers due to entrenched sociocultural beliefs, household responsibilities, and early pregnancies. These challenges are more pronounced in regions like Kisii County, where socio-economic disadvantages exacerbate gender-based exclusions. Ahsan et al. (2012) highlight implementation gaps in the Children Act (2001), which legally guarantees access to basic education without gender discrimination.

Efforts to redress these disparities include inclusive co-curricular activities, such as the use of sports for empowerment, as promoted by UNICEF (2012). However, the direct impact of such programs on transition rates, especially among vulnerable girls, remains underexplored. More recently, Nyanchoka and Mugalavai (2023) advocate for integrating gender-sensitive mentorship programs in schools to address psychosocial barriers that hinder girls' educational continuity. Their findings suggest that gender-responsive welfare interventions—ranging from menstrual hygiene support to sexual harassment reporting systems—can significantly improve transition and retention for girls, yet such approaches are scarcely implemented on a systemic scale.

Economic Vulnerability and School Retention

Economic hardship is a well-documented barrier to education, often undermining the transition from primary to secondary school. Jindal-Snape and Cantali (2019) find that repetition and dropout are more common among students from low-income households whose families struggle to meet school-related expenses. Bank (2017) also identifies a correlation between rural poverty and disengagement from school, as children are often diverted to income-generating activities. Boibanda et al. (2014) further link economic vulnerability to child labour and decreased school attendance.

Recent studies deepen this discourse by examining welfare mechanisms that could mitigate economic pressure. For instance, Nyarangi et al. (2021) highlight the potential of targeted bursaries, school feeding programs, and psychosocial support in increasing transition rates among economically disadvantaged learners in western Kenya. While such interventions exist in policy documents, their implementation remains inconsistent and poorly monitored. Atkinson et al. (2015) reveal that over half of Kenyans live below the poverty line, emphasising the urgency of integrating robust social protection measures into the education system.

Moreover, Mugo et al. (2023) argue for a shift from mere access policies to welfare-based transition strategies that prioritise household-level economic realities. This includes the introduction of needs-based subsidies and income-sensitive school financing models that acknowledge the varied socio-economic profiles of learners.

Curriculum Relevance and Academic Engagement

Curricular content and its relevance to students' lived experiences significantly influence learners' motivation and continued participation in school. Jones (2018) links disaffection with curriculum content to truancy, disciplinary issues, and eventual withdrawal. Similarly, Luo et al. (2016) observe that students in under-resourced urban settings often reject academic engagement in favour of immediate income-generating alternatives, especially when the

curriculum fails to connect with their socio-economic realities.

Paciorek et al. (2013) challenge the notion of the "urban advantage," demonstrating that children in informal settlements face systemic disadvantages, including overcrowded classrooms, underqualified teachers, and a lack of learning materials. These conditions undermine learner engagement and contribute to early exit from the education system.

Kiprotich and Makori (2022) argue that curriculum differentiation—where content is adapted to learners' contexts—can improve academic engagement and reduce transition attrition. Their study recommends incorporating local economic activities, indigenous knowledge, and vocational skills into the curriculum to make schooling more appealing and relevant. This highlights a critical intersection between curriculum design and student welfare, which remains under the control of the Kenyan transition discourse.

Infrastructure and Learning Environments

The quality and adequacy of school infrastructure remain pivotal to learner welfare. Jackline et al. (2020) argue that learner-friendly environments—characterised by clean, safe, and accessible facilities—are essential for effective learning. Similarly, Weybright et al. (2017) show that infrastructure quality directly influences student attendance, comfort, and performance.

Studies by Zuilkowski and Betancourt (2014), Ikgbusi and Iheanacho (2016), and Burgess et al. (2015) converge on the notion that well-equipped schools contribute positively to academic outcomes. Yet, Jones (2018) notes that many schools in sub-Saharan Africa still lack basic instructional tools such as chalkboards and desks, particularly in rural settings. Such deficits can have a disproportionately negative effect on transitioning learners, who often enter secondary education with heightened expectations that are unmet due to infrastructural inadequacies.

