



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

Authors

Jared Momanyi Mauti ⁽¹⁾; Titus Pacho ⁽²⁾; Benard Nyatuka ⁽³⁾

Main author email: mautijaredmomanyi@yahoo.com

(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), 93-112. <https://doi.org/10.51317/jeml.v2i1.330>

OPEN ACCESS
A publication of Editon Consortium Publishing (online)

Article history

Received: 21.11.2022
Accepted: 24.12.2023
Published: 26.01.2023

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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 organise 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, hundred per cent transition, relationships, secondary schools.

1.0 INTRODUCTION

Relationships are positive connections between students, peers and adults that foster positive social interaction and create a nurturing environment of support and trust in schools. This builds a good relationship between teachers and students and minimises teacher subjectivity. This relationship is known to engender constructive and long-lasting academic and social development of learners. Good relationships minimise school conflict and promote academic independence and resilience. In the end, these attributes promote the transition of learners from one level to another. This is achieved through good performance and socialised interactions exhibited by such learners in their various class levels. Therefore, this study investigates the role of relationships on the efficacy of a hundred per cent transition in public secondary schools in Kisii County, Kenya.

2.0 LITERATURE REVIEW

The Ministry of Education (2014) observed that in secondary schools, several subjects are taught by different subject teachers. Rules and regulations are stricter in secondary schools compared to primary schools. It is further alleged that the teaching methodologies in secondary schools differ from those used in primary schools. Teachers constitute the core of the education system (Toom & Husu, 2016). Thus, teachers are an important resource in the teaching and learning process, and their training and utilisation, therefore, requires critical consideration (David & Bwisa, 2013). Further, studies by Githiari (2017) emphasised that human resources are the most important resource in a school organisation. Teacher absenteeism also affects the quality of teaching and learning.

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 teachers' involvement in administrative and other extracurricular assignments. There is a wide variation in the number of teachers relative to the number of learners across regions. This implies that teachers' distribution is not proportionate to learners' needs (George & Nkonke, 2012). According to Bahena et al. (2016) Severe shortages currently exist, and there is a gap between the demand and supply of teachers needed to ensure effective teaching in many countries. This is supported by Bahena et al. (2016), who did a survey on 'learning of primary school learners in sub-Saharan Africa' and found out that, on average, primary school learners learned less than half of what was expected.

On a similar view, a comparative study by Krause et al. (2015) On ' learning achievements by learners in developed and developing countries' established the gap between learning achievements in developed economies and learning achievements in sub-Saharan Africa. These studies found that inadequate teachers as human resources contribute to lower achievements of goals, knowledge, skills and values among learners. The Republic of Kenya's piecemeal approach to employing teachers has further complicated issues of students transitioning to secondary schools (Bank, 2017). Moreover, secondary school education systems in Africa have remained virtually unchanged over the past 20 to 30 years, resulting in secondary schools' enrolments and completions remaining very low because the old syllabus has not been upgraded. Both junior and senior secondary education programs are overloaded because most changes have been simply to add more content (Mathisen, 2012).

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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 to include mentoring, counselling, coaching, advising, guidance and tutoring. In addition, learners can be given academic support through extra lessons, remedial lessons and reading labs. These ought to be facilitated by a qualified and dedicated individual who supports the school's vision. Perhaps this is why Jain et al. (2018) identify teachers as playing a more crucial role, especially when trained on effective approaches to be used in Value-Based Education (VBE).

The culture of a school must show the balance between learning and the social needs of an individual (Cooper et al., 2010). Cooper and other researchers confirmed that teachers always want to support students, but students come to school with a lot of intentions. In schools with limited resources and high counsellor caseloads, mentoring programs or drop-in offices by students or other community volunteers can be helpful (Finlay et al., 2022). Counselling used with an assessment of data as part of a concerted early warning system would help identify struggling students as early as Form one and ensure that they get the additional help they need (Fletcher-Watson & Happé, 2019). The Ministry of Education, Science, and Technology (MOEST) has directed all schools in Kenya to establish Guidance and Counselling departments headed by a senior teacher. Corporal punishment has been banned in all Kenyan schools. According to the Basic Education Act 2013, Guidance and Counselling is supposed to be used to instil discipline and achieve 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 the administration offices.

