INFLUENCE OF BOARD OF MANAGEMENT STRATEGIES ON LEARNER TRANSITION TO PUBLIC SECONDARY SCHOOLS IN BANISA SUB-COUNTY, MANDERA COUNTY, KENYA

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DECLARATION AND APPROVAL

Declaration by the Student

This research project is my original work and has not been presented in any other university or for any other award.

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Approval by the Supervisor

I confirm that the work in this research project has been carried out by the candidate under my supervision.

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Date..14th July 2025

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DEDICATION

To my parents, Yarrow Abdinur and Habiba Maalim, my wife, Jawerio Mohamed and children, Shakir Hussein, Zarina Hussein, Amira Hussein, Abdisami Hussein, Amal Hussein, Amir Hussein and Asim Hussein, for their support during my studies.

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ABSTRACT

Management strategies implemented by Boards of Management (BoMs) play a crucial role in supporting students' progression from primary to secondary education. However, in Banisa Sub-county of Mandera County, Kenya, the rate of student transition to public secondary schools remains low. Current statistics reveal that only 55.9% of learners successfully make the transition from primary to public secondary schools in the area. In response to this concern, a study was conducted to assess the impact of BoM strategies on learners' transition to public secondary schools in Banisa Sub-county. The research was structured around specific objectives that included evaluating how the BoM's efforts in providing teaching staff, learning materials, school infrastructure, and involving stakeholders influence student transition rates. The study was underpinned by systems theory and transition theory, providing a framework for understanding the interconnected elements that affect education progression. A mixed-methods approach was used, incorporating both qualitative and quantitative techniques through a concurrent triangulation design. The study targeted a total population of 257 individuals, comprising 8 school principals, 113 teachers, and 136 BoM members. Using Yamane's formula, a sample size of 156 participants was determined. To ensure representative sampling, the researchers employed stratified sampling based on the two administrative zones in Banisa Sub-county. From each zone, 3 principals and 20 BoM members were selected through purposive sampling, while 40 teachers were randomly selected, culminating in a final sample of 6 principals, 110 teachers, and 40 BoM members. Data was collected using questionnaires administered to teachers and through interviews conducted with principals and BoM members. A pilot study involving 16 participants from two public secondary schools was carried out to establish the tools' validity, reliability, credibility, and dependability. Validity was ensured through expert evaluation, while reliability was measured using the test-retest method. The Cronbach Alpha method yielded a reliability coefficient of 0.74, indicating strong internal consistency. Triangulation helped validate credibility, and detailed documentation of the data collection process supported dependability. Thematic analysis was used for qualitative data, presented through narratives aligned with the research objectives. Quantitative data were processed using descriptive statistics (frequencies and percentages) and Pearson's Product Moment Correlation Analysis, facilitated by SPSS Version 25. The findings were presented using tables for clarity. Results revealed that the goal of achieving a 100% transition rate to public secondary schools remains unmet. Several factors related to BoM strategies were identified as contributing to this shortfall. These include shortages of teachers, insufficient curriculum materials, and inadequate infrastructure, despite ongoing stakeholder engagement. The study recommends that the Ministry of Education continue hiring more teachers to reduce the student-teacher ratio. Furthermore, principals should collaborate with education stakeholders to maintain an adequate supply of learning materials. Efforts should also be made to improve school facilities. Lastly, structured frameworks for stakeholder involvement should be established to promote a unified vision for increasing student enrollment in public secondary schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

BoM	Board of Management
CSMs	Curriculum Support Materials
GoK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KNBS	Kenya National Bureau of Statistics
NACOSTI	National Commission for Science, Technology and Innovation
SPSS	Statistical Package for Social Sciences
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the study's background, outlines the research problem, states the purpose and objectives, poses the research questions, and discusses the rationale, significance, limitations, scope, delimitations, assumptions, and definitions of key terms used in the study.

1.1 Background to the Study

Every child is entitled to access quality education, a right that has been increasingly recognized and embraced across the globe. This recognition has prompted significant expansion in the development and implementation of various educational systems and curricula tailored to meet the diverse needs of learners. The global community has made considerable efforts to guarantee this right, especially through international frameworks. Muralidharan and Prakash (2013) emphasize that the growing demand for education has led to the adoption of the Sustainable Development Goals (SDGs), which serve as a global blueprint for promoting inclusive and equitable quality education. One of the central pillars of these goals is to ensure that all countries work collaboratively towards achieving universal access to both primary and secondary education by the year 2030.

In response to this global call, education systems around the world have been proactive in initiating various programs and policies intended to increase student enrollment and improve progression rates from one level of education to another. As Muralidharan and Prakash (2013) point out, many countries have introduced targeted strategies designed to boost student participation and ensure that learners successfully transition, particularly from primary to secondary levels of schooling. The aim is not merely to encourage enrollment but also to foster smooth and consistent advancement through the

entire education system. Learner transition, as defined by Bishop (2014), refers to the movement of students from one educational level to the next. Specifically, within the context of primary and secondary education, this term describes the progression of pupils from primary school into the secondary education system. While this transition is a vital element of educational development, in practice, many regions face difficulties in achieving high transition rates. In numerous countries, the proportion of students successfully making this shift remains alarmingly low.

To illustrate, Cisneros-Chernour, Cisneros, and Moreno (2013) report that despite significant reforms in Mexico aimed at expanding educational access and introducing inclusive curricula aligned with the goals of Education For All (EFA), only about 23.9% of students who complete primary school advance to the secondary level. This low rate indicates a significant gap in the system. Similarly, in Colombia, transition rates from primary to secondary education have been steadily decreasing over the years, signaling a downward trend that is cause for concern. A comparable situation exists in Austria, where data analyzed by Woessmann (2020) reveals a persistent decline in transition rates. For instance, in 2018, the transition rate stood at 67.9%. However, this figure dropped to 64.9% in 2019, fell further to 59.4% in 2020, and continued to decline to 57.8% in 2021 and then to 55.1% in 2022. These statistics highlight a broader global issue: the challenge of facilitating successful student progression through the education system.

Low transition rates can lead to inefficiencies and contribute to educational wastage—an issue many countries are striving to resolve. To address this problem, various interventions have been introduced, particularly by the Boards of Management (BoMs) in schools. Cotton (2013) describes BoM strategies as structured approaches or action plans adopted by school leadership to achieve desired educational outcomes.

These strategies are multifaceted and may include the recruitment and deployment of qualified teachers, provision of appropriate teaching and learning materials, improvement of physical infrastructure, and involvement of stakeholders such as parents and community leaders in the education process. In Kuala Lumpur, Deborah (2014) emphasizes that the Board of Management plays a crucial role in shaping a school's culture and fostering an environment conducive to both teaching and learning. By adopting a model of shared leadership, school BoMs are expected to devise effective strategies that support student enrollment, retention, and completion of schooling at all levels.

In Sub-Saharan Africa, BoMs have also been acknowledged as critical agents of educational improvement, particularly concerning student transition from primary to secondary schools. For example, in Botswana, Chapman and Burchfield (2011) highlight that educational policymakers view the school BoM as a key driving force behind student academic development. Their contribution is seen as vital to addressing transition gaps and ensuring that more students advance through the educational pipeline. In Nigeria, Enueme (2010) supports this view by arguing that BoMs play a vital supervisory role in schools. Their responsibilities range from overseeing the work of teachers and ensuring proper curriculum implementation to facilitating cooperation among educational stakeholders.

Furthermore, Enueme adds that the BoMs conduct school inspections in a way that creates a relaxed and supportive atmosphere for both teachers and learners, thereby promoting meaningful engagement and constructive feedback. Akyyeampong (2011) elaborates that such supervisory roles must be rooted in mutual respect and a clear understanding of the evaluation outcomes. This kind of approach is more likely to foster inclusive learning environments that encourage student enrollment and smooth

transitions between school levels. The insights gathered through these supervisory processes are invaluable for parents and guardians who want assurance that their children are advancing within nurturing and academically sound institutions. In Botswana, concerns around poor academic performance in secondary schools—both in internal and national assessments—have cast a spotlight on the effectiveness of BoMs (Adayemi, 2012). Despite these concerns, there is still a need for comprehensive studies that examine the extent to which BoM strategies influence student enrollment and transition rates.

This situation is mirrored in Kenya, where the successful transition of learners from primary to secondary school is seen as a key driver of national development. According to Onsomu, Mungai, Oulai, Sankale, and Mujidi (2014), smooth transition aligns with major policy frameworks such as Education for All, international human rights declarations, and Kenya's Vision 2030 development agenda. Kenya's Ministry of Education (2023) reports significant progress in increasing student enrollment in secondary schools, largely due to the government's commitment to a 100% transition policy. This initiative reflects a national push to ensure every child completing primary school is guaranteed a place in secondary school, thereby minimizing dropout rates. However, disparities persist in specific regions such as Banisa Sub-county, located in Mandera County, Kenya.

Despite national improvements, local data paints a different picture. Jillaow, Momanyi, and Mwalw'a (2020) conducted a study indicating that out of the 2349 pupils who completed their Kenya Certificate of Primary Education (KCPE) exams in public primary schools in Banisa Sub-county, only 55.9% enrolled in Form One over a five-year period. A subsequent survey by Ibrahim and Manduku (2024) revealed similarly discouraging findings, with only 58.5% of KCPE candidates transitioning to secondary

school since 2019. This contrasts sharply with the national average of 88.5%. The persistent low transition rates in such areas have spurred Boards of Management and other stakeholders to develop comprehensive strategies aimed at reversing the trend. Ibrahim and Manduku (2024) note that these efforts include hiring more qualified teachers, supplying curriculum support materials, enhancing physical infrastructure, and promoting inclusive governance by engaging local stakeholders in school decision-making processes. Despite these initiatives, further investigation is necessary to determine how significantly these BoM strategies impact the actual rates of learner transition from primary to secondary schools. This gap in knowledge underscores the importance of continued research on the effectiveness of governance strategies in addressing educational disparities.

1.2 Statement of the Problem

Boards of Management (BoMs) play a vital role in increasing student enrollment into Form I classes. However, in Banisa Sub-county, public secondary schools face challenges in achieving high transition rates from primary to secondary education. The transition of pupils from primary school to public secondary institutions in this region remains significantly lower than expected. According to a study conducted by Jillaow et al. (2020), only 55.9% of the 2,349 students who sat for the KCPE exams in public primary schools within the sub-county enrolled in Form I over the past five years. Similarly, Ibrahim and Manduku (2024) reported that since 2019, the transition rate has stagnated at around 58.5%, far below the national average of 88.5%.

This concerning trend has led school Boards of Management to introduce various policies and interventions aimed at addressing the low transition rates. These measures include community outreach, awareness programs for parents, and the provision of financial support such as bursaries and scholarships.

Despite these initiatives, there has been limited success in significantly improving the transition rates. The desired outcomes remain largely unrealized, and the gap between Banisa and national figures persists. Furthermore, while there is widespread acknowledgment of the importance of BoM efforts, limited empirical research has been conducted to assess how these strategies actually affect student progression from primary to public secondary schools. As a result, there is a pressing need for further studies that explore the effectiveness of BoM-led interventions in enhancing learner transition.

1.3 Purpose of the Study

This research aimed to evaluate how strategies employed by the Board of Management impact the transition of learners to public secondary schools within Banisa Sub-county, located in Mandera County, Kenya.

1.4 Objectives of the Study

The research was guided by the following specific objectives:

i. To analyze the impact of teacher provision on the transition of learners to public secondary schools in Banisa Sub-county;
ii. To investigate the effect of providing curriculum support materials on learner transition to public secondary schools in Banisa Sub-county;
iii. To assess how the availability of physical infrastructure influences the transition of learners to public secondary schools in Banisa Sub-county;
iv. To explore the extent to which stakeholder engagement affects learner transition to public secondary schools in Banisa Sub-county.

1.5 Research Questions

The study sought to address the following research questions:

i. How does the availability of teachers affect learner transition to public secondary schools in Banisa Sub-county?

ii. What is the impact of curriculum support materials on the transition of learners to public secondary schools in Banisa Sub-county?

iii. In what ways does the provision of physical facilities affect learner transition to public secondary schools in Banisa Sub-county?

iv. How does the involvement of stakeholders influence the transition of learners to public secondary schools in Banisa Sub-county?

1.6 Rationale of the Study

The transition of learners, especially from primary to secondary school, marks a pivotal phase in a student's academic life. A smooth and effective transition is essential as it supports the continuity of learning, fostering individual growth and contributing to broader national development. Despite its significance, the transition rate in public secondary schools within Banisa Sub-county has remained notably low. As highlighted by Jillaow et al. (2020), only 55.9% of the 2,349 students who completed their Kenya Certificate of Primary Education (KCPE) in public primary schools enrolled in Form One over the past five years.

Similarly, research conducted by Ibrahim and Manduku (2024) indicated that the transition rate from KCPE to Form One has averaged just 58.5% since 2019, with minimal improvement to date. This is significantly below the national average transition rate, which currently stands at 88.5%. These statistics reveal a persistent gap in educational progression within the sub-county, emphasizing the need for targeted intervention.

This study, therefore, is grounded in the necessity to explore how strategies implemented by Boards of Management (BoMs) influence student transition to secondary education. By examining these strategies, the study aims to uncover practical approaches to boost transition rates and improve educational outcomes. Ultimately, the research aspires to offer data-driven insights that can shape policy decisions and enhance educational leadership practices, thereby contributing valuable knowledge to the field of educational management.

1.7 Significance of the Study

This study could be valuable to students, as the strategies adopted by the Board of Management (BoM) may positively impact their progression from primary to secondary school. When such strategies are enhanced, they have the potential to boost student enrollment, improve retention rates, and increase overall academic success in public secondary institutions. A well-implemented management approach contributes to a supportive and resourceful learning environment, which not only helps learners perform better academically but also supports their personal growth and development. Educators, including teachers and school leaders such as principals, may find the study particularly beneficial. A school that is efficiently managed tends to foster an atmosphere that is favorable for both teaching and learning.

Access to adequate resources, consistent administrative support, and the implementation of relevant policies are key aspects that can improve daily school operations. Additionally, well-structured governance strategies can lead to improved working conditions for teachers, potentially resulting in greater job satisfaction and increased opportunities for career advancement and professional growth. Members of the BoM may also gain important insights from this study, especially regarding how effective leadership practices can facilitate smoother student transitions.

These insights could strengthen their decision-making and governance skills. For parents and guardians, the implementation of effective school management strategies can ease concerns about their children's transition to secondary school, especially in terms of costs and logistical challenges. Furthermore, involving parents in the decision-making processes through the BoM could give them a greater sense of agency in their children's education. Finally, policymakers within the Ministry of Education may use the study's findings to guide evidence-based reforms and initiatives. Researchers and scholars could also find this study valuable, as it may stimulate future studies focused on educational leadership, student transitions, and the role of governance in shaping learning outcomes.

1.8 Scope of the Study

This research was conducted in public secondary schools located within Banisa Sub-county. Its primary objective was to examine how strategies employed by the Boards of Management (BoM) impact student transition into public secondary schools. The study utilized a mixed-methods approach, employing a concurrent triangulation design to enhance data reliability. Quantitative data were obtained through questionnaires administered to teachers, while qualitative insights were gathered through interviews with school principals and BoM members. The study period spanned from January to March 2025.

1.9 Limitations of the Study

The research faced the following constraints:

i. The findings could not be generalized to all secondary schools due to the possibility that factors beyond BoM strategies may affect student transition rates. As such, the study recommended that future research explore additional variables influencing learner transition in different contexts.

ii. Some participants were reluctant to disclose accurate information regarding student transitions and the BoM strategies in place, likely due to concerns about potential repercussions. To address this, the researcher clarified that the study's intention was to support efforts aimed at enhancing transition rates to public secondary schools.

iii. Obtaining critical documents and records related to transition statistics proved difficult. The researcher assured stakeholders that the data would be used strictly for academic purposes and to aid in improving student transition outcomes.

1.10 Delimitations of the Study

The study was defined by the following boundaries:

i. The research was limited to public secondary schools in Banisa Sub-county. Quantitative data collection was restricted to teachers, while qualitative information was sourced from principals and BoM members.

ii. The study exclusively investigated the roles of teacher deployment, curriculum support resources, physical infrastructure, and stakeholder participation as key BoM strategies influencing learner transition to public secondary schools.

1.11 Assumptions of the Study

The study assumed:

i. That student transition rates to public secondary schools in Banisa Sub-county have been low.

ii. That relevant primary data concerning learner transition in the sub-county were both available and accessible.

iii. That BoM strategies significantly affect student transition to public secondary schools.

iv. That the provision of adequate teaching staff, curriculum materials, infrastructure and stakeholder engagement plays a role in facilitating learner transition.

v. That respondents would be forthcoming and cooperative in providing reliable data.

1.12 Operational Definitions of Terms

BoM Management Strategies: are the approaches and actions taken by the school's Board of Management to help students move smoothly from primary to public secondary schools.

Learner Transition to Public Secondary Schools: is the process where students who have completed their KCPE exams are admitted into public secondary schools.

Provision of Curriculum Support Materials: involves supplying public secondary schools with the necessary teaching and learning materials.

Provision of Physical Facilities: means making sure that public secondary schools are equipped with the necessary infrastructure and physical resources.

Provision of Teachers: is about ensuring that public secondary schools have enough qualified teachers to meet learning needs.

Stakeholders' Involvement: refers to engaging various stakeholders in school management activities to support students' smooth transition from primary to public secondary schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews previous studies relevant to the researcher's field of inquiry. It explores key themes including learner transition, the strategic roles of Boards of Management, and the impact of various factors such as teacher availability, curriculum support materials, physical infrastructure, and stakeholder involvement on learner transition. The chapter also discusses differing perspectives presented by various scholars concerning these issues. Additionally, it outlines both the theoretical and conceptual frameworks guiding the study and concludes with a summary of the reviewed literature, highlighting identified research gaps.

2.1 Empirical Literature Review

The empirical literature focuses on examining learner transition, the role of Board of Management strategies, and how elements such as teacher provision, curriculum resources, infrastructure, and stakeholder engagement affect learner transition.

2.1.1 The Concept of Learner Transition

The transition of learners from primary to secondary school represents a crucial phase in the educational journey of students. This process involves more than just enrollment in a secondary school; it encompasses attending classes, adapting to a new learning environment, and successfully completing secondary education. Transitioning to secondary school is recognized as a pivotal step in learners' academic and personal development. It is during this stage that students encounter new expectations, routines, social dynamics, and academic challenges that can significantly influence their future educational trajectories. In many developing countries, the issue of learner transition to secondary schools continues to be a pressing concern.

Despite policy efforts and educational reforms aimed at improving access and retention, a large number of students still face barriers that hinder smooth progression from primary to secondary education. These barriers may include economic hardship, inadequate school infrastructure, social norms, and lack of parental support. Therefore, addressing the transition phase is critical to ensuring both equity and quality in education systems, especially in regions where dropout rates remain high during this period. Even in developed nations, the importance of a successful transition to secondary school is well documented.

For instance, in Australia, the significance of students' progress through the education system is emphasized by its status as a key performance indicator (KPI) in the evaluation of educational quality. As highlighted by Boe, Cook, and Sunderland (2012), this KPI is used in institutional reporting to monitor and assure the quality of secondary education. The inclusion of learner transition as a KPI underscores its importance not only as a developmental milestone for students but also as a critical measure for educational accountability and planning. It reflects a broader, global acknowledgment that supporting students during this transition is integral to their long-term success and well-being.