In the Kenyan context, Kamau et al. (2023) emphasise that the success of the 100% transition policy is heavily dependent on the readiness of schools to

accommodate increased enrolments. They point to overcrowded classrooms, stretched sanitation facilities, and inadequate boarding facilities as pressing challenges. Without corresponding investment in physical infrastructure, transition gains may remain superficial.

Health, Safety, and Psychosocial Support

Student health and safety are foundational to welfare and educational progression. The Ministry of Education's Safety Standards Manual (2008) outlines key requirements for schools to provide secure environments conducive to learning. Inadequate sanitation, poor nutrition, and exposure to violence are all cited as barriers to transition and retention (Ministry of Education, 2014). Nyakundi (2012) emphasises the importance of proactive crisis preparedness and health management systems, especially in the wake of increasing cases of school unrest and health-related dropouts.

More recent scholarship underscores the need for comprehensive school health programs. For example, Otieno and Cheruiyot (2022) demonstrate that schools that integrate feeding programs, mental health counselling, and basic healthcare services register lower dropout rates and improved transition outcomes. These programs contribute to what they term a "holistic school experience," which is crucial for sustaining learners through the primary-secondary transition phase.

Nonetheless, the integration of health and psychosocial services into mainstream schooling in Kenya remains fragmented. Many schools lack dedicated counsellors or rely on overstretched personnel, undermining the provision of targeted interventions. This shortfall reveals a significant disconnect between policy intentions and ground-level realities.

Towards a Holistic Understanding of Student Welfare and Transition

While the reviewed literature spans a wide range of factors influencing student welfare—including connectedness, discipline, gender equity, economic status, curriculum relevance, infrastructure, and

health—there is a consistent theme of fragmentation. Few studies offer a holistic approach that integrates these elements into a comprehensive framework of student support. Existing literature tends to address these dimensions in isolation, thereby overlooking the synergies that could enhance transition outcomes.

Furthermore, studies rarely contextualise these issues within the Kenyan 100% transition policy, particularly in marginalised regions such as Kisii County. As a result, there is limited empirical evidence on how multidimensional welfare strategies can support sustained enrolment and successful transition to secondary education. The gaps are even more pronounced regarding localised interventions that respond to specific sociocultural and economic conditions.

The literature suggests that student welfare is a multifaceted construct that significantly influences transition outcomes. Yet, existing studies have not sufficiently interrogated how an integrated approach—encompassing emotional well-being, discipline, gender sensitivity, economic support, curriculum relevance, infrastructure, and health services—can optimise the effectiveness of Kenya's 100% transition policy. This study seeks to address this critical gap by investigating how these interrelated dimensions of student welfare shape the transition experience in Kisii County, Kenya.

METHODOLOGY

This study employed a mixed-methods approach, integrating a descriptive survey design to collect both quantitative and qualitative data. Stratified random sampling was used to ensure representation across key categories within the study population, which comprised 33,593 students, 4,986 instructors, and 186 principals. From this population, a sample of 380 students, 357 instructors, and 27 principals was selected.

Data were collected using structured, closed-ended questionnaires, which enabled the collection of standardised responses suitable for statistical analysis. The reliability of the instrument was assessed through the test-retest method, yielding a Cronbach's alpha

coefficient of 0.83, indicating high internal consistency. Content validity was established through expert review by academic supervisors, who confirmed the relevance and appropriateness of the questionnaire items in measuring the intended constructs.

Quantitative data were analysed using both descriptive and inferential statistical techniques with the aid of the Statistical Package for the Social Sciences (SPSS) version 25. Descriptive statistics such as frequencies, means, and standard deviations were used to summarise the data, while inferential statistics, including t-tests and ANOVA, were employed

to examine relationships and differences among variables. Qualitative data were analysed thematically using NVivo software to code and identify emerging patterns and themes from open-ended responses.

RESULTS AND DISCUSSION

Influence of Students' Welfare on the Efficacy of the 100 Per Cent Transition

Respondents were asked to comment on a number of important issues, such as the impact of student welfare on the learner's 100 per cent transition in secondary schools in Kisii County, in order to help the researcher, answer this purpose. Table 1 provides a summary of their comments.