According to Orodho et al. (2013), a school connection refers to ways in which teachers take care of students as individuals to help them appreciate the importance of education. A study by Dalli et al. (2011) indicated that the more vulnerable students in terms of transition are those who had difficulty with their studies when they arrived in secondary schools. Dalli et al. (2011) confirmed that some students find classwork too challenging and get upset by disruptions to their friendships from previous years. They do not find it easy to develop successful relationships with other students or interact well with teachers. This hampers moral development among the learners, as argued by (Batra, 2013), who avers that the sense of morality is acquired as children interact with one another.

A survey in New Zealand secondary schools by the Ministry of Education (2010) on 'learners transitional behaviours' found that unsettled transition behaviours could be attributed to disruptions of social networks, both with teachers and with peers, and less individual attention from teachers at secondary schools because of the way secondary schools are organised making personalised relationships between teachers and learners more difficult to achieve. The Ministry of Education's report goes against Kohlberg's observation that children move from one stage of moral development to the next sequentially and, therefore, is an indicator of what the school should employ to assist learners in their moral development (Iqbal et al., 2018).

A study on 'factors leading to failure of students to complete schools' by Jindal-Snape et al. (2019) found that sociocultural factors, such as circumcision, are responsible for pupils' failure to complete

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school. Ministry of Education (2012) indicates that among the Burji, Rendille, Samburu and the Gabbra, there are traditional initiation ceremonies such as female genital mutilation (FGM) and initiation for boys among most of the Kenyan communities that include lengthy seclusion of initiated boys. This makes them lose out in school activities, leading to dropping out most of the time, hence failure to transition to secondary education. Once initiated or circumcised, some pupils develop poor relationships with schools and teachers. Some circumcised boys are not ready to be taught by women teachers. Some initiates feel that they are now mature and are not ready to interact with children or women teachers in primary and secondary schools. Thus, a majority of the learners drop out of school, and the few who manage to go through the cycle perform dismally.

The Ministry of Education (2010) found that students experienced mixed feelings about their transition to new schools. Many year 8 students, who were anxious about moving to secondary schools, imagined having the chance to work with a range of teachers with whom they could form positive relationships (Deacy et al., 2015). The transitioned learners lacked an orientation process that could enable them to get familiarised with the school's environment (Peters, 2010). This finding was supported by McHugh et al. (2011), who found out that when students change classes within or between schools, they must adjust to new surroundings, become familiar with new teachers and peers, learn new ways of working and make sense of the rules and routines that operate in their classes.

Some teachers who are dissatisfied with their posting, especially those who do not come from the school's localities, keep on asking for premature transfers (Robert-Okah, 2014). If their transfers are not granted, they are demotivated, and their performances fall, thus contributing to poor performances by pupils because the teachers have grown disinterested in educational activities within the area. When they are not in trouble with education administrators, they are intimidated and abused by colleagues for either becoming too much or doing too little. Other times, they are accused of being too strict on discipline or doing nothing about it.

School attendance without teaching and learning between the teachers and students is meaningless, and development opportunities are missed when a larger fraction of the school-age population has no access to learning (Bank, 2017). Furthermore, individual student perceptions of their relationships with teachers' effects at the classroom level could also be expected (Chen et al., 2016). Moreover, according to a study by Chen et al. (2016), the better the relationship, the more the students will be involved and actively participate in classroom exchanges and citizenship activities. Hence, the expectation of the study indicated that students with positive relationships would become more involved in school activities.

Sociocultural and economic factors prevent girls from continuing with their education once they reach adolescence (Snyder & Dillow, 2013). This was supported by Williams et al. (2015), who concluded that early marriage, teenage pregnancy, HIV/AIDS and lack of sanitary comforts remained dominant challenges for these girls, especially 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 the same opportunities to attend and complete primary school as boys.