On a global scale, learner transition is recognized as a challenge. A national survey conducted in the United States provides insight into the practices teachers use to support students moving into secondary education. According to Boyden (2010), while a significant 95% of teachers report implementing strategies to aid the transition, these strategies are often reactive rather than proactive. That is, many of the measures take place after the school year has begun, and they tend to involve limited direct engagement with individual students or their families. For example, teachers may send information home or engage in conversations with parents only after the school year is

underway. However, these efforts fall short of building strong connections with students and families before the school year starts—an approach widely recommended by educational researchers. Pianta, Cox, and Taylor (2010) argue that effective transition practices should begin well before students set foot in their new secondary schools. Ideally, these practices would include participation in bridging activities, orientation programs, and collaborative events that involve both primary and secondary educators, students, and their families. Establishing clear and ongoing communication with families early in the process can ease anxieties, provide clarity about expectations, and build trust between the school and the community. Unfortunately, such proactive and holistic transition efforts are still the exception rather than the norm in many educational systems.

The transition to secondary school is more than just academic—it also influences how students perceive themselves and their capabilities as learners. According to Pianta et al. (2010), secondary education is a stage where learners begin to form self-concepts based on their school experiences. These perceptions often carry over into later academic years and can shape their motivation, behavior, and performance. Research by Alexander and Golja (2010) supports the notion that academic and social performance in early schooling is predictive of later success. Learners who begin school with strong academic skills and social competencies are more likely to maintain this trajectory through secondary education.

Conversely, students who struggle early on frequently face ongoing challenges and are less likely to achieve academic success. Adjustment to secondary school is influenced by a complex web of relationships and environmental contexts. Rimm-Kaufman and Pianta (2015) note that students' adaptation is shaped not only by their interactions with teachers and peers but also by the support they receive from their families and the

school community. These relationships can serve as crucial sources of encouragement and stability during what is often a tumultuous period of change. For students who find the transition particularly difficult, such as those from disadvantaged backgrounds or those with learning difficulties, the presence of a supportive network can make a significant difference in their ability to succeed. Interestingly, research from Russia suggests that some educators may have an overly optimistic view of the benefits associated with transitioning to secondary school.

Finn and Voelkl (2013) found that elementary school teachers tend to overestimate the academic gains students make after transitioning. This may be because these teachers observe initial improvements in student performance without tracking long-term outcomes through middle and high school. The researchers also found that the transition process itself does not immediately affect students' self-esteem or their adjustment to the new school environment. However, students who are retained or held back during this period are more likely to exhibit behavior problems, experience difficulties in peer relationships, have lower self-esteem, and show poorer attendance rates compared to their peers.

In the Kenyan context, the challenge of learner transition is especially pronounced. Odaga and Henevald (2014) highlight that secondary school completion rates are low, and many students fail to adjust successfully after transitioning. This issue is increasingly important given the growing emphasis on broadening access to education, especially for underrepresented and marginalized groups. With educational institutions under pressure to meet quality assurance standards, low student retention and performance rates pose both reputational and financial risks. Even when students do not complete their secondary education, they may still gain certain benefits, such as increased self-confidence and life experience.

Nevertheless, from the perspective of institutional success, high attrition rates can tarnish an institution's reputation in a globally competitive education market. In a localized study in Banisa Sub-county, the Government of Kenya (2016) observed that several factors influence how students respond to the transition from primary to secondary school. These include environmental changes, shifts in curriculum, variations in teaching styles, changes in institutional culture, and differences in classroom dynamics. All these elements can significantly affect students' ability to adapt to their new learning environment. Participation in secondary education also demands that students understand and internalize new social norms, develop a new identity within the school context, and renegotiate their relationships with peers and authority figures.

According to the same report, the process of adapting to secondary school involves much more than academic adjustment—it also includes learning the rules, values, and expectations of the new educational setting. This multifaceted adjustment process is crucial for long-term success but remains under-explored in many education systems. More research is needed to fully understand how these factors interact and influence the overall effectiveness of learner transition programs.

2.1.2 The Concept of Board of Management Strategies

The strategies employed by school boards in managing educational institutions play a vital role in shaping student achievement and fostering holistic development. Effective management within schools involves a comprehensive range of activities, including but not limited to, strategic planning, efficient resource distribution, strong leadership, and consistent policy enforcement. This literature review seeks to investigate the diverse aspects of school board management strategies, emphasizing their significance in enhancing educational standards and boosting student outcomes. Robertson (2018) introduces a fundamental perspective by emphasizing that schools should be understood

as intricate social systems, inherently connected to broader social frameworks. This conceptualization posits that individuals such as teachers and students, organizational units like schools, and wider societal environments including communities, towns, and cities, constantly interact through a variety of social processes. Recognizing schools as dynamic social systems highlights the importance of understanding how these interactions shape organizational behavior and effectiveness. A meaningful way to understand how organizations function is by exploring the role of social processes in group dynamics.

Coombs (2022) builds upon this concept by proposing a social process model that outlines four essential components for effective school management. According to this model, management strategies must be holistic in approach, encourage collaboration among all stakeholders, be continuously applied, and be underpinned by a strong sense of commitment from everyone involved. This includes school administrators, educators, parents, and other members of the local community. The model also advocates for integrating technology management into existing processes by ensuring that it is aligned with the collaborative and systemic nature of school governance. Coombs (2022) further argues that for technology to be effectively managed within schools, it should be embedded into the broader management framework that involves interaction among individuals, educational institutions, community members, and the external environment.

The social process model should facilitate participation from staff at every level, including district-wide leadership, individual school buildings, and departmental units. Given the rapidly evolving nature of technology, it becomes essential for school management to engage in thorough environmental scanning and collect data on current and emerging technological trends.

This proactive approach enables schools to remain adaptive and responsive to changes. Moreover, the implementation of evaluation mechanisms is crucial in determining whether management strategies are meeting their intended objectives. Educators and administrators are encouraged to maintain a constructive attitude toward evaluation as an integral part of their decision-making processes. A notable study conducted in Australia by Talbot and Glenda (2023) underscores the multifaceted objectives of educational management.

According to their findings, a primary aim of school management is to either establish, refine, or revisit the core components of educational institutions. These include the mission, vision, guiding philosophy, curriculum framework, and the strategies for instructional delivery. The process often involves conducting workshops and community surveys to gain insight into the needs of stakeholders and to refine the district's educational goals. This inclusive approach fosters a sense of ownership and shared responsibility among all participants. Strategic planning emerges as a cornerstone of sound educational management practices. It refers to the process of setting long-term objectives, identifying the resources necessary to meet these goals, and outlining a structured plan for implementation.

As Davies (2021) points out, when schools engage in strategic planning, it helps align all stakeholders—educators, administrators, students, and community members—under a unified mission and vision. This clarity in direction supports informed decision-making and ensures that every initiative taken is aligned with broader institutional goals. Furthermore, strategic planning should be treated as a dynamic and ongoing process, requiring regular assessments and adjustments based on stakeholder feedback and evolving circumstances (Davies, 2021). Another essential element in school management is leadership.

Effective school leaders serve not only as administrators but also as sources of inspiration who guide staff, nurture a positive school environment, and spearhead efforts for continuous improvement. Research conducted by Leithwood, Day, Sammons, Harris, and Hopkins (2022) points to the significance of transformational leadership in achieving educational success. Such leaders work closely with teachers and other school personnel to set and accomplish academic goals. They emphasize professional development, foster an innovative mindset, and cultivate a supportive atmosphere in which educators feel appreciated and empowered to contribute their best efforts (Leithwood et al., 2022).

Efficient resource allocation is another vital component that directly influences the functioning of educational institutions. This involves managing financial resources, deploying human capital effectively, and maintaining physical facilities. Odden and Picus (2014) emphasize that schools demonstrating prudent and equitable use of resources tend to deliver better educational outcomes. They advocate for the fair distribution of educational tools and support services to ensure that all students, regardless of background, have equal access to learning opportunities. Additionally, they argue that targeted investments in areas such as teacher training and classroom technology significantly improve teaching effectiveness and student engagement.

A growing body of research has consistently affirmed the positive effects of well-implemented Board of Management strategies on the quality of education and student achievement. For instance, a comprehensive study by Marzano, Waters, and McNulty (2019) concluded that schools exhibiting strong leadership, detailed strategic plans, and effective use of resources consistently report higher levels of academic performance among students. In addition to academic improvements, well-managed schools also tend to foster a more positive and inclusive school climate.

This includes better student behavior, improved attendance, and enhanced emotional and psychological well-being (Marzano et al., 2019). These outcomes reinforce the idea that thoughtful and comprehensive management strategies are critical for both academic success and overall student development. To summarize, it is evident that strategic planning, leadership, resource allocation, and policy implementation are foundational elements in achieving effective school management. Although educational institutions face numerous challenges in their quest to optimize these areas, continuous research and hands-on strategies offer pathways for meaningful progress.

By placing a high priority on sound board of management practices, schools can create supportive environments that are conducive to learning, innovation, and personal growth. These efforts are instrumental in promoting educational excellence and ensuring long-term student success. Consequently, examining and applying effective management strategies remains a crucial area of focus for educators, policymakers, and community stakeholders alike.

2.1.3 Provision of Teachers and Learner Transition

Teachers are central to the successful realization of educational objectives and outcomes. Their contributions extend beyond classroom instruction, encompassing the broader framework of educational policy and curriculum implementation. Notably, educators are pivotal in the successful rollout of new academic programs and reforms, especially when it comes to the training and in-service development of fellow teachers, school principals, and educational supervisors (Gross, Glatquintra & Bernstein, 2010). Their involvement determines whether educational changes are effectively embraced and applied in school settings. An insightful study conducted in Australia by Goddard and Leask (2012) highlights a significant challenge in assessing teacher effectiveness. They argue that much of a teacher's work involves cognitive processes and behind-the-

scenes efforts, making their impact less visible and therefore difficult to evaluate accurately. This often leads to superficial appraisals of teaching quality, where the deeper consequences of poor instruction may remain hidden for years. The damage caused by ineffective teaching might not manifest immediately but can lead to long-term academic underachievement among learners. Furthermore, students' successful progression from primary to secondary education hinges significantly on the quality and style of teaching. For this transition to be smooth and meaningful, education must be anchored in a comprehensive model that views learning as a service-oriented process.

Barnes (2012) notes that students' engagement in secondary schools affects not only their academic and social development but also their motivation to pursue further education. Thus, sustained participation in learning depends largely on the foundational support learners receive during these crucial transition phases. Among the many factors that influence this transition, teacher preparedness stands out as particularly significant. As Cellitti and Aldridge (2013) observe, being prepared as a teacher involves more than academic qualifications; it also encompasses personal traits such as independence and a strong work ethic. A teacher's ability to foster an engaging and supportive learning environment helps students adapt more easily to new academic demands. Support systems involving teachers, parents, and peers also play a crucial role in determining whether students succeed or struggle during this transition. Academic performance and orientation often serve as indicators of the effectiveness of these support systems.

In the United States, teacher quality has become a central focus of educational policy. The No Child Left Behind Act of 2001, for instance, mandates that every classroom be led by a highly qualified educator (Gross et al., 2010). Meeting this mandate requires a national commitment to improving teacher effectiveness by identifying and strengthening the variables that influence student learning outcomes.

A key component of this strategy involves promoting continuous professional development. As emphasized by Goddard and Leask (2010), teachers must engage in lifelong learning to remain competent and responsive to the changing educational landscape. This professional growth is critical for them to adapt their teaching strategies to diverse learner needs and maintain high standards of instruction. The significance of well-trained educators is further highlighted in a study conducted in New Orleans. Edwards et al. (2013) examined the relationship between teacher characteristics and student academic performance among 211 respondents.

The findings revealed that the single most influential factor in learner success was the presence of a knowledgeable and well-prepared teacher. Moreover, the study pointed out that a teacher's beliefs about secondary education and their understanding of the school system have a direct impact on student engagement and performance. In other words, a teacher's perspective and knowledge can either enhance or hinder student participation in learning activities. Beyond individual traits, broader environmental and societal factors also shape teaching effectiveness. According to Edwards et al. (2013), both the exosystem (e.g., educational policies, curricula) and macrosystem (e.g., cultural values and societal expectations) influence the role of the teacher. These elements shape the curriculum, inform public attitudes toward educators, and ultimately affect how teachers execute their responsibilities.

Supporting this view, Akinsolu (2013), in a Ghanaian context, identified core teacher attributes—such as academic qualifications, years of experience, personal attitudes, and character—as central to educational performance. He argues that both the presence and sufficiency of qualified teaching staff significantly affect student outcomes. Nonetheless, Akinsolu (2013) does not adequately address the challenges posed by policies such as universal free secondary education, which, while increasing access to

schooling, often result in teacher shortages. These shortages can diminish the quality of education and hinder student transitions. Bennaars, Otiende, and Boisvert (2013) reinforce this argument by stating that untrained or demotivated teachers are unlikely to foster the transformative changes envisioned in educational goals, especially within systems that have recently shifted to tuition-free models. They argue that such policies, although beneficial in terms of enrollment, place considerable pressure on educators and school resources. This shift from fee-paying to free secondary education, while promoting greater inclusion, has led to significant increases in student enrollment.

As a result, school administrators and teachers face heightened demands. The implementation of new educational programs within such a context requires teachers not only to deliver content effectively but also to adapt to dynamic, often challenging, social and institutional environments. Effective program implementation depends on teacher buy-in, which can be nurtured through in-service training and professional retraining in specific subject areas. Kenya offers a pertinent case study in this regard. According to Onyango (2014), equitable teacher distribution remains a persistent issue in the Kenyan education system. Despite a rise in school enrollment and the establishment of new institutions, disparities in the allocation of teaching personnel continue to hinder progress. Uneven teacher deployment has resulted in imbalances that negatively affect both access to and participation in secondary education.

Onyango emphasizes that human resources, especially teaching staff, are essential in driving school performance and facilitating student success. In Banisa Sub-county, for example, student transition from primary to secondary schools has been particularly problematic. The implementation of free day secondary education has led to overcrowded classrooms, with teacher-student ratios becoming increasingly untenable. This has significantly raised the workload for educators, affecting the quality of

teaching and, in turn, learner outcomes. A recent study by Kamau, Mwangi, and Karanja (2021) found that the availability of professionally trained teachers in Banisa Sub-county plays a critical role in maintaining the quality of education. The authors note that insufficient numbers of qualified teachers result in large class sizes and limit the possibility of personalized instruction. This lack of individual attention can severely impede students' ability to adjust during transitional phases. Similarly, Olewe (2023) highlights the necessity of ongoing teacher development programs. Such initiatives are vital for ensuring that educators possess the knowledge and competencies required to address the increasingly diverse learning needs of students, especially during periods of academic change.

The findings stress that sustained investments in teacher training, support systems, and retention strategies are essential if student transitions between educational levels are to be made smoother and more effective. However, while studies like those by Kamau et al. (2021) and Olewe (2023) emphasize the importance of teacher adequacy, more research is required to explore the depth of its impact on student transitions. Many existing studies have not sufficiently examined how variations in teacher quality and availability specifically influence learners' ability to adapt and thrive in secondary education settings. Consequently, further investigations are needed to fully understand this dynamic and inform effective educational policy and practice.

2.1.4 Provision of Curriculum Support Materials and Learner Transition

Curriculum Support Materials (CSMs) refer to a broad range of educational tools and resources that are designed to aid both teaching and learning processes within formal educational settings. These materials, which can be either commercially produced or locally crafted, serve to facilitate effective communication of instructional content and enhance learners' understanding.

According to the work of Smith, Jones, and Doe (2019), instructional materials encompass any tools—whether purchased or improvised—that are meant to enrich the learning experience. These scholars emphasize that such resources serve as vital instruments for educators, helping to simplify and clarify complex concepts for learners in the classroom. Smith et al. (2019) further describe CSMs as objects or tools that assist educators in delivering more effective lessons by making content more accessible and understandable to students. Examples of these materials include traditional audio devices such as audiotapes and recorders, as well as more advanced technologies like video recorders and multimedia projectors.

Visual aids such as filmstrips, still images, charts, and graphs also fall under this category. Moreover, instructional tools such as programmed learning packages offer structured learning paths and contribute to diverse learning experiences. These resources provide various forms of interaction that cater to different learning styles, thereby making the teaching-learning process more inclusive and dynamic. In a study conducted in Austria, Williams, Davis, and Thompson (2021) identified additional categories of instructional tools that go beyond conventional media. Their findings included interactive and experiential resources such as educational games, role-playing scenarios, demonstrations, scientific experiments, real-life simulations, tangible objects, and even symbolic representations like models and diagrams. These varied instructional methods emphasize the need for practical and learner-centered approaches in classroom instruction.

Supporting this view, Lee and Kim (2022) argue that the availability and proper application of CSMs are crucial for fostering academic success. They note that without adequate support materials, learners are unlikely to achieve the desired educational outcomes.

Moreover, Lee and Kim (2022) stress that a robust formal education system is central to national development, as it facilitates the transfer of knowledge and skills necessary for economic advancement and social well-being. This suggests that education, underpinned by effective instructional tools, functions as a powerful driver for both personal and societal transformation. The Florida Department of Education (2013) reinforces this perspective by stating that when curriculum support materials are well-organized and used effectively, they help remove student disinterest, supplement existing textbooks, and promote creativity through practical engagement. Teaching aids, when used properly, stimulate curiosity and encourage learners to become more actively involved in the learning process. Nevertheless, despite these benefits, there is still a gap between the application of instructional tools and student performance, particularly in standardized assessments.

Clotfelter, Ladd and Vigdor (2014) highlight that Mathematics, for instance, continues to be a challenging subject for many students, largely due to ingrained fear and anxiety associated with it. This persistent issue has contributed to consistently low academic achievement in the subject area. In the African context, curriculum support materials play an essential role in improving student progression from one academic level to another—a concept known as learner transition. However, a report by the World Bank (2021) revealed that many schools in underdeveloped regions face a chronic shortage of essential teaching resources, including textbooks and learning aids.

These shortages often lead to overcrowded classrooms and reduced individual learning opportunities, thereby hindering effective instruction. This observation aligns with findings by Baker, Goesling, and Letendre (2012), who attributed low academic transitions and poor learner outcomes to the insufficient availability and underutilization of instructional materials.

For educators to deliver impactful lessons, it is imperative that they possess strong skills in planning, designing, producing, selecting, and using the right types of curriculum support materials. In line with this, a study conducted by Moronfola (2010) in Nigeria used surveys to examine the availability of material resources for selected subjects in ten secondary schools. The study explored the correlation between students' academic achievements and the quality and quantity of teaching materials provided. Moronfola (2020) concluded that there is a direct link between the presence of appropriate teaching resources and students' performance in specific subjects.

Kenya presents a similar scenario. Despite the government's efforts to supply instructional materials to all public secondary schools, the resources remain inadequate due to the surge in student enrollment triggered by the implementation of the Free Secondary Education (FSE) policy. This imbalance between resource supply and demand negatively affects the quality of education. A study by Mwangi and Wambugu (2020) demonstrated that students taught without the use of instructional materials often forget the content more quickly compared to those taught with relevant aids. The latter group displayed better retention and understanding of key concepts, indicating that learning objectives were being met effectively when materials were utilized.