Table 1: Teachers' Responses on the Influence of Students' Welfare on the Efficacy of the 100 Per Cent Transition

Serial No.	Students' Welfare	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
	The school facilities promote students' privacy	0(0%)	18(6.0%)	35(11.5%)	169(56.0%)	80(26.5%)
	There are clean and conducive school facilities	0(0%)	15(5.0%)	131(43.4%)	88(29.1%)	68(22.5%)
	The school provides Guidance and Counselling services	0(0%)	0(0%)	104(34.4%)	167(53.3%)	31(12.3%)
	The school environment promotes mutual existence among students	0(0%)	48(15.9%)	61(20.2%)	152(50.3%)	41(13.6%)
	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%)
	The school discourages unhealthy teacher-student or student-student relationships	0(0%)	19(6.3%)	89(29.5%)	179(59.2%)	15(5.0%)
	The school promotes students' safety through laid-down protocols	64(21.2%)	16(5.3%)	47(15.58%)	43(14.2%)	132(43.72%)
	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%)
	The school provides immediate medical attention	13(4.3%)	0(0%)	35(11.6%)	163(54.0%)	91(30.1%)

Field Data, 2022

Table 1 expresses the teachers' responses on the influence of students' welfare on the efficacy of 100 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 principals had this to say;

PCP 20:

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 agrees with the view of Ruto (2018), who noted that in some schools, the counselling rooms were situated near the staffrooms, affecting the privacy of the students seeking Guidance and Counselling services. The findings 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 teachers respondents agreed that there were clean and conducive school facilities. This is supported by Jackline et al. (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;

PCP 21:

Routine manuals and cleaning exercises were carried out in the school facilities. Moreover, the encouragement of environmental clubs and the celebration of 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 teachers 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. The Basic Education Act of 2013 and the Kenyan Constitution of 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 ensure that they get the additional help they need.

One of the principals observed;

PCP 22:

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 children are involved in situations as perpetrators, victims, or both.

Of the instructors, 206 or 68.2 per cent 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 carefully consider 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;

PCP 23:

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-student 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;

PCP 24:

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 threats to school safety can emanate within the school's environment or externally within the wider community. Significant among the threats in schools were physical facility 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;

PCP 25:

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;

PCP 26:

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

This is supported by the view that educated parents are likely to provide a more conducive learning environment for their children at home and encourage their transition (Dillon & Underwood, 2012). To address this objective, the students were asked to respond to factors that the researcher considered worthy of, including the influence of students' welfare on the efficacy of 100 per cent transition in secondary schools in Kisii County. Their responses are summarised in Table 2.

Table 2: Influence of Student Welfare on the Efficacy of 100 Per Cent Transition

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

Field Data, 2022

Table 2 illustrates the students' responses on the influence of students' welfare on the efficacy of 100 per cent transition in secondary schools in Kisii County.