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However, once primary schooling was completed, according to the United Nations Educational, Scientific and Cultural Organisation's report, the likelihood of transitioning for those who were married declined. Girls and women are more vulnerable to the HIV and AIDS pandemic since they often become the caregivers for their sick parents, relatives and siblings (Wango, 2012). Furthermore, most learners lack life skills and thus are not well-prepared to protect themselves from HIV or cope with its impact if infected. As a result, children infected with HIV and AIDS at birth do not live to enrol in school (Madiba & Letsoalo, 2013).

In a similar observation, Bauchmüller et al. (2014) Noted, the HIV/AIDS pandemic was one of the crucial challenges facing not just education but national development in all its facets. It is estimated that in Kenya, up to 20 per cent of learners between the ages of 14 and 17 years are infected (Research, 2013). A majority of parents infected by HIV/AIDS leave orphaned children who later drop out of school. As it was observed in Sessional Paper No.1 of 2005, without appropriate interventions, the orphans will most likely drop out of school to take care of sick family members. In Tanzania, a report from the basic primary education statistics regional level data in 1999 indicated that the number of learners dropping out of government secondary schools in 1997 was 6,998, with 93 due to deaths, 6,375 due to delinquency and 526 due to pregnancies. A study on 'schoolgirl pregnancies in Kenya' by Weybright et al. (2017) observed that about 45 per cent of Kenyan girls aged 19 years are already mothers or pregnant. Other studies of rural pupils in Kenya, Malawi and Rwanda, for instance, showed that teachers have lower expectations of female students (Gubler et al., 2019).

Without education, Omdjohwoefe (2011) avers that people of different social groups and genders are condemned to inferior positions, whether in social life, occupation or decision-making. It is further noted that the lack of school fees and community factors like social disruption affected access and participation in education in Ugandan schools. This is supported by Weybright et al. (2017), who found out that children from low levels of interaction have delayed development, learning and attainment of their full potential. This is also supported by Azmi and Mohamed (2014), who aver that family networks and household composition play a major role in determining the transition to secondary school. In poor households in Sub-Saharan Africa, family networks are important since the extended family members share the burden of educating children, especially when these networks are strong. Household composition is important because reports have shown that the chances that a child will access secondary school will decrease with the number of children in the secondary school age cohort within the household.

Reporting on a cluster of Christchurch schools trailing a transition program, Zuilkowski and Betancourt (2014) argue that the target students (26% of the total intake into secondary school) lacked a range of skills and dispositions that were crucial to their successful transition to secondary school. These included students who had poor social and organisational skills, lacked social and learning independence, and had behavioural issues. Information gathered from these students showed that many had misconceptions about secondary school life.

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The learner's safety is central to the provision of quality education in any country. However, while this is true for learners at all education levels, it is particularly critical for learners at the basic education levels because of their relatively tender ages. Children at this early age are very vulnerable to threats such as intimidation, bullying by their older colleagues, verbal and physical abuse and all manners of harassment (Smith, 2014). Vaillancourt et al. (2010) argue that schools should work closely with parents to prevent bullying, harassment and violence by informing and consulting with them on relevant issues, especially when their children become involved in incidents, either as perpetrators, victims or both. Morality, as observed by Gorski (2013) It is an acceptable moral theory that is without hubris (excessive pride and arrogance), treating people as they deserve (multiple strategies' utilitarianism), adopting the notion of a moral community and applying justice and fairness to all.