Moreover, Mwangi and Wambugu (2020) reported that the integration of digital curriculum support materials in Kenyan schools significantly improved student engagement and academic performance. This finding underlines the unique and indispensable value of CSMs in enhancing classroom instruction. One of the key factors influencing learner progression is both the availability and the quality of instructional tools. Research conducted by Kimutai and Tuitoek (2020) confirmed that schools equipped with adequate, high-quality CSMs consistently recorded superior academic outcomes.

These tools function as mediums through which knowledge is transmitted, helping to maintain student interest, boost motivation, and reinforce learning. Effective use of CSMs requires not only creativity but also a solid understanding of curriculum content. When educators rely on substandard materials, the teaching process is compromised, leading to unmet educational objectives and poor student performance in both internal and national assessments. Multiple studies have shown a strong positive relationship between the proper use of curriculum support materials and both academic performance and learner transition rates.

For example, Omondi, Kimani, and Onyango (2019) established that learners with access to a wide array of quality instructional tools performed significantly better in national examinations than those without such access. Their research further highlighted that CSMs do more than just convey information—they actively foster critical thinking and problem-solving capabilities among students. In Banisa Sub-county, the influence of CSMs on learner progression has attracted considerable academic attention. Abdi and Kariuki (2021) conducted a study that revealed a strong correlation between access to curriculum support materials and improved academic performance. Schools with better CSM access consistently scored higher in examinations, suggesting that integrating these resources into daily classroom activities helps to reinforce key concepts and offers diverse learning experiences.

Despite these encouraging findings, Abdi and Kariuki (2021), like many other researchers, did not fully explore the link between the adequacy of these materials and the successful transition of learners into public secondary schools. This gap points to the need for further studies that specifically examine how CSM sufficiency influences student progression across educational levels.

2.1.5 Provision of Physical Facilities and Learner Transition

The provision of physical facilities in educational institutions refers to the presence, sufficiency, and overall quality of infrastructure and resources necessary to support a conducive learning environment. These facilities form a vital backbone of any education system, serving as the structural and functional framework within which teaching and learning take place. They encompass a wide range of elements such as school buildings, land, learning resource centers, science laboratories, furniture, classrooms, and other ancillary rooms. Such spaces are not just supplementary—they are essential in facilitating effective instructional delivery and student engagement.

In line with this perspective, Beynon (2012) provided a detailed categorization of physical school facilities. He identified offices, staffrooms, laboratories, and classrooms as key structural components. He also included workshops, equipment, storage facilities, school libraries, boarding facilities, staff housing, and school compounds as additional critical infrastructure. These resources play a significant role in determining the overall quality of secondary education, influencing how well schools are able to deliver learning outcomes. Supporting these observations, Rivkin, Hanushek, and Kain (2011) conducted a comprehensive study in the United States that illustrated a clear relationship between the presence of adequate school infrastructure and students' academic progression. Their research found that schools with more comprehensive facilities often achieved better rates of student transition from one academic level to another, implying a direct connection between infrastructure quality and learner success.

Similarly, a German-based study by Baumert, Köller, and Schnabel (2019) investigated the effects of school infrastructure on academic performance. The study revealed that students attending institutions with modern, well-maintained classrooms, up-to-date laboratories, and fully equipped sports facilities consistently outperformed their peers

on standardized assessments. The researchers attributed these outcomes to the positive learning environments created by such facilities, which tend to increase student motivation, participation, and engagement with learning materials. Moreover, additional findings by Lübke and Bos (2020) pointed out that the quality of school infrastructure also significantly affects teacher morale and job satisfaction. According to their research, schools with better facilities reported higher levels of teacher retention, which in turn contributed to a more stable and productive educational environment. A consistent teaching force allows for better curriculum continuity, stronger student-teacher relationships, and improved learning outcomes—all of which are essential in supporting learner transition across educational levels.

The French educational context provides another perspective on this issue. With a centralized education system, France has implemented nationwide infrastructure improvement initiatives. A study by Piketty and Valdenaire (2018) analyzed the relationship between public investment in school infrastructure and student achievement. Their findings indicated that schools with recent renovations and access to advanced amenities—such as digital learning spaces and modern libraries—showed marked improvements in student performance, particularly within urban areas where educational needs are often more complex.

Further emphasizing the role of equity in educational resource distribution, a 2020 report from the French Ministry of Education highlighted the impact of targeted infrastructure development in underprivileged communities. It found that schools receiving upgrades in physical facilities experienced notable improvements in learner transition rates. This suggests that strategic investment in infrastructure can act as a tool for mitigating educational inequality and improving overall academic outcomes. These conclusions align with a study from Scotland by Wilson and McPhee (2021), who

examined the Scottish Government's School Estate Strategy. This initiative aimed to modernize school buildings and create optimal learning environments. Their research identified a direct correlation between upgraded facilities and improved student performance in secondary schools. Additionally, the Scottish Futures Trust (2020) emphasized the importance of sustainable and adaptable learning environments. Schools that adopted eco-friendly designs and flexible classroom setups saw higher levels of student engagement and better rates of academic progression. These findings reinforce the importance of thoughtful school infrastructure planning in supporting national educational objectives.

Given this context, school administrators carry a crucial responsibility. They must ensure that their institutions are equipped with sufficient and appropriately designed classrooms, libraries, laboratories, and resource centers to accommodate students without leading to overcrowding. The principal, in particular, has a key role in promoting the efficient use of existing facilities to maximize learning opportunities and enhance student achievement. The situation is comparable in many African countries, where the state of school infrastructure significantly influences student performance.

In Ghana, for example, Owusu (2020) conducted research in the Ashanti Region and found that schools with better facilities achieved higher scores on standardized tests. Expanding on this, Addo, Boateng, and Owusu (2021) concluded that schools equipped with adequate science laboratories and functional libraries tended to perform better in subjects such as biology, chemistry, and physics. Similarly, Mensah and Agyeman (2018) compared schools across Accra and discovered that institutions with up-to-date facilities outperformed their less-equipped counterparts in both mathematics and English. These outcomes suggest that even seemingly minor aspects of school infrastructure—such as the availability of air conditioning, the absence of vandalism or

graffiti, the condition of laboratory equipment and classroom furniture, wall aesthetics, and acoustic quality—are all strongly linked to student success, especially when factoring in socio-economic variables. In Kenya, challenges such as over-enrollment have strained available resources, impacting the overall quality of education. Ndirangu and Kimani (2020) noted that many public schools suffer from resource shortages that hinder effective instruction. Research by Wambugu and Gicharu (2018) in Nairobi County revealed that institutions with well-maintained facilities had pass rates for the Kenya Certificate of Secondary Education (KCSE) that were 20% higher than schools lacking adequate infrastructure. Additionally, a study by Mutuku (2019) in Machakos County found that schools with proper sanitation facilities experienced a 15% drop in absenteeism, which in turn led to improved academic outcomes.

In more localized settings like Banisa Sub-county, school infrastructure remains a crucial determinant of learner progression. A study conducted by Kamau, Nyang'ori, and Abdi (2022) identified a positive relationship between physical facilities and student transition rates in the region. Their research indicated that schools with well-resourced classrooms, science laboratories, and libraries consistently outperformed those with insufficient resources. Similarly, Mwangi (2023) found that the presence of proper sanitation, clean water, and recreational spaces contributed to higher attendance rates and smoother learner transition.

However, despite these encouraging findings, a gap still exists in the literature. As noted by Kamau et al. (2022) and Mwangi (2023), there remains a need for deeper analysis into how specific types of infrastructure—such as libraries, classrooms, laboratories, and sanitation facilities—combined with their adequacy, directly influence transition rates into secondary schools.

2.1.6 Stakeholders' Involvement and Learner Transition

The active participation of stakeholders is a crucial element in facilitating learners' smooth transitions within various cultural and educational settings. Stakeholders—including parents, educators, and community members—have long collaborated to enhance the quality of education delivered to learners. As Epstein (2009) observes, the synergy between families and educational institutions has been an essential foundation since the inception of formal education systems. This collaborative effort has evolved substantially over time, particularly as academic demands have intensified and accountability standards have risen globally.

These growing expectations have necessitated more structured and clearly defined partnerships between schools and stakeholders. Such partnerships now involve shared responsibilities, collaborative planning, and regular communication, all aimed at ensuring children's academic and developmental success. In the United States, empirical research supports the notion that higher stakeholder involvement significantly contributes to improved educational outcomes. For example, Hill and Tyson (2018) conducted a comprehensive meta-analysis that demonstrated how students with engaged parents or guardians tend to achieve higher grades and exhibit improved attendance records. These outcomes highlight stakeholder participation as a powerful predictor of academic achievement.

Extending beyond academic performance, Jeynes (2019) also discovered that parental involvement positively affects learners' behavioral and social well-being. Students with consistently engaged stakeholders were found to be more motivated, showed lower rates of school dropout, and displayed better interpersonal behavior. These findings suggest that stakeholder involvement enhances not only academic success but also nurtures learners' emotional and social development.

Similar patterns have been documented in European countries, notably in the Netherlands. Research by Dronkers and Robert (2016) points to a strong relationship between proactive stakeholder engagement and smoother learner transitions, particularly during the foundational years of primary schooling. A subsequent study by Simons et al. (2020) found that learners whose parents participated actively in academic life—such as by assisting with homework or setting clear educational expectations—generally performed better in school. Their academic performance was positively correlated with the level and type of parental involvement.

Moreover, Van der Meer, Jansen, and Torenbeek (2021) examined stakeholder participation in secondary schools and emphasized its role not only in academic improvement but also in enhancing learner motivation and the development of self-regulation skills. These findings suggest that the presence of an involved stakeholder has far-reaching implications, nurturing skills that go beyond test scores and grades. Another critical dimension of stakeholder involvement pertains to socioeconomic background. Van de Werfhorst and Mijs (2019) noted that the extent and quality of stakeholder engagement are often shaped by the economic and social standing of families. Families with higher socioeconomic status (SES) typically have greater access to resources, time, and knowledge, enabling them to participate more actively in school-related activities.

In contrast, those from lower SES backgrounds often face structural barriers that limit their involvement. These disparities contribute to unequal learning experiences and outcomes among students, highlighting a potential gap in equitable educational support.

In Germany, longitudinal studies have further underscored the benefits of consistent stakeholder engagement. For instance, research by Böhme, Hartmann, and Müller (2021) shows that learners whose families were deeply involved in their education

achieved higher grades and scored better on standardized assessments. Beyond measurable academic performance, these students also exhibited a stronger belief in their abilities—known as academic self-efficacy. This psychological factor plays a pivotal role in a student's capacity to persevere through academic challenges. Additionally, Müller and Schmitz (2022) stressed the importance of the quality, rather than the quantity, of stakeholder engagement. Their findings suggested that meaningful conversations about goals, expectations, and aspirations had a more significant impact on learners' academic outcomes than passive participation in events like parent-teacher conferences.

This aligns with Eirich, Kahn, and Schmitt's (2020) study, which found that ongoing, effective communication between stakeholders and teachers led to more positive learner attitudes toward schooling and higher academic motivation. France presents a similar picture, though with unique nuances shaped by its cultural and socioeconomic fabric. Lamoutte (2019) emphasized how family income and social position significantly affect the nature and outcomes of stakeholder participation. While stakeholders from all backgrounds can support learner development, their ability to do so often depends on the resources and opportunities available to them. Recent nationwide research by Dupriez, Dumay, and Peter (2020), which surveyed over 5,000 families, reaffirmed that learners with highly involved stakeholders achieved better academic results.

The study also found that parents who assisted with homework and were engaged in school-related events had children who performed better than those whose parents were less involved. Lefevre and Nussbaum (2021) also found that socio-economic disparities influenced the level of parental engagement, with families from higher SES backgrounds more likely to provide academic support and attend school functions. Meanwhile, families from lower SES backgrounds often faced barriers—such as long

work hours, lack of education, or limited access to transportation—that made consistent involvement more difficult, potentially affecting their children's academic journeys. The Italian context reflects similar trends. Zambelli and Rella (2021) found that stakeholder expectations and aspirations significantly influence learners' academic motivation and performance. This underscores the idea that stakeholder engagement is more than just physical presence; it includes setting clear goals, reinforcing the value of education, and cultivating a supportive learning environment at home.

Ferrara (2021), in a qualitative investigation, highlighted how stakeholder involvement promotes a nurturing home environment that encourages academic success. This includes tasks such as assisting with assignments, providing emotional support, and creating a structured setting for study. Italian studies also emphasized the importance of cultural attitudes towards education and how these perceptions influence stakeholder behavior and student outcomes. In African countries, stakeholder involvement is shaped by unique cultural, economic, and social variables. In Nigeria, a study by Ibrahim, Adewunmi, and Oluwemimo (2020) found that providing educational support and resources significantly affected students' ability to transition effectively between educational levels. However, the research also pointed out a considerable variation in stakeholder involvement, often tied to educational attainment levels.

Stakeholders with limited educational backgrounds may struggle to offer academic guidance, thereby affecting the quality and consistency of support provided to learners. In Ghana, Annan and Frempong (2021) found that parental involvement was more likely to take the form of monitoring behavior and maintaining communication with schools rather than direct academic assistance. This pattern of involvement, while valuable, may not be sufficient in settings where academic rigor requires more hands-on engagement.

In Morocco, Bendriss, Naciri, and Refai (2020) emphasized the significance of cultural values and family expectations in shaping children's educational goals. Stakeholders' beliefs about the purpose and value of education play a significant role in determining how involved they become. A supportive family that emphasizes academic excellence can inspire higher levels of student motivation and performance, even in economically disadvantaged circumstances. The study also illustrated how stakeholders with higher educational levels often instilled stronger academic aspirations in their children, reinforcing the role of education as a pathway to social mobility.

Similar findings have emerged from East African countries. In Uganda, Nsereko (2021) emphasized that parents' active involvement in their children's academic life—through school visits, communication with teachers, and supervision at home—can foster better school performance. Mohammed and Mbogoh (2020) echoed similar sentiments in Kenya, particularly in Kisumu County, where engaged stakeholders were found to significantly boost learner achievement. In Banisa Sub-county, where traditional family structures and communal ties are strong, cultural expectations heavily influence stakeholder involvement. According to Ahmed, Karanja, and Muthoni (2020), many parents in such settings face economic and cultural pressures that limit their engagement. Despite recognizing the value of education, some parents are unable to provide consistent support due to time constraints or limited educational knowledge. This situation calls for community-led interventions that provide guidance and tools for parents to support their children's learning more effectively.

Schools themselves also have a critical role in facilitating stakeholder engagement. Ochieng (2021) argued that institutions fostering collaborative relationships between teachers, families, and local communities create more robust support systems for learners.

These partnerships help reduce the emotional and academic stress that learners may face during transitional periods. Moreover, Ochieng emphasized the need for policy frameworks that encourage stakeholder collaboration and promote inclusive strategies. However, as Ahmed et al. (2020) and Ochieng (2021) both noted, more research is required to understand the specific types of stakeholder activities that most effectively support students transitioning into public secondary schools.

2.2 Theoretical Literature Review

This research is anchored in two foundational theories: systems theory and transition theory.

2.2.1 The Systems Theory

The open systems theory, developed by Niklas Luhmann in 2004, served as a central framework for this study. According to this theory, a school operates as an open and dynamic system that relies on external inputs and transforms them into valuable outputs. These inputs can include raw materials, human resources, and various forms of support, while the outputs represent the services and achievements produced by the institution. A core idea of the theory is that effective human resource management must continuously engage with the surrounding environment to obtain necessary resources and deliver outcomes that benefit the broader system.

In the context of this study, the theory was applied to explain how school management practices influence and interact with teaching and learning processes. These activities—such as instruction, lesson planning, organizing classroom resources, and administrative tasks—are all part of the educational process. Teachers, therefore, play a key role as both contributors and facilitators within this system. Moreover, the transition of learners from primary to secondary school is seen as one of the main outputs of the school system.

To achieve successful transitions, schools must effectively coordinate and utilize their available resources. The Board of Management (BOM) in each school is tasked with implementing strategies that support this goal. As such, the systems theory emphasizes the importance of the BOM's role in managing inputs and processes to ensure desired educational outcomes. By highlighting the interconnectedness between school management and student progress, the theory justifies its relevance in this research. It clearly demonstrates that the BOM's strategic decisions are essential in enhancing the rate at which learners advance to secondary schools.

2.2.2 The Transition Theory

The study was also grounded in Tinto's (1993) Transition Theory, which places strong emphasis on the concept of integration. The theory posits that a student's decision to either continue with or withdraw from their academic journey is significantly influenced by their levels of academic and social integration. These two forms of integration are not static but evolve over time, interacting with a learner's commitment. The likelihood of dropping out is largely dependent on the level of commitment present at the moment that decision is made. Tinto (1993) further classifies transition theories into three major dimensions: psychological, environmental, and interactional.

The psychological aspect focuses on individual personality traits, often attributing student dropout to perceived weaknesses or limitations within the individual. However, Tinto argues against the notion that there exists a specific "departure-prone" personality or any consistent personal attribute that directly leads to student attrition. The environmental dimension, as defined by Tinto (1993), examines the broader societal, economic, and institutional factors that influence a student's transition through education. The social component within this dimension highlights the influence of factors such as race, social class, and access to opportunity—elements that exist outside

the educational institution but impact the learner's experience. Furthermore, the economic aspect of the theory considers financial stability and access to financial support as key influences on student persistence and transition. Therefore, in light of this theoretical framework, the current study views student transition as being shaped by a wide range of strategic interventions, particularly those implemented by school Boards of Management. These strategies are essential in fostering both academic and social integration, thereby supporting students throughout their educational journey.