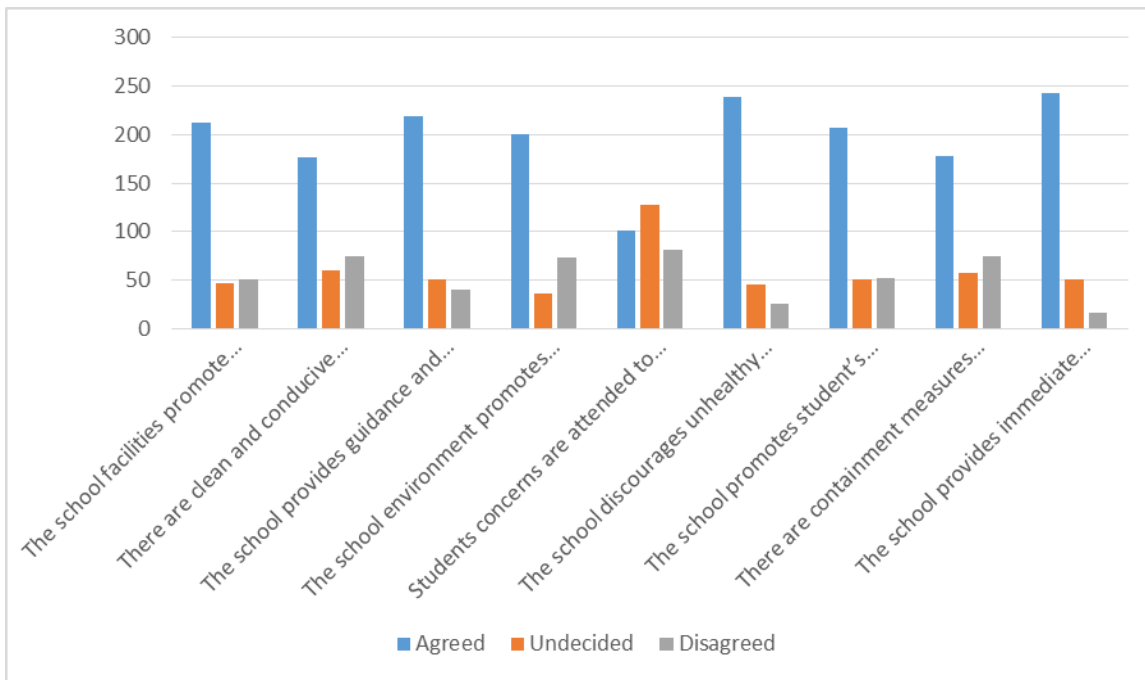


Figure 1: Bar Graph Showing the Influence of Students' Welfare on the Efficacy of 100 Per Cent Transition

When respondents were asked if school facilities promoted students' privacy, a majority of 213(68.7%) agreed. This supports the opinions of (Jackline et al., 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. Of the respondents, 46(14.8%) were undecided, while 51(16.5%) disagreed. A principal had this to defend himself on the status of his school facilities;

PCP 27:

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. Of the respondents, 60(19.4%) were undecided, while 74(23.8%) disagreed.

One principal said,

PCP 28:

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). Of the respondents, 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 characterised by arson, substance and drug abuse,

teenage pregnancy, and violence among students and teachers (Ministry of Education, 2021).

A principal revealed,

PCP 29:

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 maintain a secure and caring environment that fosters teaching and learning. Of the respondents, 36(11.6%) were undecided, while 73(23.6%) of the student respondents disagreed. 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 in allowing for personal studies, socialisation, 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 et al. (2014). Many contend that the degree to which children feel connected and valued while they are at 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;

PCP 30:

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 issued a health and safety standards manual for all schools in Kenya to guide on how to maintain a safe, secure and caring environment that fosters 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 agrees with the views of (Zuilkowski & Betancourt, 2014), who argued that adequate physical facilities strengthen and encourage academic performance in schools. Irrespective of these, the majority of the students' responses depicted that most schools had containment measures against infectious diseases. Of the respondents, 57(18.4%) were undecided, and 75(24.2%) disagreed.

One principal revealed;

PCP 31:

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, 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 (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. Of the respondents 51(16.5%) were undecided, while 16(5.2%) disagreed.

In order to assess the strength of the association between student well-being and the effectiveness of learner's 100 per cent transition to secondary schools in Kisii County, the study built a regression model summary. Table 3 presents the findings.

Table 3: Model Summary on Influence of Students' Welfare on the Efficacy of 100 Per Cent Transition

Serial No.	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	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 100 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 100 per cent transition in secondary schools in Kisii County by 19.2 per cent, 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 4.

Table 4: ANOVA of Influence of Students' Welfare on the Efficacy of 100 Per Cent Transition

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

Dependent Variable: Efficacy of the 100% 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 the 100 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 5: Coefficients of Influence of Students' Welfare on the Efficacy of 100 Per Cent Transition

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

Dependent Variable: Efficacy of the 100% Transition in Secondary Schools in Kisii County.

The equation can be rewritten as

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

where

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

$x_3 =$ student's welfare

$\varepsilon =$ error term

and 0.447 is a constant and $Y -$ intercept

The equation implies that keeping all factors constant, a 137.4 per cent change in students' welfare results in a unit improvement in the efficacy of 100 per cent transition in secondary schools in Kisii County. Additionally, without taking into consideration students' welfare, the efficacy of 100 per cent transition in secondary schools in Kisii County will change by 44.7 per cent.