Kant's deontological theory of ethics was employed in this study. Kant (2013) believes that morality is the object of the law of reason. According to Kant (2013) Rational morality is universal and cannot change depending on circumstances. Kant argues that to act in a morally correct way, one must act solely from duty. Something was 'good in itself' when it was intrinsically good 'without qualification' (Kaplan, 2013). Kant (2013) formulated three significant categorical imperatives. First, act only in accordance with the maxim by which you can also wish for it to become a universal law. This implies that when someone acts, it is according to a rule or a maxim. Second, act in such a manner that you consistently treat humanity, never simply as a means, but also at the same time as an end, requiring that their reasoned motives must be respected. This derives from Kant's assertion that reason motivates morality. It demanded that we respect reason as a motive in all beings. Third, every rational creature must so act as if he were, by his maxim, always a legislating member in a global kingdom of ends. Kant made a distinction between hypothetical and categorical imperatives. On the one hand, a hypothetical imperative is one we must obey if we want to satisfy our desires. On the other hand, a categorical imperative binds us regardless of our desires. In the current study, the Kantian deontological theory was relevant because education cannot be deemed to benefit learners if morality does not form an integral part of the learning process in developing ethical citizens. The value systems of our youth must be well-constructed at various levels of education.

3.0 METHODOLOGY

This section focuses on research design, target population, sampling procedures, sample size, research instruments and data analysis. The study employed both descriptive survey and correlational designs. A descriptive survey design was used in preliminary and exploratory studies. This allowed the researcher to gather information, summarise, present, and interpret it for clarification (Andrew & Orodho, 2014). On the other hand, the correlational design was used to demonstrate the relationship between variables: 'relationships' and 'efficacy of a hundred per cent transition' (Fetters et al., 2013). These methods of data have the advantage of providing data of good statistical significance.

The study targeted secondary school students, teachers and principals drawn from public secondary schools within Kisii County. However, the study population was confined to only Form Three students in these secondary schools, which in this case is the accessible population. Form Three

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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.

The study employed different sampling techniques. Proportionate random sampling and simple random sampling were used to come up with the different kinds of samples. Proportionate stratified random sampling was employed in selecting the schools. The schools were first stratified into the eleven sub-counties to ensure that all the sub-counties were equally represented. 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 sampled 186 schools were distributed proportionately among all eleven sub-counties and the types of schools. 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 secondary 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) that 25–30 participants are the minimum sample size required to reach saturation in studies that use interviews. 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.

The current study drew samples from principals, teachers and students in public secondary schools in Kisii County. For selecting the appropriate sample size for secondary schools, teachers and students, the study was guided by (Krejcie & Morgan 1970) table. Consequently, 186 secondary schools, 357 teachers and 380 students were selected. The researcher employed questionnaires and interviews in the present study to collect data. The selection of these instruments was guided by the type of data to be collected, the time available, and the objective of the study. Primary data were collected via self-directed (one-on-one) interviews and semi-structured questionnaires. A specially designed questionnaire was used to gather data from students and teachers, while an interview schedule was used to gather data from principals.

Thematic analysis was used in analysing qualitative data. This was done by transcribing the data and coding the transcripts into categories or major themes (Campbell, 2020). After this, the researcher made sense of huge amounts of data by reducing the volume of raw information, followed by identifying significant patterns, and finally, drawing meaning from the data and, subsequently, building a logical chain of evidence (Neale, 2016). On the other hand, using Statistical Package for Social Sciences (SPSS) version 26, Quantitative data from questionnaires were analysed using descriptive and inferential statistics.

4.0 RESULTS AND FINDINGS

This study's objective was to investigate the role of relationships on the efficacy of a hundred per cent transition in secondary schools in Kisii County. Teachers were asked to respond to factors that

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the researcher considered fit to include the role of relationships on the efficacy of 100 per cent transition in secondary schools in Kisii County. Their responses were summarised in Table 1.

Table 1: 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 among 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 1 demonstrates teachers' responses on the role of relationships on the efficacy of 100 per cent transition in secondary schools in Kisii County. Of teacher respondents, 16 (5.3%) were not sure, while 225 (74.5%) agreed. This agrees with the views of Yang et al. (2016), who argue that when there is a cordial relationship between students and teachers, students will be involved and actively participate in classroom exchanges and citizen activities. Moreover, Orodho 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

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every teacher some students to act as their caregiver and guardian in school and that the students have been free to teachers, consequently, helping them in solving their problems. The teacher respondents who disagreed were 61 (20.2%). This agrees with the view of MOE (2010), which argues that the way secondary schools are organised makes personalised relationships between teachers and learners more difficult to achieve.