2.3 The Conceptual Framework

This study was guided by a conceptual framework that identified Board of Management strategies—including teacher provision, provision of curriculum support materials, physical facilities and involvement of stakeholders, as the independent variables. The dependent variable was the rate of learner transition to public secondary schools. Staff attitudes and principals' leadership styles served as the intervening variables, as illustrated in Figure 1;

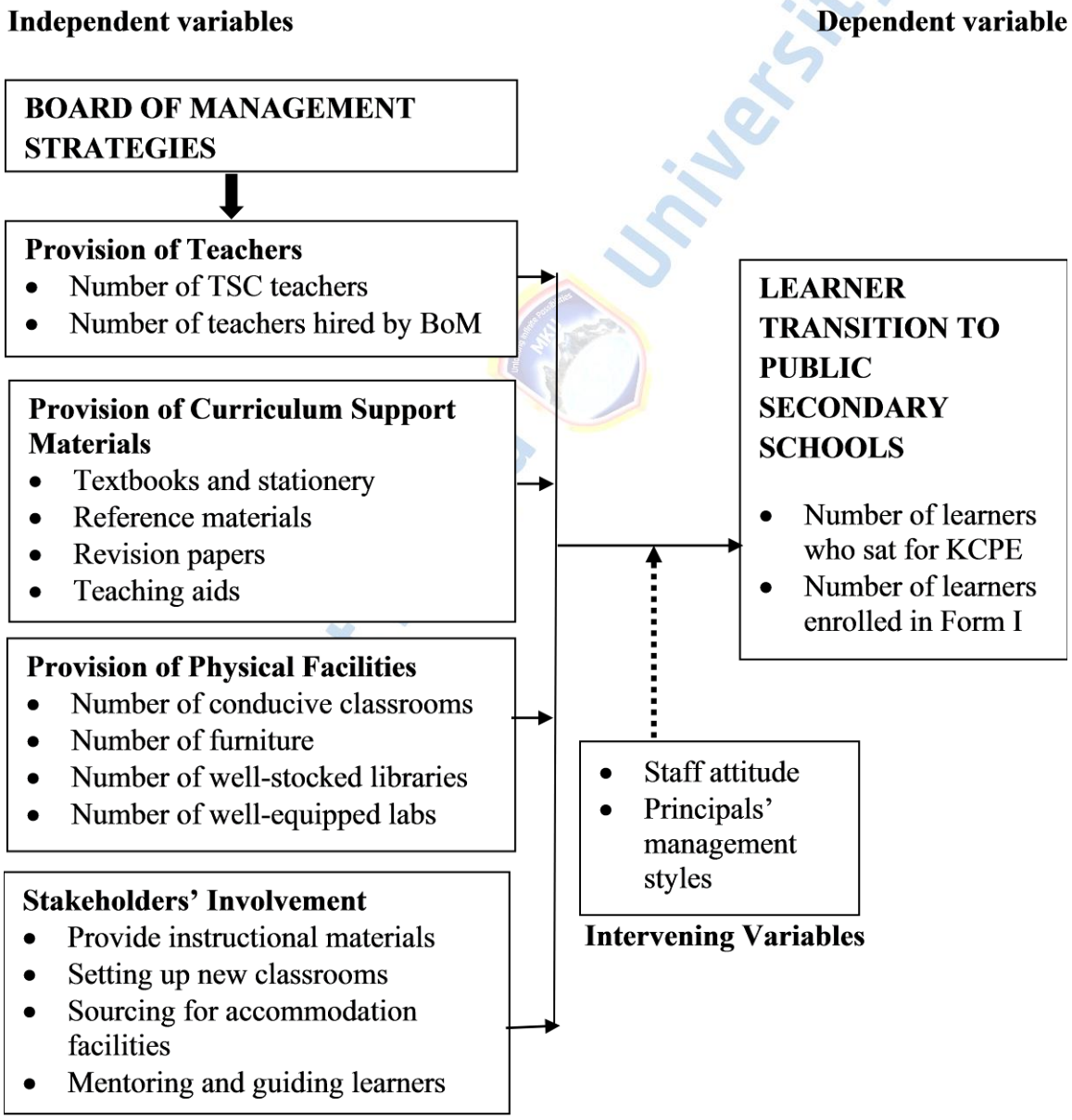

Figure 1: The Conceptual Framework
Source: Researcher (2025)

2.4 Research Gaps

From the analysis of the literature reviewed, it is evident that the management strategies implemented by Boards of Management (BoM) in schools significantly influence the transition of learners from primary to public secondary schools. These strategic approaches include the deployment of qualified teachers, provision of curriculum support resources, improvement and maintenance of physical infrastructure, and active involvement of stakeholders in educational processes. Each of these components plays a crucial role in shaping a supportive learning environment that facilitates smooth student progression to the next level of education.

Despite the existing body of research highlighting these elements, the literature also reveals several critical gaps that have yet to be thoroughly explored. For example, in relation to the deployment of teachers and its effect on learner transition, the studies conducted by Kamau et al. (2021), Olewe (2023), and several other researchers have not comprehensively examined how the availability and adequacy of teaching staff impact students' ability to transition into secondary education. While teacher availability is acknowledged as important, the degree to which it directly affects transition outcomes remains under-researched.

Similarly, when it comes to the provision of curriculum support materials—such as textbooks, learning aids, and digital tools—there is a notable lack of detailed examination on how these materials contribute to successful learner transitions. Research conducted by Abdi and Kariuki (2021), along with other related studies, acknowledged the importance of such materials but failed to specify how their sufficiency or quality directly influences the students' readiness or capability to proceed to secondary school. Furthermore, the aspect of physical facilities in schools—such as classrooms, libraries, sanitation amenities, and playgrounds—has also been discussed in

existing literature. However, studies such as those by Kamau et al. (2022) and Mwangi (2023) did not fully investigate how the adequacy or inadequacy of these facilities affects the transition process. These studies often mention infrastructure as a contributing factor but fall short of analyzing the specific impact or quantifying the level of influence it has on learner progression. In addition, the involvement of stakeholders—including parents, teachers, community leaders, and local government bodies—has been recognized as a key component in supporting educational access and learner retention. However, research by Ahmed et al. (2020), Ochieng (2021), and other reviewed works did not offer a detailed examination of the exact roles or activities stakeholders undertake and how these actions contribute to or hinder the transition of learners to public secondary schools.

For instance, the influence of parental engagement in school governance or local sponsorship initiatives remains poorly documented. These gaps in current literature demonstrate the need for further investigation and provide the basis for the current study. This research aimed to address these overlooked areas by exploring the specific ways in which BoM management strategies affect learner transitions and by providing deeper insight into each of the outlined components.

2.5 Summary of Literature Review

The existing body of literature clearly shows that Boards of Management (BoMs) implement a range of strategies to enhance students' transition from primary to public secondary schools. These strategies are often multifaceted and aim to address various elements that influence learners' smooth progression into the next level of education. In essence, BoMs that prioritize the availability of qualified teachers, ensure that adequate curriculum support materials are provided, and invest in sufficient physical infrastructure tend to experience better transition rates among students.

Moreover, active involvement and collaboration with key stakeholders such as parents, teachers, and the local community have also been identified as essential factors that positively impact learner transition. When BoMs take a proactive approach in planning, resourcing, and managing their schools, the likelihood of students successfully moving to secondary education improves significantly. Conversely, when these critical elements are lacking—such as when there are teacher shortages, limited learning materials, or poorly maintained school facilities—the transition rates tend to decline. Therefore, the management decisions made by BoMs directly influence whether learners continue their education beyond the primary level.

Despite these findings, there remains a gap in research concerning how each individual management strategy contributes to learner transition outcomes. While some studies highlight the combined effect of multiple strategies, there is limited exploration of the specific impact of each method. For example, little is known about how distinct approaches—like targeted community engagement or investment in infrastructure alone—affect the rates of student transition. Further investigation is necessary to assess the relative effectiveness of different strategies employed by BoMs. Such research would provide more targeted insights, enabling policymakers and educators to adopt the most effective practices for improving transitions to public secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the methodological framework adopted to execute the research. It details the research design, study location, target population, sampling techniques, research tools, piloting process, and considerations around validity, reliability, credibility, and dependability. Additionally, it describes the procedures used for data collection and analysis, along with the ethical protocols followed.

3.1 Research Methodology

A mixed-methods approach was employed, incorporating both quantitative and qualitative techniques. This approach was deemed appropriate as it enabled the collection and integration of numerical data alongside descriptive insights within a single study. By leveraging the strengths of both methodologies, the researcher aimed to improve the quality and depth of findings. As noted by Creswell (2018), the quantitative method included posing structured questions and gathering quantifiable data from a broad sample, using questionnaires as the primary tool. In contrast, qualitative data were obtained through open-ended methods, capturing participants' views mainly through interviews.

3.2 Research Design

The research adopted a concurrent triangulation design, wherein both qualitative and quantitative data were collected simultaneously and given equal emphasis. Though gathered separately, both types of data were analyzed in parallel and later integrated during the interpretation phase. This approach allowed for a more comprehensive exploration of the research problem by enabling both statistical analysis and contextual

understanding. Quantitative data were numerically represented, while qualitative data captured descriptive accounts, which were organized and interpreted thematically.

3.3 Location of the Study

The research was conducted in Banisa Sub-county, which, according to the 2019 KNBS report, had an estimated population of 152,598 and spanned 3,942.7 km², resulting in a population density of 39 individuals per km². The area's primary economic activities included pastoralism, small-scale trade, and subsistence farming. Notably, the sub-county has experienced a persistently low transition rate of pupils from primary to public secondary education. Jillaow et al. (2020) reported that only 55.9% of the 2,349 pupils who sat the KCPE in public schools had progressed to Form I over the past five years. Similarly, findings by Ibrahim and Manduku (2024) revealed that since 2019, the transition rate had remained low at 58.5%, significantly below the national average of 88.5%. These statistics underscored the relevance of selecting Banisa Sub-county as the focal area for the study.

3.4 Target Population

Data from the Ministry of Education (2024) indicates that Banisa Sub-county hosts 8 public secondary schools. The research targeted a total of 257 individuals comprising 8 school principals, 113 teachers, and 136 members of Boards of Management (BoM), as detailed in Table 1;

Table 1: Target Population of the Study

Categories	Target Population
Principals	8
Teachers	113
Members of school Board of Management (BoM)	136
Total	**257**

Source: Banisa Sub-County Education Office (2025)

3.5 Sampling Procedures and Sample Size

To determine a sample size appropriate for the study's objectives, the researcher utilized Yamane's Formula. This method was deemed suitable because it generated a specific and finite sample size that accurately reflected the target population, especially when calculated at a high confidence level. The formula was applied in the following manner:

$$N_0 = \frac{N}{1 + N\,(e^2)}$$

Where, N_0 = desired sample size at 95% confidence interval

N= Target Population

e = Confidence level of 5% (decimal equivalent is 0.05)

Thus, desired sample was:

$$N_0 = \frac{257}{1 + 257(0.05)^2}$$

N_0 = 156 respondents

To ensure balanced representation, stratified sampling was employed by dividing Banisa Sub-county into two distinct strata based on the number of educational zones. This method helped maintain homogeneity within each group, thereby enhancing the accuracy of the findings. Within each of these zones, purposive sampling was used to select three (3) school principals and 20 members of the Board of Management (BoM). The criteria for their selection were informed by data from public secondary schools that had experienced challenges related to learner transition over the past five years (2019–2023). This targeted approach ensured that the sample included individuals with direct knowledge and experience regarding the issue under investigation. Meanwhile, to prevent bias and ensure a more representative group of educators, simple random sampling was employed within each zone to select 40

teachers. This mix of sampling techniques allowed for a robust and well-rounded representation of stakeholders involved in secondary education. As a result, the final sample comprised six (6) principals, 110 teachers, and 40 BoM members, as outlined in Table 2;

Table 2: Sampling Grid

Categories	Target Population	Sample Size	Sampling Techniques
Principals	8	6	Purposive sampling
Teachers	113	110	Simple random sampling
Members of School BoM	136	40	Purposive sampling
Total	**257**	**156**	

Source: Researcher (2025)

3.6 Research Instruments

The tools utilized for gathering data in this study were carefully selected to align with the research objectives and specific thematic areas of focus. The instruments comprised a combination of questionnaires distributed to teachers and structured interviews conducted with school principals and members of the Boards of Management (BoM). These instruments were strategically chosen to capture both quantitative and qualitative data essential to the investigation.

3.6.1 Questionnaires for Teachers

To obtain quantitative information from teachers, the researcher employed a detailed questionnaire consisting predominantly of closed-ended items. This approach is consistent with the definition provided by Morse (2010), who describes a questionnaire as a structured tool comprising a set of questions or statements intended to elicit specific information from respondents, typically for statistical evaluation. The questionnaire used in this study was divided into two primary sections. The first section focused on collecting basic demographic information about the participants, such as age, gender, teaching experience, and academic qualifications.

This demographic data was necessary for understanding the context and background of the teachers who participated in the study. The second section contained statements evaluated using a five-point Likert Scale, allowing teachers to express their level of agreement or disagreement with each statement. The scale ranged from "Strongly Disagree" to "Strongly Agree," enabling the researcher to quantify attitudes, perceptions, and opinions related to the study's core themes. In addition to these Likert-based questions, the questionnaire included a few items that did not require ratings but were still designed to produce measurable, quantitative data. This method ensured consistency in data collection across respondents and allowed for easy comparison and analysis of the responses, particularly regarding the effectiveness of BoM strategies in facilitating student transitions to secondary education.

3.6.2 Interview Guide for Principals and BoM Members

To collect qualitative data, structured interviews were conducted with school principals and selected members of the Boards of Management. These interviews consisted of open-ended questions, providing participants the flexibility to elaborate on their thoughts and experiences. As stated by Kothari (2005), interviews are a valuable method for clarifying complex ideas and capturing the nuanced perspectives of participants. In this particular research, interviews played a crucial role in uncovering deeper insights into how BoM strategies were implemented and their perceived impact on student transitions into public secondary schools.

By facilitating open dialogue, the researcher was able to understand not only the experiences of school leaders and BoM members but also the underlying factors that influenced decision-making processes. The flexibility of interviews also allowed for follow-up questions that clarified ambiguous responses and explored emergent themes related to the study objectives.

Overall, interviews provided a richer, more comprehensive understanding of the context and allowed the researcher to explore intricate aspects of school management strategies that might not be evident through quantitative data alone.

3.7 Piloting of Research Instruments

Before the main data collection began, a pilot study was conducted to test the effectiveness and clarity of the research instruments. This pilot involved 16 participants from two public secondary schools in Banisa Sub-county, representing about 10% of the full study sample of 156 participants. This proportion aligns with recommendations by Kothari (2005), who suggests that 10% of the total population is a suitable size for piloting research tools. The pilot served several purposes. Primarily, it assessed the clarity and relevance of the questions, ensuring that each item was understandable and elicited meaningful responses. It also evaluated the overall structure, flow, and time requirements for completing the instruments.

The pilot allowed the researcher to identify potential difficulties, such as ambiguous wording or confusing instructions, which could negatively affect the validity of responses. As part of the pilot process, the interview guides were also tested to ensure the open-ended questions encouraged detailed and thoughtful responses. Adjustments were made where necessary, particularly if respondents struggled to comprehend questions or if the questions failed to capture the intended data. Importantly, those who participated in the pilot study were excluded from the final data collection phase to maintain the integrity of the study and avoid bias.

3.7.1 Validity

To establish content validity, the research instruments were reviewed by university supervisors and subject matter experts in educational management. These individuals provided professional feedback on the appropriateness, clarity, and effectiveness of the

test items. In line with Kothari (2005), the input from these experts was crucial in refining the instruments. Based on their comments, any ambiguous, misleading, or unclear questions were either reworded or replaced. The goal was to ensure that every question would be interpreted correctly by the target respondents. This rigorous review helped ensure the questions accurately reflected the study's objectives and would yield valid, relevant data.

3.7.2 Reliability

To determine the reliability of the questionnaire items, the researcher used the test-retest method. This involved administering the same set of questions to a group of respondents on two different occasions and then comparing the results. The Cronbach's Alpha coefficient was used to analyze the internal consistency of the responses. A reliability index (r) of 0.74 was obtained, which is considered acceptable and indicative of good internal reliability. According to Kothari (2005), a Cronbach's Alpha value closer to 1.0 suggests higher consistency across items in the same scale. Therefore, the results confirmed that the instrument was reliable and that responses would remain consistent over time.

3.7.3 Credibility

Credibility, especially for the qualitative component of the study, was enhanced through data triangulation and the involvement of multiple analysts. This ensured that the data was interpreted from different perspectives, minimizing individual researcher bias. As Creswell (2018) highlights, credibility is achieved by focusing on the richness and depth of the data rather than sheer quantity. This methodological approach ensured that the qualitative findings were well-supported by the evidence and represented an accurate reflection of participants' experiences and viewpoints.

3.7.4 Dependability

Dependability refers to the consistency of the research process over time and across researchers. In this study, dependability was ensured by providing detailed documentation of all qualitative data collection procedures. This transparency enables other researchers to replicate the study under similar conditions, thereby testing the stability of the findings. As Kothari (2005) notes, maintaining clear records of data collection, analysis, and reporting practices contributes to the rigor and dependability of research.

3.8 Data Collection Procedures

Prior to beginning the actual fieldwork, the researcher obtained all necessary approvals and permissions. This included an introductory letter from Mount Kenya University's School of Postgraduate Studies, as well as a research permit and authorization from the National Commission for Science, Technology and Innovation (NACOSTI). Additional approval letters were also secured from the County Commissioner and County Director of Education in Mandera. Once these documents were in place, the researcher scheduled appointments with the participants to facilitate both questionnaire distribution and interview sessions.

A research assistant was trained for three days on the questionnaire's content and administration procedures to ensure uniformity and professionalism in data collection. The completed questionnaires were stored securely to maintain confidentiality and integrity during the analysis phase. Simultaneously, face-to-face interviews were conducted with the school principals and BoM members, ensuring a balanced collection of both qualitative and quantitative data.

3.9 Data Analysis Procedures

The data analysis process was carried out in a structured and systematic manner. For quantitative data, the researcher began by coding responses to closed-ended questions and computing frequency counts. Descriptive statistics, such as percentages and frequencies, were used to summarize and present the data. Inferential analysis was also performed using Pearson's Product Moment Correlation, which helped determine the strength and direction of the relationship between independent and dependent variables. This analysis was conducted using the Statistical Package for Social Sciences (SPSS), Version 25. The quantitative results were presented in tabular format as indicated in Table 3;

Table 3: Data Analysis Matrix

Research Questions	Independent Variable	Dependent Variable	Quantitative Data Analysis	Qualitati Analysis
What is the influence of provision of teachers on learner transition to public secondary schools?	• Provision of teachers	• Learner transition to public secondary schools	• Descriptive statistics • Pearson's Product Moment Correlation Analysis	• Them analys
To what extent does provision of curriculum support materials influence learner transition to public secondary schools?	• Provision of curriculum support materials	• Learner transition to public secondary schools	• Descriptive statistics • Pearson's Product Moment Correlation Analysis	• Them analys
How does provision of physical facilities influence learner transition to public secondary schools?	• Provision of physical facilities	• Learner transition to public secondary schools	• Descriptive statistics • Pearson's Product Moment Correlation Analysis	• Them analys
To what extent does stakeholders' involvement influence learner transition to public secondary schools?	• Stakeholders' involvement	• Learner transition to public secondary schools	• Descriptive statistics • Pearson's Product Moment Correlation Analysis	• Them analys

3.10 Ethical Considerations

Ethical issues in research were addressed by focusing on several critical areas, including the research content, participant expectations, the process of obtaining informed consent, and safeguarding confidentiality.

3.10.1 Confidentiality and Privacy

To uphold confidentiality, all personal or sensitive information provided by participants was treated with the utmost discretion. Participants were assured that their identities would not be revealed in any form of communication—written or verbal. Moreover, all data collected was strictly used for the purposes outlined in the study.

3.10.2 Anonymity

The researcher ensured that the identities of participants remained entirely anonymous. No personal or institutional details were disclosed at any stage of the research or communication.

3.10.3 Informed Consent

Participants were fully briefed on the objectives and scope of the study, including the data collection process. This transparency allowed them to voluntarily agree to participate. Consent was formally obtained through signed consent forms (see Appendix II) before any data collection commenced.

3.10.4 Data Storage

All collected data was carefully organized and stored to maintain its integrity and facilitate future reference. Physical copies, such as computer printouts, were properly filed, while digital files were securely saved on storage devices like flash drives and CDs following data analysis.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter outlines the study's results, structured in alignment with the four research questions it aimed to address. To provide context and ensure logical flow, the chapter begins with a presentation of the respondents' demographic details, as these may offer useful insights when interpreting the collected data.

4.1 Response Rate

The study distributed 110 questionnaires to teachers, out of which 106 were completed and returned. Additionally, the researcher conducted interviews with five (5) school principals and 35 members of the Board of Management (BoM). Table 4 illustrates the corresponding response rates.

Table 4: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Principals	6	5	83.3
Teachers	110	106	96.4
Members of School BoM	40	35	87.5
Total	**156**	**146**	**93.6**

Source: Field Data (2025)

Table 4 indicates that principals achieved a response rate of 83.3%, teachers responded at a rate of 96.4%, and members of the School Board of Management (BoM) recorded a response rate of 87.5%. These figures culminated in an overall average response rate of 86.4%, aligning with Creswell's (2018) recommendation that a response rate above 75.0% is considered satisfactory. This high response rate was crucial as it enabled the researcher to confidently generalize the findings to the broader target population.