The findings from both teachers and students highlight a strong connection between student welfare and the successful implementation of the 100% transition policy in Kisii County secondary schools. High agreement rates on issues such as privacy, clean facilities, guidance and counselling services, and mutual student coexistence suggest that when schools prioritise students' physical, emotional, and social well-being, learners are more likely to remain enrolled and thrive in school. Conversely, concerns over inadequate safety measures, limited medical support, and delayed response to student needs reflect systemic gaps that can hinder sustained transition efforts. Ultimately, improving student welfare not only enhances learners' daily experiences but also fosters a stable and supportive school environment essential for retaining all students throughout the secondary education cycle.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion: The study found that most principals in secondary schools in Kisii County actively supported welfare activities by encouraging both students and teachers to participate. However, the findings also indicate that existing student welfare programs are limited in scope and may not fully address the diverse needs of learners. To enhance student support, schools should broaden welfare initiatives to include comprehensive services such as mental health

support, financial assistance, mentorship programs, and extracurricular activities. Expanding these services would ensure that welfare activities are more responsive to students' academic, social, and emotional needs.

Recommendations: Principals of public secondary schools in Kisii County should take deliberate steps to improve students' welfare by enhancing the quality and accessibility of welfare services across school environments. This involves ensuring that physical facilities such as tuition blocks, dormitories, laboratories, and recreational areas are maintained in a clean, safe, and student-friendly manner. Particular attention should be given to washrooms and other ablution facilities, which must safeguard learners' privacy and uphold basic hygiene standards. A more conducive physical environment can enhance students' comfort and dignity, thereby improving their overall school experience. The location of the Guidance and Counselling office should also be reconsidered. Instead of being placed within the administration block—where students might feel exposed or intimidated—it should be relocated to a more private and accessible area within the school compound. This would encourage more learners to seek help without fear of judgement or stigma. Furthermore, to ensure the effectiveness of counselling services, school stakeholders should carry out regular follow-ups on students who have attended sessions. This follow-up could include confidential progress tracking and periodic meetings with class teachers to ensure that behavioural and emotional concerns are adequately addressed. There is also a pressing need for the Ministry of Education, Science, and Technology to strengthen the balance between the academic curriculum and co-curricular programs. Many learners benefit from creative, physical, and social engagements, which are often marginalised

when schools place too much emphasis on examinations. Schools should, therefore, review their timetables to create structured time for activities such as sports, drama, debates, and music, which play a vital role in developing well-rounded students. To address issues related to unhealthy relationships among students, school administrators should establish clear disciplinary policies and communicate them to all stakeholders. These policies should be applied consistently and fairly, with appropriate consequences for misconduct. Alongside disciplinary measures, schools should implement positive peer influence programs, such as mentorship and peer counselling, to guide students toward responsible behaviour and healthy social interactions. During community service activities or manual school labour, student safety must be prioritised. Schools should provide protective equipment like gloves, boots, or aprons, depending on the nature of the tasks. Teachers should be present to supervise and ensure that all safety protocols are followed. Moreover, schools should run regular safety awareness programs. These may include workshops, class meetings, or school assemblies focused on emergency preparedness, including fire drills, first aid, and general

safety practices in and around the school. Health education is another area that warrants urgent attention. School administrations should liaise with local health departments to organise health talks and sensitisation forums at least once per academic term. These forums should be led by qualified health professionals and address age-appropriate health issues, including personal hygiene, nutrition, reproductive health, mental wellness, and the prevention of communicable diseases. Students need reliable, medically sound information to make informed decisions about their health. Finally, schools should consider integrating basic school health services into their structures. Where resources permit, schools can establish a health unit staffed by a nurse or a trained health officer to offer first aid, conduct health screening, and make referrals when necessary. This would ensure that students receive timely attention for minor ailments and that more serious health issues are identified and addressed early. By implementing these practical, targeted actions, school leaders in Kisii County can significantly improve student welfare and create safer, healthier, and more supportive learning environments.

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