The majority of the teachers, 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. A total of 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. A total of (12.6%) of the teacher respondents disagreed. This was supported by one principal, who revealed that the Ministry of Education forces principals to take up any student who seeks admission to their schools. As a result, students with unwanted behaviour end up being admitted.

Of the teacher respondents, 38 (12.9%) disagreed, 60 (19.9%) were not sure, while 204 (67.2%) indicated that there are sufficient mechanisms to address undesirable behaviours among students. This is supported by Kennedy (2018), who opines that to ensure that there is effective management of discipline in schools, school leadership should decentralise some roles to students so that they can help in overseeing discipline matters in secondary schools. Furthermore, a separate study on 'managing students' discipline through student leadership in Kenyan secondary schools' (Kennedy, 2018) argues that discipline is considered one of the essential characteristics of an effective school; hence, there has been a growing debate on how to foster a positive school culture in which learners can grow and develop morally. One principal observed that schools had established mechanisms like Guidance and Counselling, student disciplinary committee(s), the class teacher(s), and involvement of the school's chaplain(s) for spiritual guidance for addressing undesirable student behaviours in school.

Of teacher respondents, 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 feeling of students that they belong, included (regardless of their ethnicity, ability, gender or sexual orientation), has a contribution to make to the school, are cared for by their teachers, accepted by their friends, are physically and emotionally safe, and are learning. Brasof (2011) argues that to help address indiscipline and student misbehaviour, schools ought to create Student Councils (SC). Student Councils create policies with a student "buy-in" perspective. Such policies are owned by students who are more likely to follow them. Brasof (2011) further argues that students can be real agents of change, including behaviour modification, when they are actively engaged in writing, enacting and reviewing behavioural policies. A principal confirmed that he has a suggestion box and open-door policies for students to consult and raise their complaints/compliments. Further, said the principal, students' leaders are part of the Board of Management (BOM), and this makes it easier for their grievances to be addressed by the school's top management. The ones who disagreed were 9 (3.0%). These are supported by Omadjohwoefe

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(2011), who avers that people of different social groups and genders are condemned to inferior positions whether in social life, occupation or 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 learning and schooling. A total of 226 (75.8%) were of the view that students are appreciated by the teachers. One of the principals revealed that 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.

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 there is less individual attention for students at secondary schools because of the way secondary schools are organised, making personalised relationships between teachers and learners more difficult to achieve. In addition, 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.

Of the teacher respondents, 63 (20.8%) were not sure, 31 (10.3%) disagreed, while 208 (68.9%) maintained that there is a cordial relationship among students. This agrees with the view of (Hanewald, 2013), who said that having friends at the new school helped students to settle. Before the transition, as was realised (Hanewald, 2013) Some students were concerned that they would not make friends at their new school. While students often found that their friends were not always in their classes, this did not appear to be a problem for them, as most of them had made new friends. For some students who had previously not made many friends, the move to secondary school meant that they could meet up with like-minded students who shared their interests. One of the principals observed that there were few cases of student indiscipline reported in the school. In some instances, continued the principal, there were conflicts between students, which 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, while 9 (59.3%) indicated the existence of cordial relationships among teachers. Nyakundi (2012) asserts that it is important that schools maintain secure and caring environments that foster teaching and learning. One principal said that for the prosperity and achievement of the goals of the school, there must be teamwork among the teachers. Further, the principal noted that the school management organises bonding and team-building activities to foster the working relationship among teachers. He encouraged teachers in the school to be part of the school's welfare.

However, a principal who was delocalised in one of the schools in Kisii County as his new working station observed that teachers lacked cordial relationships among themselves. They practised

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tribalism in their workstations, backstabbing others on work-related issues, had biased workloads by some HODs, insubordinate principals on duties allocated to them and had extramarital affairs in school that affected the time of teaching and attending to learners' concerns.