4.2 Demographic Information of the Respondents

The research tools gathered demographic details from participants, focusing primarily on gender and educational attainment. Collecting this information was essential, as these factors could potentially impact the quality and reliability of responses related to the study's objectives.

4.2.1 Gender Distribution of Respondents

Data on respondents' gender distribution were obtained and are presented in Table 5:

Table 5: Distribution of the Respondents by Gender

Gender	Principals		Teachers		Members of School BoM	
	f	%	f	%	f	%
Male	4	80.0	88	83.0	30	85.7
Female	1	20.0	26	17.0	5	14.3
Total	**5**	**100.0**	**106**	**100.0**	**35**	**100.0**

Source: Field Data (2025)

Table 5 illustrates that the majority of principals, 4 out of 5 (80.0%), were male, while only 1 (20.0%) was female. Similarly, a large proportion of the teaching staff—88 individuals (83.0%)—were male, compared to 26 female teachers (17.0%). Likewise, most members of the school Board of Management (BoM) were male, accounting for 30 (85.7%), with only 5 (14.3%) being female. These figures indicate a considerable gender imbalance across all categories examined in the study. Despite this, the involvement of both male and female stakeholders suggests that gender dynamics play a meaningful role in how strategies implemented by the BoM influence student transition in secondary education.

This highlights the importance of gender in shaping individuals' perceptions and reactions to educational strategies, which can directly impact their effectiveness. By gathering gender-specific data, researchers are better positioned to evaluate whether

current approaches serve all genders equitably. Insights from different gender perspectives can help refine future strategy development and implementation. Should evidence show that certain groups benefit more than others, tailored interventions can be created to address those disparities. Including gender as a key variable allows for a thorough assessment of factors affecting student transitions and ensures that educational strategies remain inclusive, fair, and responsive to the diverse needs of the student body. Ultimately, considering gender in educational research improves the validity of conclusions and supports the development of strategies that are effective for all learners.

4.2.2 Educational Qualifications of Respondents

The study instruments gathered data regarding the educational background of principals, teachers, and members of the school BoM. The findings are presented in Table 6;

Table 6: Respondents' Level of Education

Level of Education	Principals		Teachers		Members of School BoM	
	f	%	f	%	f	%
Diploma	0	0.0	12	11.3	8	22.9
Bachelors' Degrees	3	60.0	69	65.1	18	51.4
Postgraduate	2	40.0	25	23.6	9	25.7
Total	**5**	**100.0**	**106**	**100.0**	**35**	**100.0**

Source: Field Data (2025)

Table 6 indicates that the majority of school principals, 3 out of 5 (60.0%), held Bachelor's degrees, while the remaining 2 (40.0%) possessed postgraduate qualifications. Similarly, most teachers—69 out of 106 (65.1%)—had attained Bachelor's degrees, with 25 (23.6%) holding postgraduate credentials and 12 (11.3%) having Diplomas. Among the members of the School Board of Management (BoM), just over half, 18 out of 35 (51.4%), had Bachelor's degrees, followed by 9 (25.7%) with postgraduate qualifications and 8 (22.9%) with Diplomas. These findings suggest that the respondents had attained a foundational level of education, supporting the

assumption that they were sufficiently knowledgeable to provide informed responses regarding the influence of BoM strategies on student transition to secondary schools. Educational attainment plays a crucial role in shaping one's understanding of educational frameworks and strategies. For instance, educators with advanced qualifications are likely to possess deeper insights into BoM strategies and their implications for student transitions, potentially offering more analytical perspectives. In contrast, individuals with lower academic qualifications may contribute more experiential, community-based viewpoints, offering a practical understanding of how such strategies impact learners on a daily basis.

Analyzing the educational backgrounds of respondents is also vital for detecting patterns in perceptions of BoM strategy effectiveness. This enables researchers to categorize responses meaningfully and assess whether specific education levels correspond to particular outlooks. In sum, the inclusion of respondents' educational data enhances the reliability and richness of the study, providing a nuanced understanding of how BoM strategies affect learner transition across diverse educational backgrounds.

4.3 Status of Learner Transition to Public Secondary Schools

The study sought to assess how learners transitioned to public secondary schools in Banisa Sub-county. To accomplish this, it examined data on the number of pupils who took the Kenya Certificate of Primary Education (KCPE) between 2020 and 2023, in comparison with Form One enrollment statistics in public secondary schools during the same timeframe. The findings are presented in Table 7;

Table 7: Status of Learner Transition to Public Secondary Schools

Academic Year	Number of Learners who sat KCPE	Number of Learners who Enrolled in Form I
2019	2199	1642
2020	2303	1612
2021	2511	1834
2022	3009	2306
2023	3123	2904
Totals	**10022**	**7394**

Source: Field Data (2025)

Table 7 illustrates a steady rise in the number of learners who sat for the KCPE examinations from 2019 to 2023. This upward trend is largely attributed to the government's 100% transition policy. However, despite the initial increase in enrollment, the number of students completing secondary education after four years remains relatively low. This observation aligns with a 2024 report by the Ministry of Education, which estimated that the transition rate to public secondary schools in Banisa Sub-county stands at approximately 55%—noticeably below the national average of 75%. Similarly, the Kenya Education Sector Report (2021) indicated that transition rates in the same sub-county ranged between 40% and 60%, in contrast to urban centers where rates often surpass 80%.

These findings highlight a critical issue: although many students enter secondary school, a significant portion does not complete their education. Despite the efforts of the government and various stakeholders to improve secondary education access, dropout rates remain high. This reality suggests that the intended goals of universal education have not been fully realized in areas with low transition rates, ultimately resulting in educational inefficiencies and wastage.

In essence, student transition through secondary education continues to be a major challenge for education systems in many developing countries.

4.4 Provision of Teachers and Its Impact on Student Transition to Public Secondary Schools

The study investigated the role of teacher provision in influencing student transition to public secondary education. Descriptive data gathered from teachers are summarized in Table 8;

Table 8: Views of Teachers on the Influence of Provision of Teachers on Learner Transition to Public Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public secondary schools, there are few teachers employed by TSC and has lowered learner transition	51.8	11.5	5.8	5.8	25.1
Number of teachers employed by BoM is low and has reduced learner transition	54.0	14.4	5.8	11.5	14.4
Despite having few TSC teachers, public secondary schools have employed BoM teachers to attract many students	57.6	9.4	7.2	9.4	16.4
To improve learner transition, public secondary schools have employed many BoM teachers	48.2	8.6	5.8	20.9	16.4
Few learners are attracted to public secondary schools since there are inadequate number of teachers	66.5	11.3	3.3	5.4	13.5

Source: Field Data (2025)

According to the data in Table 8, 55 teachers (51.8%) strongly agreed that the limited number of TSC-employed teachers in public schools negatively affects learner transition. Additionally, 12 teachers (11.5%) agreed with this assertion. Meanwhile, 6 teachers (5.8%) remained neutral, 6 (5.8%) disagreed, and 27 teachers (25.1%) strongly disagreed.

Furthermore, the study found that a slight majority of respondents — 57 teachers or 54.0% — strongly agreed that the low number of BoM teachers also contributes to poor learner transition rates. A further 15 teachers (14.4%) agreed, while 6 (5.8%) were undecided. On the other hand, 12 teachers (11.5%) disagreed and 15 (14.4%) strongly disagreed with this view. These findings reflect growing concern over the impact of inadequate teacher staffing on students' ability to progress through the education system.

Another key finding revealed that 61 teachers (57.6%) strongly agreed with the idea that despite a shortage of TSC teachers, schools have taken the initiative to hire BoM teachers in an effort to attract and retain more students. An additional 10 teachers (9.4%) agreed with this position, while 8 (7.2%) remained undecided. However, 10 teachers (9.4%) disagreed and 17 teachers (16.4%) strongly disagreed, indicating that while many acknowledge the importance of hiring BoM teachers, there remains skepticism regarding the effectiveness of this approach. Similarly, the survey indicated that 51 teachers (48.2%) strongly supported the notion that the hiring of more BoM teachers has been a strategy aimed at improving student transition rates in public secondary schools. Another 9 teachers (8.6%) agreed with this perspective. Nevertheless, 6 teachers (5.8%) took a neutral stance, 22 (20.9%) disagreed, and 17 teachers (16.4%) strongly disagreed.

These mixed reactions highlight the complexity of the issue and the differing opinions among educators on the role of BoM teachers in addressing student transition challenges. Additionally, the study emphasized the perception that inadequate teacher numbers reduce the appeal of public secondary schools. A substantial majority of respondents — 70 teachers, representing 66.5% — strongly agreed that insufficient staffing deters learners from enrolling in public schools.

Meanwhile, 12 teachers (11.3%) agreed, 3 (3.3%) were undecided, 6 (5.4%) disagreed, and 14 teachers (13.5%) strongly disagreed with this sentiment. These findings underscore the importance of teacher employment levels in shaping educational outcomes, especially learner transition, within Kenya's public secondary schools. The data aligns with prior research that has examined the influence of teacher availability on student progression. For instance, a study conducted by Mwangi (2022) concluded that a lack of sufficient teachers under the TSC, alongside a limited number of BoM staff, contributes significantly to low learner transition rates. Mwangi (2022) further noted that the TSC has been facing ongoing challenges in recruiting enough educators to meet the growing demands of the increasing student population in secondary schools.

This shortage of qualified teachers adversely affects students' educational journeys by reducing the amount of individualized attention and academic guidance they receive—both critical factors in helping learners successfully transition from one grade level to the next. Moreover, the BoM's contribution to staffing public secondary schools has been the subject of scrutiny as well. BoM teachers are typically hired directly by school boards as a temporary solution to address gaps left by insufficient TSC appointments. This aligns with the findings of Ngugi (2021), who highlighted that while the number of BoM teachers remains low, their presence is crucial for ensuring that teaching duties are fulfilled. However, BoM teachers often work on short-term contracts, and their lack of job security can result in high attrition, which ultimately disrupts the learning process and diminishes consistency in the classroom.

This instability hinders the continuity that is essential for improving student transition rates. In response to these challenges, some public secondary schools have opted to increase the number of BoM teachers on staff in hopes of expanding teaching capacity and making their institutions more attractive to students.

Otieno (2023) supported this strategy in his study, finding that schools with more BoM teachers tend to report better student retention and smoother transitions between academic levels. Increasing the number of teachers reduces the student-to-teacher ratio, allowing for more focused and personalized instruction. This improved learning environment encourages students to remain in school and progress through the education system, boosting their chances of academic success. Despite these efforts, many schools still face persistent challenges related to learner transition.

As noted by Kipkulei (2021), overcrowded classrooms and limited teaching staff continue to impede students' ability to transition successfully. This suggests that while hiring BoM teachers can provide short-term relief, it may not fully address the systemic issues that lead to poor transition rates. More comprehensive reforms in teacher recruitment and management practices are needed to resolve the root causes of this educational bottleneck. The continued shortage of both TSC and BoM teachers remains a significant obstacle. Although schools have made commendable efforts to supplement staff numbers, the overall teacher deficit undermines these gains. Both categories of teachers play vital roles in enhancing the quality of education and supporting students' academic progress. Yet, without sufficient personnel, public secondary schools will continue to struggle with low learner transition.

Reducing class sizes and maintaining optimal teacher-learner ratios are crucial steps toward enhancing educational outcomes. Smaller class sizes allow teachers to offer more personalized support, increase student engagement, and improve academic performance. Furthermore, having more teachers enables early identification of students who are struggling, allowing for timely interventions that can improve retention and facilitate successful transitions through the educational system.

4.4.1 Inferential Analysis

To determine the impact of teacher provision on learner transition rates, the study collected additional data from the principals of the selected public secondary schools. Specifically, information was gathered regarding the number of teachers employed and the number of students enrolled in Form I over the past five years. These findings are presented in Table 9:

Table 9: Number of Teachers and Learner Transition to Public Secondary Schools

Number of Teachers	No. of Students Enrolled in Form I
22	1042
19	1212
26	1534
27	1706
32	1601

Source: Field Data (2025)

Table 9 illustrates that public secondary schools with a larger number of teachers—indicating a lower student-teacher ratio—generally experience higher enrollment rates in Form I. This pattern can be attributed to the benefits of smaller class sizes, which enable teachers to offer more individualized support and attention. As a result, students receive better academic guidance, which helps create a more supportive and effective learning environment. Teachers are also more capable of addressing each student's unique needs, which minimizes the risk of learners falling behind academically.

Moreover, many parents are inclined to choose schools that promise higher teacher availability and greater academic support, thus driving up enrollment. These schools are perceived as better equipped to deliver quality education, making them more appealing to new students. The data presented in Table 9 were analyzed using Pearson's Product Moment Correlation method, and the corresponding results are provided in Table 10:

Table 10: Relationship between Provision of Teachers and Learner Transition to Public Secondary Schools

		Provision of Teachers	Learner Transition
Provision of Teachers	Pearson Correlation	1	.734*
	Sig. (2-tailed)		.038
	N	5	5
Learner Transition	Pearson Correlation	.734*	1
	Sig. (2-tailed)	.038	
	N	5	5

*. Correlation is significant at the 0.05 level (2-tailed).

Table 10 presents the findings from Pearson's Product Moment Correlation Analysis, revealing a statistically significant and positive correlation between the availability of teachers and the transition of learners to public secondary schools. The correlation coefficient reported is r(5) = 0.734 with a p-value of 0.038, which is significant at the 0.05 alpha level. This suggests that having an adequate number of teachers is a key factor in ensuring that learners smoothly transition from primary education to secondary school. Teachers are instrumental in guiding students through the academic, social, and emotional adjustments that come with this educational shift.

When schools are adequately staffed with qualified teachers who are well-equipped with relevant instructional resources, the learning environment becomes more supportive and conducive to student development. This enriched environment aids learners in adapting to the increased academic demands and expectations of secondary education. Teachers provide crucial support through individualized instruction, helping bridge the educational gap between primary and secondary levels. By recognizing the unique learning needs of each student and offering targeted support, teachers build learners' confidence and competence, which are essential for successful transitions. In addition to delivering subject content, teachers play a mentoring role, offering guidance in areas such as time management, study strategies, and coping with academic pressure.

These non-academic supports help students build resilience, improve their self-discipline, and prepare mentally for the challenges of secondary school. Consequently, students who benefit from consistent teacher support tend to have higher retention rates and are less likely to drop out during the transition phase. This positive association indicates that the presence of trained and dedicated teachers significantly enhances students' preparedness for the next level of education. Schools that are well-staffed are better positioned to foster academic excellence and maintain learner engagement. Therefore, teacher availability is not just a matter of staffing—it is a core determinant of student progression and success.

4.4.2 Thematic Analysis

The qualitative data from interviews with school principals and Board of Management (BoM) members reinforced these findings. Several school heads, along with the majority of teachers interviewed, expressed concern about the insufficient number of teachers in public secondary schools. This shortage, they noted, has consistently contributed to lower transition rates from primary schools to Form I. One principal, P1, shared a specific example:

> *In my secondary school, the number of teachers provided by the Teachers Service Commission (TSC) has been inadequate to support quality education. As a result, we have had to hire additional teachers through the BoM to close the gap. This measure has helped us increase student enrollment and reduce dropout rates*

These qualitative findings align with existing research, such as the report by the Institute of Education Sciences (2019), which highlighted that students in smaller classes—often made possible through adequate teacher staffing—demonstrate higher engagement and academic performance compared to those in larger classes. This connection underscores the critical role school leadership plays in navigating teacher shortages. Despite facing budget limitations and administrative challenges, school principals and BoM members

strive to ensure schools have enough teaching staff. They do this through creative problem-solving, working closely with educational authorities, and implementing policies aimed at recruiting and retaining teachers. These efforts create stable, well-resourced learning environments that promote student achievement and support smoother transitions into secondary education.

4.5 Provision of Curriculum Support Materials and Learner Transition to Public Secondary Schools

The study also explored how curriculum support materials affect learners' transition into public secondary schools. To investigate this, the researcher gathered descriptive responses from teachers. These responses were then organized and analyzed to draw thematic conclusions. The outcomes of this analysis are detailed in Table 11;

Table 11: Views of Teachers on the Influence of Provision of Curriculum Support Materials on Learner transition to public Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Public secondary schools rarely provide enough textbooks for learning to attract students	49.6	5.0	4.3	33.8	7.2
In public secondary schools, teaching aids are not adequate to attract more students	52.5	12.2	2.9	26.6	5.8
In public secondary schools, reference materials are not enough to cater for all students' needs thus, has not improved participation of students	44.6	15.8	4.3	28.8	6.5
In public secondary schools, provision of curriculum support materials has not been made regular to attract many students	59.7	7.9	5.8	21.6	5.0
To realize smooth learner transition, public secondary schools has ensured provision of adequate curriculum support materials	54.7	8.6	3.6	26.6	6.5

Source: Field Data (2025)

According to the data presented in Table 11, a significant portion of teachers—53, representing 49.6%—expressed strong agreement with the assertion that public secondary schools seldom offer an adequate supply of textbooks as a strategy to attract and retain students. An additional 5 teachers (5.0%) agreed with this viewpoint, while 4 teachers (4.3%) remained neutral or undecided. In contrast, 35 teachers (33.8%) disagreed with the statement, and a smaller number, 8 (7.2%), strongly disagreed. These findings illustrate that nearly half of the teaching professionals surveyed perceive a substantial gap in the availability of essential textbooks within public secondary institutions. In a related observation, more than half of the respondents—specifically, 56 teachers or 52.5%—strongly agreed that the current supply of teaching aids in public secondary schools is insufficient and fails to serve as an incentive for student enrollment.

Additionally, 13 teachers (12.2%) agreed, while 3 (2.9%) were undecided. On the opposing side, 28 teachers (26.6%) disagreed, and 10 (5.8%) strongly disagreed with the statement. The numbers again reflect a prevalent concern among educators regarding the inadequacy of teaching aids as a barrier to enhancing student attraction and engagement. Furthermore, the research highlighted that 47 teachers (44.6%) strongly agreed that public secondary schools do not provide enough reference materials to meet the diverse academic needs of students, which negatively affects student participation. Another 17 teachers (15.8%) supported this view. Meanwhile, 4 teachers (4.3%) were neutral, whereas 31 (28.8%) disagreed, and 7 (6.5%) strongly opposed the statement.

These findings suggest that a substantial proportion of educators believe that a lack of sufficient reference materials significantly hinders active student involvement in learning processes. In addition, 63 teachers (59.7%) strongly agreed that curriculum support materials are not consistently supplied in public secondary schools, which diminishes efforts to increase student enrollment. Another 8 teachers (7.9%) agreed with this perspective. Six teachers (5.8%) were undecided, while 23 (21.6%) disagreed, and 5 teachers (5.0%) strongly disagreed. This trend reveals ongoing inconsistency in the provision of crucial instructional resources that are vital to sustaining student interest and attendance. Interestingly, the study also revealed a somewhat contradictory finding.

When asked whether adequate curriculum support materials are being provided to facilitate smooth learner transition, 58 teachers (54.7%) strongly agreed that such materials are indeed available in public secondary schools. However, 7 teachers (6.5%) strongly disagreed. This suggests that while many educators acknowledge the presence of essential learning tools that assist student transitions, this view is not universally held, likely due to disparities in resource distribution among schools.