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 schools should work closely with parents to prevent bullying, harassment and violence by informing and consulting with them on relevant issues, especially when their children become involved in incidents either as perpetrators, victims or both. One of the principals established that there were few cases of boy/girl relationships investigated, reported and recorded in school. In the mixed school, continued the principal, girls and boys learnt separately. The cases reported were taken to Guidance and Counselling (G&C) for amicable solutions. The 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, were involved in perverted sexual relations, got teenage pregnancies, got radicalised against school routines and policies, and boys and girls dropped out of school to get married at a tender age.

Students in Kisii County public secondary schools were asked to give their opinion on students' relationships and the efficacy of a hundred per cent transition. Their responses were summarised in Table 2.

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Table 2: 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 among 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 2 displays students' responses on the role of relationships on 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 teachers and students, 109 (35.2%) were undecided, 50 (16.1%)

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agreed, while 151 (48.7%) disagreed. This agrees with the views of Weybright et al. (2017), who found that children from low levels of interaction have delayed development, learning and attainment of full potential. Furthermore, in support of the view of those who disagreed, the Ministry of Education (2012) indicates that among the Burji, Rendille, Samburu and the Gabbra, there are traditional initiation ceremonies such as female genital mutilation (FGM) and initiation for boys among other Kenyan communities that include lengthy seclusion of initiated boys and girls. This makes them lose out in school activities, leading to dropping out most of the time, hence failure to transition to secondary education. Some initiates from some cultural communities feel that they are now mature and are not ready to interact with children or women teachers in primary and secondary schools, respectively. Thus, a majority of the learners drop out of school, and the few who manage to go through the cycle perform dismally in their studies. One of the principals said that teachers never listened to and acted on the students' grievances; instead, they harassed and threatened students to perform better in their subjects. Moreover, teachers made decisions without involving the students, like changing the school's routines. These affected the relationships of most students with teachers.

Respondents were further asked if teachers advocated for respectful behaviour among students; 64 (20.7%) agreed, while 67 (21.6%) were undecided. This indicates teachers may be doing this without consciously knowing. A total of 179 (57.7%) disagreed. This agrees with the view of (Jones, 2018), who argues that the perception of curriculum inadequacies and low quality of education by teachers across many nations has given rise to apathy, school disaffection and anti-social behaviours on the part of the learners. 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, while 111 (35.8%) agreed. This view is supported by Kennedy (2018), who opines that to ensure that there is effective management of discipline in schools, school leadership should decentralise some roles to students so that they can help in overseeing discipline matters in secondary schools. A principal indicated that schools have suspension programs for errant students. However, one of the principals observed that the uncoordinated disciplinary committees ended up punishing the parents of the errant students by imposing heavy fines and penalties.

Respondents were asked whether teachers accommodate students' views, and a majority of 208 (67.1%) agreed. This is explained by the fact that the majority of schools have inaugurated Student Councils, where students meet and air their grievances to the students' leaders and school administrators (Brasof, 2011). A total of 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, while 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. A total of 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 had with their teachers in primary school due to the compartmentalisation of subject areas and the school timetable. A principal shared that 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 in the locality. Consequently, they had no time to offer any academic help to students. Furthermore, the principal observed that the tight curriculum and co-curricular programs left no time for teachers' and learners' interaction on academic matters.

Respondents were asked whether there was a cordial relationship among students; a majority of 198 (63.9%) agreed, 13 (4.2%) were undecided, while 99 (31.9%) disagreed. The ones who disagreed are supported by the view of (Smith, 2014), who argues that children at an early age are very vulnerable to threats such as bullying by their older colleagues, intimidation, verbal and physical abuse. A principal revealed that students, especially prefects, bullied their colleagues without the knowledge of administrators. Moreover, students from senior classes bullied their colleagues in the lower Forms.