Collectively, these findings reinforce the idea that the accessibility and quality of learning resources—including textbooks, teaching aids, and reference materials—play a pivotal role in influencing student transition into public secondary schools. Teachers overwhelmingly emphasize that items such as paper, pens, textbooks, and visual aids are fundamental in shaping both instructional delivery and student learning outcomes. These conclusions align with previous literature, including the work of Okoye (2018), who argued that the availability of basic educational resources enables teachers to effectively plan and execute lessons while allowing students to participate meaningfully in classroom activities.

Unfortunately, the findings of this study highlight that many teachers in public schools continue to grapple with a scarcity of such materials. This often leads to poorly organized lessons and a lack of student engagement. Supporting this narrative, Oduolowu (2019) concluded in his research that insufficient access to educational stationery serves as a significant barrier to effective teaching and learning. Teachers, when forced to improvise due to the lack of materials, often compromise the quality of education, affecting learners' academic development. Chinwe (2017) further emphasized that when learners lack access to basic educational materials, their level of engagement and academic achievement tends to drop. This situation is exacerbated by the absence of well-resourced learning centers in many schools.

A fully equipped resource center—featuring books, charts, interactive tools, and other educational aids—is crucial in providing a more enriched learning experience. According to Akyeampong, Lussier, and Lewin (2019), many public secondary schools lack such centers, limiting students' exposure to essential learning tools and hands-on experiences that are critical for developing analytical and problem-solving skills. In addition to classroom resources, the study also shed light on the significance of co-

curricular resources such as sports equipment and artistic supplies. These are often overlooked yet play a vital role in shaping students' overall development. Osei, Asare, and Darko (2020) found that inadequate support for co-curricular activities hampers students' opportunities to develop socially and cognitively. These activities not only enrich students' school experiences but also improve essential life skills such as teamwork, creativity, and discipline. Further evidence from Anindita, Sundari, and Yulianto (2021) confirms that participation in co-curricular activities leads to improvements in student focus, innovation, and collaborative skills—attributes directly tied to better academic performance.

Unfortunately, as noted by Chirwa (2018), underfunded schools often experience a decline in both learner motivation and academic success due to the lack of co-curricular engagement opportunities. Conversely, public schools that prioritize the provision of teaching aids—like projectors, visual charts, and digital tools—report higher levels of academic achievement among their students. Nyamwange (2017) observed that the use of such aids significantly enhances knowledge retention and assists learners in grasping abstract and complex concepts more easily. Moreover, these tools support differentiated instruction, which is essential for accommodating diverse learning needs and preferences. Chirwa (2018) noted that when schools invest in teaching aids and inclusive instructional strategies, students tend to perform better academically, creating a more equitable learning environment.

To summarize, the availability of learning materials such as textbooks, reference resources, stationery, and teaching aids has a profound impact on students' ability to transition successfully from primary to secondary education. While inadequate resource centers and insufficient co-curricular support limit learners' academic growth, the presence of well-equipped schools promotes deeper engagement, enhanced

comprehension, and higher academic performance. Although the availability of resources is not the only factor influencing student transitions, it serves as a foundational component. Transitioning to secondary school can be challenging due to new teaching styles, larger class sizes, and shifting expectations. Adequate access to learning tools helps bridge this gap, making it easier for students to adapt and succeed. Teaching aids in particular bring learning to life through visual and interactive elements that cater to a variety of learning styles, ultimately fostering better comprehension and academic confidence.

4.5.1 Inferential Analysis

To verify influence of provision of curriculum support materials on academic performance, data were collected from the 5 principals of the sampled public secondary schools on the levels of adequacy (Adequate = 3, Not Adequate = 2 and Not Sure = 1) of curriculum support materials and number of students enrolled into form I. Results are shown in Table 12:

Table 12: Levels of Adequacy of Curriculum Support Materials and Learner Transition to Public Secondary Schools

Levels of Adequacy of Curriculum Support Materials	Number of Students Enrolled in Form I
3	1042
2	1212
5	1534
1	1706
4	1601

Source: Field Data (2025)

Table 12 reveals that public secondary schools with sufficient curriculum support materials tend to experience higher enrollment rates in Form I. This trend suggests that when educational institutions are well-equipped with essential teaching tools—such as textbooks, instructional aids, and modern technology—they offer a more effective and appealing learning environment. The availability of these resources greatly enhances the delivery of lessons, allowing educators to address diverse learning preferences and individual student needs. A well-resourced classroom encourages active participation, improves understanding, and fosters deeper knowledge retention among learners. Consequently, the overall quality of education in such schools is significantly elevated, making them more attractive to both students and parents seeking better academic outcomes.

The presence of adequate teaching and learning materials also builds confidence in the institution's ability to provide meaningful education, contributing to the school's positive reputation. These factors combined help explain the increased number of new students enrolling in schools that prioritize resource availability. To support this, data presented in Table 12 was further analyzed using Pearson's Product Moment Correlation method, with the corresponding results outlined in Table 13:

Table 13: Relationship between Provision of Curriculum Support Materials and Learner Transition to Public Secondary Schools

		Frequency of Provision of Curriculum Support Materials	Learner Transition
Provision of Curriculum Support materials	Pearson Correlation	1	.587*
	Sig. (2-tailed)		.017
	N	5	5
Learner Transition	Pearson Correlation	.587*	1
	Sig. (2-tailed)	.017	
	N	5	5

*. Correlation is significant at the 0.05 level (2-tailed).

Table 13 presents the results of Pearson's Product Moment Correlation Analysis, which reveal a positive relationship between the availability of curriculum support materials and student transition to public secondary schools ($r(5) = 0.587$, $p = 0.017$, at $\alpha = 0.05$). This suggests that materials such as textbooks, teaching aids, digital tools, and reference resources contribute to a learning environment that promotes both active engagement and instructional effectiveness. Access to well-structured and comprehensive teaching resources enables educators to design more effective lesson plans, address diverse learning needs, and foster deeper student participation.

Schools with sufficient curriculum support materials often demonstrate stronger academic performance, which, in turn, leads to increased enrollment in Form One. These materials support a consistent and organized educational experience, helping learners grasp essential concepts more easily. Furthermore, they cater to various learning preferences—visual, auditory, and kinesthetic—bridging educational gaps among students. Up-to-date and comprehensive materials also enhance teacher preparedness and instructional confidence by equipping them with current content and teaching strategies.

4.5.2 Thematic Analysis

Interviews with school principals and Board of Management (BoM) members echoed the quantitative findings, emphasizing the role of curriculum support materials in improving academic performance. For instance, Principal P2 remarked:

> *In my school, I do my best to ensure that all major learning areas are supported with the necessary curriculum materials. I make sure teachers have enough stationery. We do face challenges, such as an under-resourced learning center and limited co-curricular supplies, but I have managed to provide essential teaching aids. This has contributed to improved academic results and higher student enrollment in Form One*

BoM members shared similar sentiments, acknowledging the importance of curriculum materials while noting that current supplies are insufficient for the growing student population. Their feedback aligns with the statistical results, reinforcing the idea that resource availability significantly affects student transition to public secondary education. These findings also align with Okoye's (2018) assertion that essential supplies—such as paper, pens, and books—enable effective lesson planning and student participation. Taken together, the data indicate that adequate provision of learning materials, teaching aids, and stationery is a critical factor in supporting students' transition into public secondary schools. While shortcomings in areas like co-curricular and resource center supplies hinder student potential, the availability of teaching resources helps create a dynamic and effective classroom environment.

4.6 Provision of Physical Facilities and Learner Transition to Public Secondary Schools

The study also investigated how the availability of physical infrastructure impacts learner transition to public secondary education. Descriptive feedback from teachers was collected, organized, and synthesized into thematic categories. The findings are outlined in Table 14;

Table 14: Views of Teachers on the Influence of Provision of Physical Facilities on Learner Transition to Public Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public secondary schools, the number of classrooms compared to number of students is low and has lowered learner transition	41.1	13.6	7.2	26.6	11.5
In public secondary schools, libraries are not well-stocked with learning materials to attract learners	50.4	14.4	5.8	20.1	9.3
Laboratories in public secondary schools are not well-equipped to attract new learners	48.2	6.5	4.3	14.4	26.6
To improve learner transition, public secondary schools has introduced well-equipped resource centers	63.3	12.9	7.2	13.7	2.9
Despite having adequate physical facilities, the number of learners transiting to public secondary schools is still low	50.4	10.8	3.6	33.1	2.1

Source: Field Data (2025)

Table 14 illustrates that a considerable proportion of teachers—specifically 44, accounting for 41.1% of the respondents—strongly concurred with the perspective that in public secondary schools, the number of classrooms is insufficient relative to the student population. This shortfall has negatively affected the transition of learners from one educational level to the next. Additionally, 14 teachers (13.6%) agreed with this sentiment, while 8 (7.2%) remained neutral. In contrast, 28 teachers (26.6%) disagreed with the statement, and a smaller group of 12 teachers (11.5%) strongly disagreed.

The general implication here is that a majority of educators believe overcrowded classrooms and the overall shortage of learning spaces contribute significantly to the difficulties students face when transitioning through the education system. Furthermore, the data reveal that over half of the teachers surveyed—53 individuals, representing 50.4%—strongly agreed that libraries in public secondary schools are poorly stocked

with learning materials. According to them, this deficiency undermines the appeal of libraries as spaces that motivate and support student learning. An additional 15 teachers (14.4%) agreed, whereas 5 (5.8%) remained undecided on the issue. On the other hand, 21 teachers (20.1%) expressed disagreement, and 10 (9.3%) strongly disagreed with the view. These figures suggest that many educators are concerned about the limited resources available in school libraries, which may reduce learners' interest in reading and academic engagement.

In a similar vein, the survey found that 51 teachers, equivalent to 48.2%, strongly felt that laboratories in public secondary schools are not well-equipped and therefore fail to attract and retain learners. A smaller group of 7 teachers (6.5%) also agreed with this viewpoint, while 5 (4.3%) were uncertain. Conversely, 15 teachers (14.4%) disagreed with this claim, and 46 (26.6%) strongly disagreed, indicating a split opinion on the adequacy of science lab resources. This reflects variability in infrastructure quality across different schools and suggests that while some institutions may have basic lab facilities, many still lack the necessary tools for effective science education. A notable majority of respondents—67 teachers (63.3%)—strongly agreed that public secondary schools have taken active steps to establish well-equipped resource centers as a means of improving student transition rates. Another 14 teachers (12.9%) supported this view, while 8 (7.2%) were neutral. However, 15 teachers (13.7%) disagreed, and 3 (2.9%) strongly disagreed, suggesting that although efforts are being made to improve school infrastructure, opinions differ regarding their effectiveness or reach.

Additionally, 53 teachers (50.4%) strongly agreed with the idea that even though public secondary schools may have adequate physical facilities, the number of students successfully transitioning remains disappointingly low. This viewpoint was supported by 11 teachers (10.8%), while 4 (3.6%) were undecided.

Meanwhile, 35 (33.1%) disagreed with this assessment, and 4 (2.1%) strongly disagreed. These findings suggest that other factors beyond physical resources—possibly social, economic, or policy-related—may also influence learner transitions. These conclusions align with the research conducted by Brown and Clarke (2021), which determined that improvements in infrastructure, such as the provision of desks, adequate ventilation, and basic learning materials, have not significantly increased transition rates among learners. Their study emphasizes that while enhanced facilities are crucial, they alone do not guarantee better educational outcomes or smoother academic progressions for students.

Despite the mixed results regarding the effectiveness of these physical resources, the broader implications of the findings highlight the critical role that infrastructure plays in facilitating learner transitions. In essence, access to sufficient and appropriate physical facilities contributes positively to learners' academic resilience and their ability to meet rising academic expectations. Quality infrastructure supports students in developing the competencies and confidence required to move successfully from one educational level to another. A related study by Johnson and Lee (2019) reinforces this perspective. Their research underscores the value of school-based resource centers, which provide students with access to important academic materials such as textbooks, workbooks, and educational equipment.

These tools not only boost academic performance but also enhance learners' comprehension and preparedness. Resource centers, by creating an engaging and resource-rich environment, help close learning gaps and support consistent academic progression. The implication of these studies and survey findings is clear: inadequate physical infrastructure in educational institutions has a substantial impact on both the learning experience and the ease with which students transition between academic

levels. When schools lack sufficient classrooms or are devoid of modern learning tools, the quality of instruction suffers. Students in overcrowded or under-resourced settings may find it difficult to concentrate, actively participate, or feel safe and supported in their learning environment. This, in turn, affects their motivation, academic outcomes, and transition readiness. Such deficiencies are particularly detrimental during the shift from primary to secondary education. Many learners—especially those from economically disadvantaged backgrounds—encounter a sharp disparity in resource availability when they advance to secondary school.

The shock of moving into poorly equipped schools can lead to decreased interest in education, increased absenteeism, and a higher risk of dropping out. Furthermore, the burden placed on teachers in under-resourced settings compromises their ability to deliver high-quality, engaging lessons, particularly in practical subjects like science, technology, and computer studies that demand specialized facilities. Ultimately, the inadequacy of physical resources perpetuates a cycle of educational inequality, limiting students' ability to fully benefit from the schooling system. It not only hampers academic development but also restricts learners' long-term opportunities.

4.6.1 Inferential Analysis

To investigate how the availability of physical facilities influences student transition rates, additional data were gathered from five sampled school principals. These principals were asked to assess the adequacy of their institutions' facilities using a three-point scale: "Adequate" (3), "Not Adequate" (2), and "Not Sure" (1). Alongside these ratings, the number of students enrolled in Form I in each school was recorded. The analysis and results of this inquiry are presented in Table 15:

Table 15: Levels of Adequacy of Physical Facilities and Learner Transition to Public Secondary Schools

Levels of Adequacy of Physical Facilities	No. of Students Enrolled in Form I
1	1042
1	1212
2	1534
2	1706
3	1601

Source: Field Data (2025)

Table 15 indicates that public secondary schools with relatively sufficient physical facilities tend to experience higher student transition rates. This suggests that when schools are well-equipped with necessary infrastructure, such as classrooms, libraries, and secure environments, they create a more supportive and productive atmosphere for learning. Adequate physical resources contribute significantly to students' overall engagement, comfort, and academic performance, which in turn improves the likelihood that learners will continue to the next level of education. A stable and conducive school environment helps minimize disruptions and enhances the overall learning experience. Elements like clean, spacious classrooms and well-stocked libraries promote consistent attendance and active participation, both of which are crucial factors in learner progression.

These facilities not only support academic work but also contribute to the physical and emotional well-being of students, making schools more appealing and effective places for learning. As a result, learners in such schools are more likely to remain enrolled and transition smoothly through the educational system. Furthermore, the data presented in Table 15 were analyzed using Pearson's Product Moment Correlation to determine the strength and direction of the relationship between facility adequacy and student transition, with the outcomes summarized in Table 16:

Table 16: Relationship between Provision of Physical Facilities and Learners Transition to Public Secondary Schools

		Levels of Adequacy of Physical Facilities	Learner Transition
Levels of Adequacy of Physical Facilities	Pearson Correlation	1	.709*
	Sig. (2-tailed)		.049
	N	5	5
Learner Transition	Pearson Correlation	.709*	1
	Sig. (2-tailed)	.049	
	N	5	5

*. Correlation is significant at the 0.05 level (2-tailed).

Table 16 presents results from Pearson's Product Moment Correlation Analysis, revealing a positive relationship between the availability of curriculum support materials and students' transition to public secondary schools ($r(5) = 0.709$, $p = 0.049$, at $\alpha = 0.05$). The findings also highlight that the availability of physical facilities significantly affects this transition. Specifically, well-resourced school environments play a pivotal role in supporting smooth student progression to secondary education. Such facilities can positively influence students' academic achievement, emotional well-being, and ability to adapt to the new learning environment. Essential infrastructure such as spacious classrooms, appropriate seating, modern teaching tools, and clean restrooms contribute to an environment conducive to learning. These features ensure that students are equipped to participate actively in classroom activities.

For example, properly maintained science laboratories, libraries, and computer rooms can stimulate curiosity and provide learners with essential tools for in-depth subject exploration. In addition to academic benefits, physical facilities contribute to a student's sense of safety and belonging at school. Secure, organized, and inclusive learning spaces, along with recreational areas, help students feel supported and reduce the anxiety often associated with the transition to secondary school. Conversely, schools that lack proper infrastructure may experience disengagement among students, diminished academic outcomes, and higher dropout rates.

Thus, investing in adequate school facilities improves the learning environment, increases retention, and promotes successful transitions between educational levels.

4.6.2 Thematic Analysis

Interviews with school principals and Board of Management (BoM) members revealed similar concerns regarding the inadequacy of physical infrastructure in public secondary schools. One principal, P3, remarked:

> *In school lacks sufficient facilities to support increased student enrollment. Classrooms are overcrowded, our library lacks essential resources, and our science labs are not fully equipped. This situation has made it challenging to attract new students*

These observations align with Brown and Clarke's (2021) findings, which emphasize that inadequate infrastructure negatively affects student transition rates. The combined results underscore that poor school facilities—such as overcrowded classrooms, limited educational materials, and outdated technology—seriously hinder effective teaching and learning. In many public primary schools, the lack of adequate resources creates unsafe and unproductive environments, ultimately contributing to low student transition rates across educational levels.

4.7 Stakeholder Involvement and Learner Transition to Public Secondary Schools

The research aimed to explore the impact of stakeholder participation on students' progression to public secondary schools. Teachers provided descriptive data, which was then organized and condensed into key ideas. The findings are displayed in Table 17;

Table 17: Views of Teachers on the Influence of Stakeholder Involvement on Learner Transition to Public Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public secondary schools, stakeholders provide curriculum support materials which has improved learner transition	55.4	14.4	5.8	16.5	7.9
Public secondary schools usually involve stakeholders to set up new classrooms as a way of improving learner transition	59.7	7.2	3.6	26.6	2.9
In public secondary schools, stakeholders are often involved to help source for accommodation facilities which has enhanced learner transition	53.2	8.6	4.3	21.6	12.3
To improve learner transition, stakeholders are rarely involved in mentoring and guiding learners	51.8	13.7	3.6	27.3	3.6
Activities undertaken by stakeholders have not improved learner transition	45.3	6.4	2.2	42.5	3.6

Source: Field Data (2025)

The data presented in Table 17 offers valuable insight into the perceptions of teachers regarding the involvement of stakeholders in enhancing the transition of learners from primary to secondary education within public secondary schools. According to the findings, a significant majority of teachers—specifically 59 individuals, accounting for 55.4%—strongly agreed with the statement that stakeholders actively provide curriculum support materials in these institutions. An additional 15 teachers (14.4%) agreed with this view, while a small number (5 teachers, 5.8%) remained neutral or undecided. However, there were dissenting views, with 17 teachers (16.5%) disagreeing and 8 (7.9%) strongly disagreeing with the claim.

This suggests that, although a majority acknowledge stakeholder contributions in this area, a noteworthy portion either questions or does not perceive their impact as significant.

The study further found that stakeholder engagement in establishing new classroom spaces was also widely recognized as beneficial. Specifically, 63 teachers (59.7%) strongly agreed that involving stakeholders in constructing or setting up new classrooms aids in facilitating a smoother learner transition. Another 8 teachers (7.2%) agreed, while 4 (3.6%) were unsure. However, 28 teachers (26.6%) disagreed and 3 (2.9%) strongly disagreed with this assertion. These responses highlight a generally favorable perception but also indicate the existence of some skepticism regarding the practical outcomes of such involvement.

In addition, the data shows that stakeholders are perceived to play an important role in sourcing accommodation facilities, which further supports student transition, particularly for learners from distant or underserved areas. Out of those surveyed, 56 teachers (53.2%) strongly supported this view, with 9 (8.6%) agreeing and 5 (4.3%) undecided. Nonetheless, some respondents expressed contrary views: 23 (21.6%) disagreed and 13 (12.3%) strongly disagreed. This variation may be attributed to disparities in stakeholder involvement across different regions or schools. Interestingly, when it comes to mentoring and guiding learners, which is also a crucial aspect of a successful transition, stakeholder involvement appears less prevalent. A slight majority—55 teachers (51.8%)—strongly agreed that stakeholders are rarely engaged in providing mentorship or guidance to students during this critical period.

An additional 15 (13.7%) agreed, while 4 (3.6%) remained neutral. On the other hand, 29 teachers (27.3%) disagreed and another 4 (3.6%) strongly disagreed, suggesting that while there is some level of mentorship provided, it is not perceived as consistent or widespread. Furthermore, the study observed a somewhat critical outlook regarding the overall effectiveness of stakeholder activities in improving learner transition. Specifically, 48 teachers (45.3%) strongly agreed that stakeholder efforts have not

significantly enhanced transition outcomes. Another 7 (6.4%) agreed, while only 2 (2.2%) were neutral. A considerable number of teachers—45 (42.5%)—disagreed with this view, indicating a divide in opinion, with 4 (3.6%) strongly disagreeing. These mixed responses suggest that while stakeholders are contributing to certain areas, the tangible outcomes of their efforts may not always be evident or measurable. These findings collectively underscore the notion that transitioning from primary to secondary education represents a pivotal phase in a learner's academic journey. It is a time marked by numerous adjustments—academic, emotional, and social—and therefore demands a well-structured support system to facilitate smooth adaptation.

The role of stakeholders—comprising parents, community leaders, government agencies, and non-governmental organizations—has emerged as especially vital in supporting this transition in public secondary schools. Supporting the academic side of transition, Smith et al. (2022) found that the provision of curriculum support materials significantly enhances student engagement and success during this stage. Materials such as textbooks, learning aids, and digital tools equip learners to cope with the increased academic rigor that secondary education demands. When such resources are provided by stakeholders, particularly local organizations and parents, students are better prepared to manage academic challenges.

These tools also cater to varied learning needs, thereby promoting individualized education strategies (Jones & Robinson, 2021). Physical infrastructure support is another dimension of stakeholder involvement that has been shown to impact learner transition. Thompson (2020) highlighted that when stakeholders contribute to classroom setups—such as supplying desks, chairs, and learning equipment—the learning environment becomes more welcoming and supportive. These efforts reduce the psychological intimidation learners may experience in unfamiliar settings, thereby

fostering a sense of comfort and community. Accommodation remains a key concern in many public schools, especially in rural or high-population regions. Manda and Kibet (2021) found that local governments and private partners have played a crucial role in easing overcrowding by providing boarding facilities and dormitories. This support is critical for learners who must travel long distances, as it guarantees continuity of education, improves attendance, and lowers dropout rates (Ngugi & Mwangi, 2020). Safe and reliable accommodation removes one of the major barriers to educational access and retention.

However, while stakeholders are evidently active in providing physical and academic resources, their involvement in socio-emotional support remains limited. Mentorship, a key component in easing the psychological burden of transition, is not widely practiced with stakeholder participation. Wang and Rees (2021) observed that although schools may engage internal mentors or occasionally invite external support, there is an absence of structured, stakeholder-driven mentorship programs. Yet, such programs could significantly help students navigate the new social dynamics and academic expectations that secondary school brings. Moreover, the question of whether stakeholder involvement leads to consistent, measurable improvements in learner transition outcomes remains contested.

Chirwa (2020) noted that while infrastructural and material support does offer immediate relief, it does not always translate into long-term academic success or student well-being. This indicates the need for a more integrated support strategy—one that combines academic, physical, and emotional elements to form a holistic framework. The findings from the study emphasize the importance of strategic leadership by school principals. When principals plan and coordinate stakeholder engagement thoughtfully, they foster a collaborative atmosphere that directly benefits learners.

Effective communication, a shared sense of responsibility, and clearly defined roles ensure that all parties work toward a common goal. Conversely, a lack of such engagement can weaken the support systems necessary for a successful transition, leaving learners vulnerable. In summary, the strategic and inclusive involvement of stakeholders—when guided effectively by school leadership—plays an instrumental role in shaping supportive environments that facilitate smoother transitions from primary to secondary education. While material and infrastructural support is evident, emotional and mentorship aspects require more structured attention to ensure that students are holistically supported.

4.7.1 Inferential Analysis

To evaluate the actual impact of stakeholder involvement on learner transition outcomes, data were collected from the principals of the sampled public secondary schools. These principals provided information on how frequently they engage with various stakeholders using a five-point Likert scale (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, and Never = 1). Additionally, data on student enrollment in Form One were examined. The results are presented in Table 18:

Table 18: How Often Stakeholders are Involved in Management and Learner Transition to Public Secondary Schools

How Often Schools Involve Stakeholders in Management	Number of Students Enrolled in Form I
2	1042
2	1212
4	1534
2	1706
3	1601

Source: Field Data (2025)

Table 18 highlights that public secondary schools with consistent involvement of key stakeholders in their management tend to experience higher student enrollment rates.

This observation suggests that regular collaboration with various stakeholders—such as teachers, parents, and members of the community—significantly contributes to enhancing learners' transition rates. The active participation of these groups helps schools address student needs in a more comprehensive way, encompassing academic guidance, emotional support, and social development. When communication channels among stakeholders are open and effective, schools are better equipped to identify issues early on and allocate necessary resources efficiently. Involving stakeholders also encourages a sense of collective responsibility and investment in students' success, creating a supportive and motivating school environment.

This inclusive approach not only helps in addressing challenges promptly but also contributes to smoother academic transitions and improved educational outcomes. Furthermore, the collaborative environment nurtured through stakeholder engagement fosters mutual trust, accountability, and shared goals among all parties involved. As a result, students are more likely to remain in school and perform better. To examine the strength of this relationship, the data presented in Table 18 was analyzed using Pearson's Product Moment Correlation, and the findings are detailed in Table 19:

Table 19: Relationship between Stakeholder Involvement and Learner Transition to Public Secondary Schools

		Frequency of Stakeholder Involvement	Learner Transition
Frequency of Stakeholder Involvement	Pearson Correlation	1	.750*
	Sig. (2-tailed)		.032
	N	5	5
Learner Transition	Pearson Correlation	.750*	1
	Sig. (2-tailed)	.032	
	N	5	5

*. Correlation is significant at the 0.05 level (2-tailed).

Table 19 presents the results of a Pearson Product Moment Correlation Analysis, which reveals a strong positive relationship between stakeholder involvement and the

transition of learners to public secondary schools. Specifically, the analysis yielded a correlation coefficient of $r(5) = 0.750$ with a p-value of 0.032, which is statistically significant at the $\alpha = 0.05$ level. This implies that the collaborative efforts of stakeholders significantly influence student transition rates in public primary schools. The data suggests that when stakeholders such as parents, teachers, and community members are actively involved in school-related activities, there is a measurable improvement in the number of students moving on to public secondary education. Hence, strengthening these partnerships may lead to improved educational outcomes by facilitating smoother and more successful student transitions across grade levels.

4.7.2 Thematic Analysis

Insights gathered through interviews with school principals and Board of Management (BoM) members reinforced the findings from the quantitative data. The respondents consistently emphasized that stakeholder engagement is a routine part of academic planning, particularly efforts aimed at increasing student enrollment in public secondary schools. For example, Principal, P4, stated;

> *In my school, stakeholders are regularly engaged to support various academic functions. These include providing curriculum materials, helping establish additional classrooms, sourcing accommodation options for students, and offering mentorship and guidance. This collaborative approach, according to the principal, has played a significant role in boosting the enrollment of students into Form I*

These qualitative insights align closely with the statistical findings and further underscore the importance of stakeholder involvement in advancing the educational mission of schools. A range of stakeholders—including parents, local businesses, community leaders, and governmental agencies—contribute in meaningful ways. They assist in sourcing and providing essential educational resources such as textbooks, digital learning tools, and other instructional materials that enhance the overall learning experience.

The availability of relevant and up-to-date learning resources helps raise the quality of education and increases the appeal of schools to potential students and their families. When learners are well-equipped with tools that support their academic success, they are more likely to remain focused and engaged, leading to improved enrollment and retention rates, especially during the transition from primary to secondary school. In addition to academic resources, stakeholder involvement is also critical in expanding school infrastructure. Their efforts in setting up new classrooms and identifying accommodation facilities enable schools to handle increased student populations.

As access to education continues to grow, schools must scale up their facilities to meet demand. The support of stakeholders in these areas helps create a safe, inclusive, and conducive learning environment that can positively influence parents' decisions to enroll their children in secondary education. Moreover, the provision of mentorship and guidance by stakeholders, including experienced educators and professionals from the community, has a profound impact on students' academic and personal development. Through structured mentorship programs, students receive advice and support that aids in navigating academic challenges and planning future careers. Such guidance builds learners' confidence and motivation, increasing their likelihood of enrolling in and successfully completing their secondary education.

Integration of both quantitative data and thematic analysis highlights the significant role that stakeholder collaboration plays in enhancing student transitions into secondary schools. By actively participating in areas such as curriculum support, infrastructure development, and student mentorship, stakeholders create a nurturing educational ecosystem. Their involvement not only increases enrollment rates but also fosters a long-term commitment to learning among students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

5.1 Summary of Research Findings

This chapter offers a comprehensive overview of the key findings that emerged from the research, which aimed to evaluate several factors affecting the transition of learners from primary to public secondary schools. Specifically, the study sought to determine the current state of learner transition and assess how different activities undertaken by Board of Management, such as the availability of teachers, curriculum support materials, physical infrastructure, and stakeholder participation, contribute to or hinder this transition process.

5.1.1 Status of Learner Transition to Public Secondary Schools

The findings from the research indicated that despite continuous national efforts, the goal of achieving a full 100% transition of learners to public secondary schools has yet to be realized within the last five years. A notable proportion of students who complete primary education do not proceed to Form I, which has emerged as a persistent trend and a growing concern among policymakers, educators, and other education stakeholders. The discrepancy between intended and actual enrollment figures suggests systemic challenges that require targeted interventions to ensure that all children can access and benefit from secondary education.

5.1.2 Provision of Teachers and Learner Transition to Public Secondary Schools

The research uncovered that an insufficient teacher-to-student ratio remains a key barrier to successful learner transition into public secondary schools. Many institutions are overwhelmed by high student populations relative to the number of available teachers. Although there have been collaborative measures to address this shortage—such as teacher recruitment by both the Teachers Service Commission (TSC) and the Boards of Management—these efforts have not entirely met the demand. The study emphasizes that teachers play an indispensable role in guiding academic progress, maintaining classroom discipline, and fostering an inclusive learning environment.

Therefore, having an adequate number of qualified teachers is crucial in supporting student engagement and academic achievement, both of which are essential for smooth learner transitions. Statistical analysis using Pearson's Product Moment Correlation revealed a strong positive relationship between the provision of teachers and learner transition rates ($r(5) = 0.734$, $p = 0.038$ at $\alpha = 0.05$). When schools are adequately staffed, students receive more individualized instruction, leading to a deeper understanding of course material. Additionally, it becomes easier to manage classroom dynamics, reduce overcrowding, and meet the diverse learning needs of all students.

This not only enhances academic performance but also supports student retention, morale, and emotional well-being. Well-resourced teaching environments allow educators to concentrate on lesson planning, continuous professional development, and student mentoring, all of which contribute significantly to the quality of education provided.

5.1.3 Provision of Curriculum Support Materials and Learner Transition to Public Secondary Schools

The study also explored the availability and effectiveness of curriculum support materials in promoting learner transition. Findings revealed that while many schools do receive learning materials such as textbooks and teaching aids, these are often insufficient in both quantity and subject coverage. Inadequate learning resources compromise the quality of instruction and negatively impact learner motivation and academic performance, thereby contributing to lower transition rates to secondary education.

A positive correlation was noted between access to adequate curriculum materials and student enrollment in public secondary schools ($r(5) = 0.587$, $p = 0.017$ at $\alpha = 0.05$). This suggests that schools equipped with a sufficient range of instructional resources are more likely to support effective learning and student success. Resources such as digital learning tools, instructional guides, and subject-specific materials help teachers deliver more engaging lessons and support differentiated learning approaches that meet diverse student needs. However, the study also noted a lack of variety and relevance in some of these materials, particularly in underrepresented subject areas. This limitation leads to knowledge gaps that hinder students' preparedness for secondary education.

Moreover, where outdated or worn-out resources dominate the school environment, learners are less likely to be enthusiastic about schoolwork, leading to increased absenteeism and dropout rates. To improve learner transition rates, it is imperative that schools receive not only adequate quantities of curriculum materials but also a wide range of relevant, updated, and culturally responsive resources that align with current educational standards.

5.1.4 Provision of Physical Infrastructure on Learner Transition to Public Secondary Schools

Another critical area explored by the study was the condition and availability of physical infrastructure in public secondary schools. The results pointed out that a significant number of these institutions face infrastructure challenges, including a lack of sufficient classrooms, poorly equipped laboratories, inadequate libraries, and unsanitary facilities. These shortcomings make it difficult to admit new students and often contribute to overcrowded and stressful learning environments. The study observed that many classrooms operate well beyond their intended capacity, which severely restricts teachers' ability to deliver effective instruction and provide personalized attention to students.

Additionally, inadequate lighting, broken furniture, and poor ventilation further degrade the learning environment, making it harder for students to concentrate and perform academically. Practical subjects such as science and computer studies are especially affected due to the absence of well-equipped laboratories. Without hands-on experience, students struggle to grasp key scientific concepts. Likewise, the lack of functional libraries and sports facilities deprives students of opportunities for research, recreation, and social development, all of which are essential for well-rounded learning.

Pearson's Product Moment Correlation supported these findings, indicating a statistically significant positive relationship between the presence of adequate physical facilities and learner transition to secondary school ($r(5) = 0.709$, $p = 0.049$ at $\alpha = 0.05$). The availability of proper infrastructure contributes not only to academic performance but also to student safety, health, and well-being. Schools with clean sanitation, proper seating, and sufficient recreational space tend to attract more students and are better able to retain them.

Furthermore, well-maintained facilities send a strong signal to parents and communities about a school's commitment to quality education, which can influence school choice and boost enrollment numbers.

5.1.5 Stakeholder Involvement and Learner Transition to Public Secondary Schools

The study also examined how the involvement of key stakeholders—including parents, local communities, government agencies, and NGOs—impacts student transition to public secondary schools. The findings highlighted that stakeholder participation is critical to enhancing school enrollment and overall academic outcomes. These actors contribute in several ways, such as donating learning materials, building new classrooms, providing student accommodation, and offering mentorship and psychological support to learners. Statistical analysis showed a strong positive correlation between stakeholder engagement and learner transition rates ($r(5) = 0.750$, $p = 0.032$ at $\alpha = 0.05$). This underscores the importance of community-based support systems in promoting educational access.

When parents and community members are actively involved, students benefit from emotional encouragement and practical resources that motivate them to continue their education. Moreover, stakeholder involvement strengthens school governance, accountability, and resource mobilization. Mentorship programs, for instance, help address behavioral and psychological barriers to education, while parental engagement in school activities fosters a collaborative spirit that benefits both students and educators. Such efforts create a nurturing environment that boosts students' confidence, resilience, and academic focus.

5.2 Conclusion

In conclusion, the findings from this study reveal that public secondary schools have yet to achieve full transition of learners from primary schools. Despite national policy frameworks aimed at achieving 100% transition, multiple challenges continue to impede progress. These include an inadequate teacher-to-student ratio, insufficient curriculum support materials, poor physical infrastructure, and inconsistent stakeholder engagement. The study clearly shows that the shortage of qualified teachers directly hinders academic delivery and student engagement, leading to reduced enrollment rates. Similarly, although curriculum support materials are available in most schools, their quality, quantity, and relevance remain insufficient to meet learners' needs.

Without these essential tools, academic standards decline, discouraging further participation in education. In terms of infrastructure, the majority of public secondary schools are still grappling with overcrowded classrooms, lack of well-equipped science labs, poorly stocked libraries, and limited recreational spaces. These conditions not only lower the quality of education but also negatively affect students' physical and mental well-being. However, the research also highlights a positive trend in stakeholder involvement. Community members, parents, and development partners have shown a willingness to support schools through material provision, infrastructure development, and mentorship programs. These efforts are valuable and should be encouraged through formal partnerships and sustainable funding models.

Overall, the study concludes that for the country to realize its goal of universal secondary education, a multi-pronged approach is needed. This involves recruiting more teachers, investing in learning materials and facilities, and promoting inclusive stakeholder participation.

Only through collective action can the barriers to learner transition be effectively addressed, ensuring that every child has access to quality secondary education.

5.3 Recommendations for Practice

This section outlines the study recommendations in terms of practice, policy and further research.

5.3.1 Recommendations for Practice

The study makes the following recommendations;

i. To support the transition of learners into public secondary schools, it is recommended that the Ministry of Education continue recruiting additional teachers. This approach aims to address the high student-to-teacher ratio and thereby facilitate smoother student progression.

ii. Regarding curriculum support materials and learner transition, school principals are encouraged to collaborate with key education stakeholders to ensure the regular and sufficient supply of these materials, which are essential for delivering quality education.

iii. In terms of infrastructure, the study advises school administrators and the Ministry of Education to provide adequate physical facilities—such as classrooms, libraries, and safe recreational spaces—to support effective learner transition into secondary education.

iv. On stakeholder involvement, principals should develop and implement a structured engagement strategy. This framework would align all stakeholders toward a common goal of boosting enrollment and enhancing transition rates in public secondary schools.

5.3.2 Recommendations for Policy

The Ministry of Education should consistently enforce existing policies that mandate school principals to cultivate an enabling learning environment. Such environments are vital for ensuring quality education and increasing the enrollment of students into public secondary schools.

5.3.3 Recommendations for Further Research

i. Further research is recommended to evaluate how principals' perceptions of the 100% transition policy affect student transition rates into public secondary schools

ii. A study should be carried out to explore how teacher-related factors, such as qualifications, experience, and teaching styles, impact learner transition.

iii. Research should be done about the role of student preparedness in influencing their successful transition to public secondary education.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

March 2025

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am currently pursuing a Master of Education in Administration, Leadership, and Management at Mount Kenya University. As part of my academic research, I am conducting a study titled: **Influence of Board of Management Strategies on Learner Transition to Public Secondary Schools in Banisa Sub-county, Mandera County, Kenya.** You have been selected to take part in this study, and I kindly request your full cooperation in completing it. Please be assured that all information you provide will be used strictly for academic purposes, and your identity will remain confidential. Should you be interested, the findings of the research will be made available to you upon request.

Your assistance and cooperation will be highly appreciated.

Thank you in advance,

Yours faithfully

Hussein Yarrow Abdinur

APPENDIX II

INFORMED CONSENT FORM

Dear respondent,

The researcher is a student enrolled in the Master of Education in Administration, Leadership, and Management program at Mount Kenya University. They are conducting a study titled; **Influence of Board of Management Strategies on Learner Transition to Public Secondary Schools in Banisa Sub-county, Mandera County, Kenya.** For the purpose of this research, I kindly ask for your cooperation as you may be requested to respond to some questions. Please be assured that your privacy and the confidentiality of your information will be strictly protected.