Whether there was a cordial relationship among teachers, a majority of 182 (58.7%) agreed, 51 (16.5%) were undecided, while 77 (24.8%) disagreed. One of the principals said schools have poor administration leadership that was of a dictatorship (autocratic) as opposed to the democratic leadership where everyone in the school expressed themselves freely. The students were, lastly, asked if there were mechanisms to control harmful boy/girl relationships; a majority of 236 (76.1%) disagreed. This was supported by Williams et al. (2015), who concluded in their findings that early marriage, teenage pregnancy, HIV/AIDS and lack of sanitary comforts still remained dominant challenges for learners in transition in East and Southern Africa. A total of 10 (3.2%) were undecided, while 64 (20.7 %) of the student respondents agreed.

Regression Model of the Contribution of Relationships to the Efficacy of the 100% Transition

The study established a regression model summary to determine the strength of the relationship between relationships and the efficacy of a hundred per cent transition in secondary schools in Kisii County. The results are presented in Table 3.

Table 3: Model Summary on Relationships on the Efficacy of a Hundred Transition

Serial No.	Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1.	1	.535 ^a	.286	.282	.98599
<i>a. Predictors: (Constant), Relationships</i>					

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 per cent, 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 4.

Table 4: ANOVA 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			
<i>a. Dependent Variable: 100% Transition in Secondary Schools in Kisii County</i>						
<i>b. Predictors: (Constant), Relationships</i>						

The null hypothesis asserts that there is no significant relationship between relationships and efficacy of the 100% transition in public secondary schools in Kisii County. The significance value (sig<.05) is .000, and the F (82.471)>sig (.000); hence we reject the null hypothesis at alpha=.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 per cent 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 5: Coefficients of Relationships on the Efficacy of a Hundred per cent Transition

Serial No.	Model	Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1.	(Constant)	.959	.192		5.002	.000
2.	Relationship	.592	.065	.535	9.081	.000
<i>a. Dependent Variable: 100% Transition in Public Secondary Schools in Kisii County</i>						

The equation can be rewritten as

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

where

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

$x_2 =$ relationships

$\varepsilon =$ error term

and 0.592 is a constant and $Y -$ intercept

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The equation implies that keeping all factors constant, a 95.9 per cent 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, a hundred per cent transition in public secondary schools in Kisii County will change by 59.2 per cent.

5.0 CONCLUSIONS AND RECOMMENDATIONS

Conclusions: Based on the results, the study on the role of relationships on the efficacy of a hundred per cent transition in public secondary schools came to the following conclusion: a cordial relationship existed among students and student-teachers. School management in Kisii County public secondary schools, for instance, organised team-building activities to foster working relationships. 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 administration leadership was also autocratic, affecting relationships. Teachers had mechanisms to control harmful boy/girl relationships; this was through severe measures, such as having separate classes for boys and girls or phasing out mixed schools and turning them into single-sex secondary schools. 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, radicalisation against school routines and policies and eventually dropping out of school to engage in other economic activities other than education since they could not cope with the school's systems.

Recommendations: This study recommends that plausible strategies that will motivate learners to perform should be sought, other than harassment and threats. The admission policy should be revised to include the behaviour of learners. Mechanisms to address undesirable behaviours among students should be sought and encouraged. Students' Councils to be strengthened to present students' views, which should be accommodated by teachers to avert vices like arson, unrest and demonstrations once their views are not addressed. However, Students' Councils' excessive empowerment, like bullying their colleagues, should be controlled. Teachers should fairly appreciate learners' efforts in both curriculum and co-curricular achievements. Illicit engagements between teacher-student and student-student should be completely discouraged. Teachers should uphold the Teachers' Service Commission's professional ethics like integrity, honesty, loyalty, respect, adherence to the law, doing good, avoiding harm to others and accountability. Teachers should create time to attend to students' needs. This should be through proper structuring of both curriculum and co-curriculum programs to leave some time for teacher-learner interaction. Bullying in schools should be completely banned by the school's administrators. Teenage pregnancies and early forced marriages should be dealt with using legal structures.

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