Your name will not appear on any research documents, and only the researcher will have access to the data collected. Participation in this study will not result in any personal gain, and involvement is entirely voluntary. You have the right to withdraw at any point before or during the study without any consequences. Please note that no payment or other forms of compensation will be provided for your participation. If you are willing to take part in this research, kindly sign the consent form below.

Participant:

| --- | --- | --- |
| Code of Participant | Signature | Date |

Researcher:

| --- | --- | --- |
| Name of Researcher | Signature | Date |

APPENDIX III

QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS

Dear Respondent,

The researcher is a postgraduate student pursuing a Master of Education in Administration, Leadership, and Management at Mount Kenya University. The study focuses on examining the **Influence of Board of Management Strategies on Learner Transition to Public Secondary Schools in Banisa Sub-county, Mandera County, Kenya.**

Section A: Demographic Information

Instruction: Please select the most appropriate option by ticking the box and complete the required fields in the spaces provided.

1. Gender: Male [ ] Female [ ]
2. Highest Level of Education: Diploma [ ] Degree [ ] Postgraduate [ ]

Section B: Learner Transition to Public Secondary Schools

1. Kindly evaluate the learner transition rate to your secondary school by comparing the number of students who sat for KCPE with those who enrolled in Form I over the past five years (2019–2023)

Academic Year	No. of Learners who Sat for KCPE	No. of Leaners Enrolled in Form I
2019		
2020		
2021		
2022		
2023		

Section C: Provision of Teachers and Learner Transition to Public Secondary Schools

1. Kindly indicate the total number of teachers currently working at your secondary school

Number of teachers employed by the Teachers Service Commission [ ]

Number of teachers hired by the Board of Management (BOM) [ ]

2. To what extent do you agree with the following statements regarding how teacher availability affects student transition into your secondary school?

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**--Strongly Disagree

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my secondary school, there are few teachers employed by TSC and has lowered learner transition					
2	Number of teachers employed by BOM is low and has reduced learner transition					
3	Despite having few TSC teachers, my secondary school has employed BOM teachers to attract many students					
4	To improve learner transition, my school has employed many BOM teachers					
5	Few learners are attracted to my secondary school since there are inadequate number of teachers					

Section D: Provision of Curriculum Support Materials and Learner Transition to Public Secondary Schools

1. Please indicate which curriculum support materials are currently available at your secondary school by checking the relevant boxes:

Textbooks and stationery [ ] Reference materials [ ]

Revision booklets/papers [ ] Teaching aids and resources [ ]

2. On a scale from 1 to 3, how would you rate the adequacy of curriculum support materials provided at your school?
3. Please indicate your level of agreement with the following statements regarding how curriculum support materials affect learner transition at your school.

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My secondary school provides enough textbooks for learning as a way of attracting students					
2	In my secondary school, teaching aids are not adequate to attract more students					
3	In my secondary school, reference materials are not enough to cater for all students' needs thus, has not improved participation of students					
4	In my secondary school, provision of curriculum support materials has not been made regular to attract many students					
5	To realize smooth learner transition, my secondary school has ensured provision of adequate curriculum support materials					

Section E: Provision of Physical Facilities and Learner Transition to Public Secondary Schools

1. Indicate the number of physical facilities available at your secondary school to support student admissions:

   Comfortable classrooms: [ ]

   Fully stocked libraries: [ ]

   Well-equipped science laboratories: [ ]

   Modern resource centers: [ ]

2. On a scale of 1 to 3, assess how sufficient physical facilities at your school are:

   Adequate [ ]

   Inadequate [ ]

   Unsure [ ]

3. To what extent do you agree with the following statements regarding how the availability of school facilities influences students' transition to academic activities?

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my secondary school, the number of classrooms compared to number of students is low and has lowered learner transition					
2	In my secondary school, the library is not well-stocked with learning materials to attract learners					
3	Laboratories in my secondary are not well-equipped to attract new learners					
4	To improve learner transition, my school has introduced well-equipped resource centers					
5	Despite having adequate physical facilities, the number of learners transiting to my school is still low					

Section F: Stakeholder Involvement and Learner Transition to Public Secondary Schools

1. Please indicate how frequently your school engages parents in the following activities.

Stakeholder Involvement Activities	VO	O	S	R	N
In learning material development					
Provision of instructional resources					
Assisting learners with homework activities					
In monitoring learner behaviour					

Key: **VO**-Very Often **O**: Often **S:** Sometimes **R**: Rarely **N**: Never

2. To what extent do you agree with the following statements regarding the impact of stakeholder involvement on student transitions within your school?

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, stakeholders provide instructional materials which has improved learner transition					
2	My school usually involves stakeholders to set up new classrooms as a way of improving learner transition					
3	In my school, stakeholders are often involved to help source for accommodation facilities which has enhanced learner transition					
4	To improve learner transition, stakeholders are rarely involved in mentoring and guiding learners as a way of enhancing learner transition					
5	Activities undertaken by stakeholders have not improved learner transition					

Thank you, Hussein Yarrow Abdinur

APPENDIX IV

INTERVIEW GUIDE FOR PRINCIPALS AND MEMBERS OF SCHOOL BoM

Dear Respondent,

Section A: Demographic Information

1. Gender:……
2. What is your level of education?.....

Section B: Learner Transition to Public Secondary Schools

1. How many students have enrolled in Form I at your secondary school each year from 2019 to 2023?.....

Section C: Provision of Teachers and Learner Transition to Public Secondary Schools

1. What is the total number of TSC-appointed and BOM-employed teachers currently serving in your secondary school?
2. How significantly has the availability of teachers impacted the rate at which students transition to your school?

Section D: Provision of Curriculum Support Materials and Learner Transition to Public Secondary Schools

1. To what extent are the curriculum support materials in your school sufficient and appropriate for effective teaching and learning?
2. In what ways has the availability of curriculum support materials impacted the rate or ease of learner transition into your school?

Section E: Provision of Physical Facilities and Learner Transition to Public Secondary Schools

1. To what extent are the physical facilities in your secondary school adequate?
2. How does the availability of physical facilities affect student transition into your school?

Section F: Stakeholder Involvement and Learner Transition to Public Secondary Schools

1. What types of activities do stakeholders participate in at your school?
2. How frequently does your school's Board of Management (BoM) engage stakeholders in academic programs?
3. To what degree has the involvement of parents, facilitated by the BoM, impacted student transition rates at your school?

Thank you

Hussein Yarrow Abdinur

APPENDIX V

ETHICAL CLEARANCE FROM MOUNT KENYA UNIVERSITY

Mount Kenya University

REF: **MKU/ISERC/5054**
TO: **HUSSEIN YARROW ABDINUR**

Date: 07 May 2025

REG: **MED/2020/65373**

Dear Sir/Madam,

RE: INFLUENCE OF BOARD OF MANAGEMENT STRATEGIES ON LEARNER TRANSITION TO PUBLIC SECONDARY SCHOOLS IN BANISA SUB-COUNTY, MANDERA COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3776.** The approval period is **07/05/2025 - 06/05/2026.**

This approval is subject to compliance with the following requirements;

i. Only approved documents including informed consents, study instruments, MTA will be used
ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

MOUNT KENYA UNIVERSITY
ETHICS REVIEW COMMITTEE
P. O. Box 342 - 01000,
THIKA

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.

APPENDIX VI

INTRODUCTION LETTER FROM THE SCHOOL OF POSTGRADUATE STUDIES OF MOUNT KENYA UNIVERSITY

Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MED/2020/65373

7th May, 2025

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,

RE: HUSSEIN YARROW ABDINUR – REGISTRATION NO. MED/2020/65373

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education.**

The title of the research is **"Influence of Board of Management Strategies on Learner Transition to Public Secondary Schools in Banisa Sub-County, Mandera County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **May, 2025 and July, 2025.**

Any assistance accorded to the student will be highly appreciated.

Thank you.

Mount Kenya University
P.O. Box 342-01000, THIKA
Office of the Director,
Graduate Studies

Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

APPENDIX VII

AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION, NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **454477**

Date of Issue: **03/June/2025**

RESEARCH LICENSE

This is to Certify that Mr.. HUSSEIN ABDINUR YARROW of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Mandera on the topic: INFLUENCE OF BOARD OF MANAGEMENT STRATEGIES ON LEARNER TRANSITION TO PUBLIC SECONDARY SCHOOLS IN BANISA SUB-COUNTY, MANDERA COUNTY, KENYA for the period ending : 03/June/2026.

License No: **NACOSTI/P/25/4173931**

454477

Applicant Identification Number

Deputy Director
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX VIII

RESEARCH AUTHORIZATION LETTER FROM COUNTY COMMISSIONER, MANDERA

OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND NATIONAL ADMINISTARTION

STATE DEPARTMENT OF INTERNAL SECURITY AND NATIONAL ADMINISTRATION

Telegraphic Address: "County"
Email: ccmandera@hotmail.com
When replying please quote

Ref No: CC/MDR/RM.71/ VOL II (19)

The County Commissioner
P. O. Box 77 - 70300
MANDERA

10Th May 2025

Deputy County Commissioner
BANISA SUB-COUNTY

RE: RESEARCH AUTHORISATION

Reference is made to license no. **NACOSTI/P/25/4173931** dated 3RD JUNE 2025 from the Director General's Office, National Commission for Science, Technology and Innovation addressed to Mr. Hussein Yarrow Abdinur on the above named subject. This is to inform you that Mr. Hussein Yarrow Abdinur has been granted authority to carry out research on, **"Influence of Board of Management Strategies Learner Transition to Public Secondary Schools in Banisa Sub-county, Mandera County, Kenya"** for the period ending on 3RD June 2026.

Please let you and your officers give the researcher the necessary assistance

Thank you.

H. O. OCHAKO
COUNTY COMMISSIONER
MANDERA COUNTY

County Commissioner
P. O. Box 77 - 70300
Mandera
Date:.....

Cc:
The Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI

APPENDIX IX

RESEARCH AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF EDUCATION, MANDERA

MINISTRY OF EDUCATION

STATE DEPARTMENT OF BASIC EDUCATION

Telephone: Mandera 2018/2239
When replying please quote

REF: EDM/MCT/2.01/VOL I (192)

COUNTY DIRECTOR OF EDUCATION,
MANDERA,
P.O. BOX 30-70300,
MANDERA.

DATE: 13Th May, 2025

TO WHOM IT MAY CONCER
RE: HUSSEIN YARROW ABDINUR
NACOSTI LICENE (P/25/4173931)

RE: RESEARCH AUTHORISATION

This is to introduce to you the above-named student who hails from Mount Kenya University has been authorized by National Commission for Science, Technology and Innovation (NACOSTI) and is intending to carry out research on the topic (**INFLUENCE OF BOARD OF MANAGEMENT STRATEGIES LEARNER TRANSITION TO PUBLIC SECONDARY SCHOOLS IN BANISA SUB-COUNTY, MANDERA COUNTY, KENYA)** for the period ending on 3RD June 2026.

Please accord Mr. HUSSEIN assistance and cooperation to conduct the research accordingly.

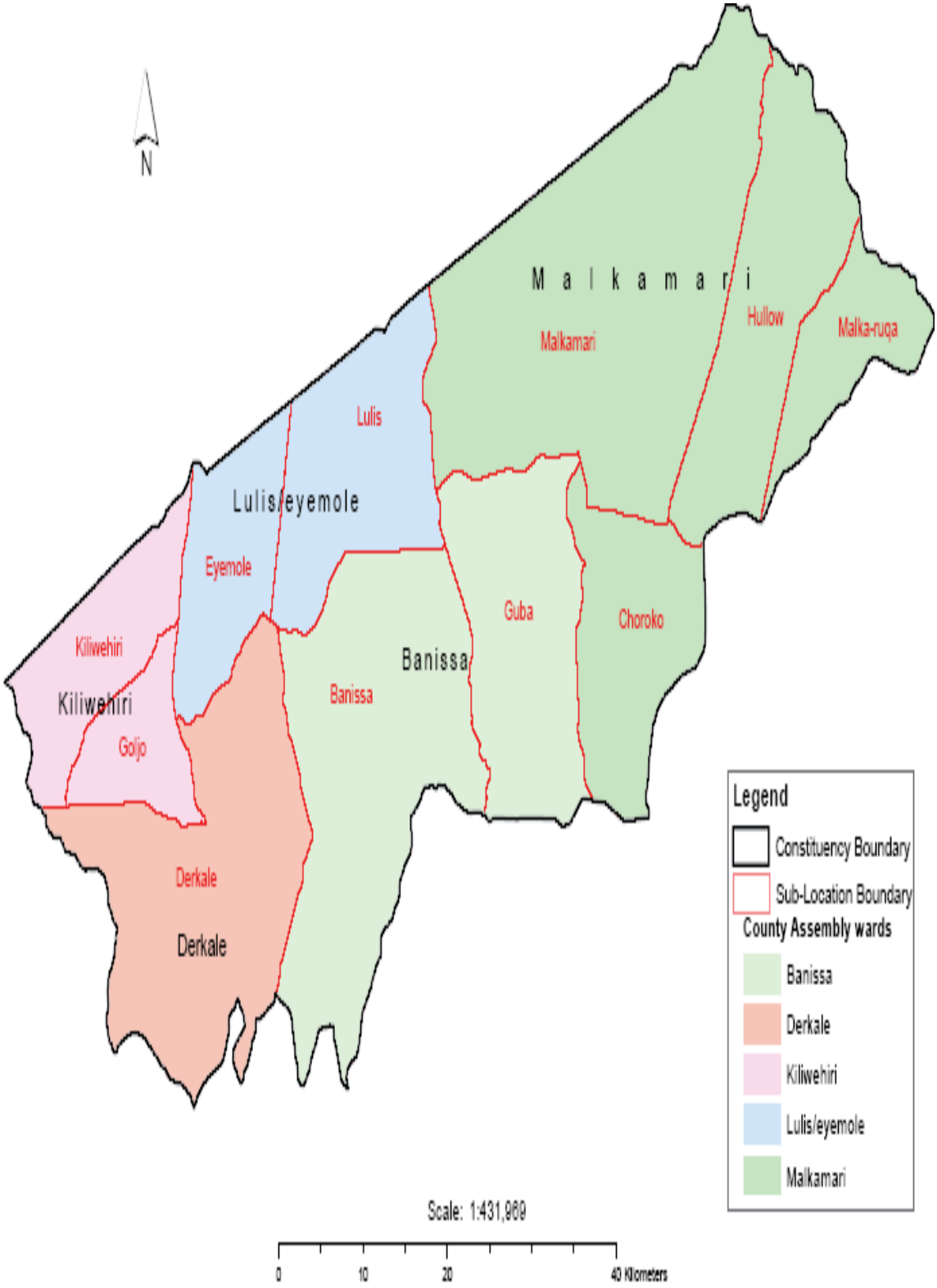
Thank you.

COUNTY DIRECTOR OF EDUCATION

ABDI S SHEIKH
COUNTY DIRECTOR OF EDUCATION
MANDERA.

APPENDIX X

THE MAP OF BANISA CONSTITUENCY SHOWING BANISA SUB-COUNTY



Source: Independent Electoral and Boundaries Commission (2012)

APPENDIX XI

SIMILARITY INDEX REPORT

HUSSEIN YARROW ABDINUR

INFLUENCE OF BOARD OF MANAGEMENT STRATEGIES ON LEARNER TRANSITION TO PUBLIC SECONDARY SCHOOLS I...

Mount Kenya University

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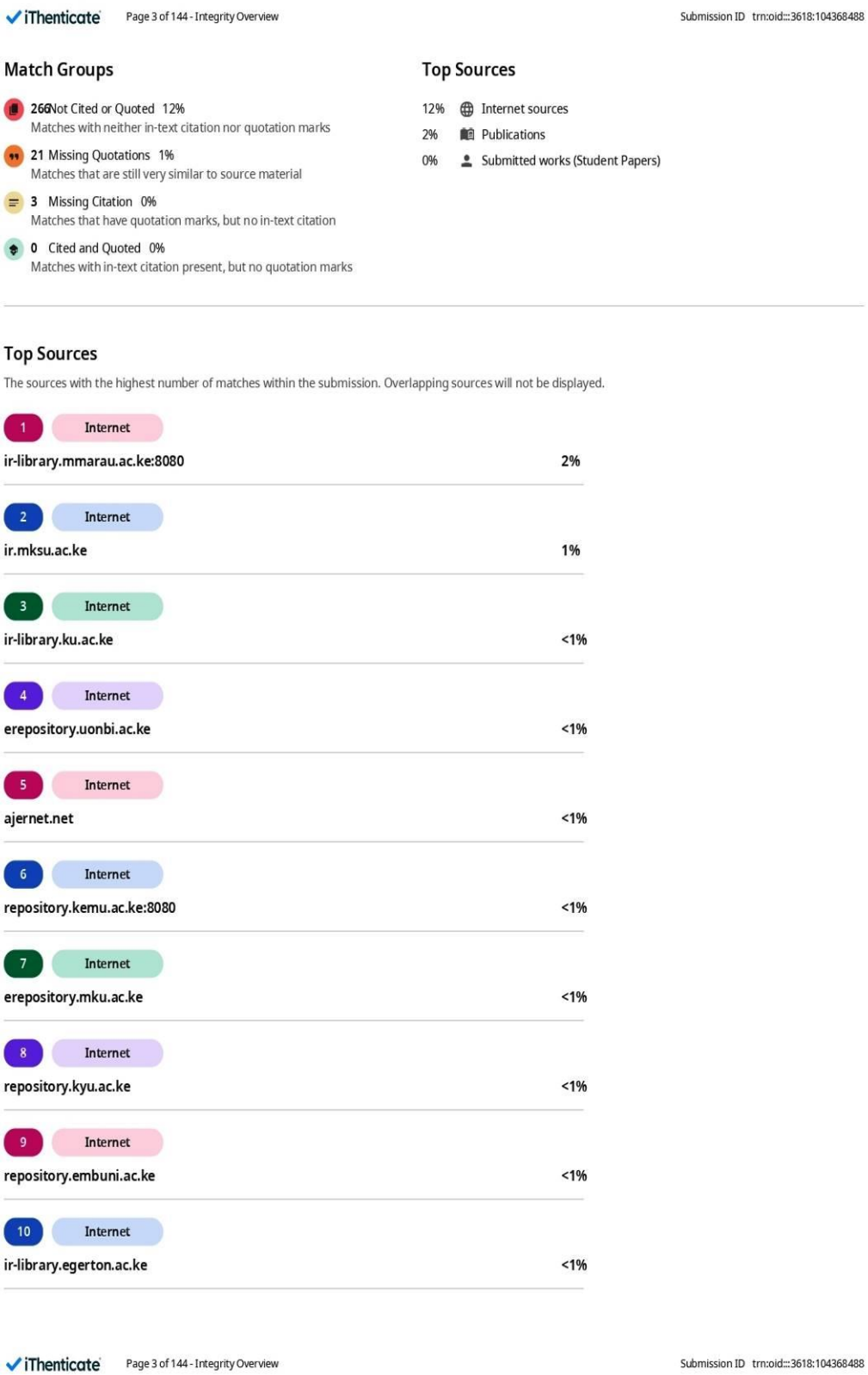

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