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Physical Facilities and Sustainability of Hundred Percent Transition Policy in Secondary Schools in Bungoma County, Kenya

Jane Barasa, Sarah Likoko, Roselyne Ochwada

Department of Educational Planning & Management, Kibabii University, Bungoma, Kenya

ABSTRACT

In order to minimize the cost of schooling and provide a 100% transition from primary to secondary school, the government launched free Secondary Education and free day Secondary Education. This move however has not realized the full transition rate. The purpose of this study was to investigate the influence of provision of physical facilities on sustainability of hundred percent transition policy in public secondary schools in Bungoma County. This study sought to establish the influence of provision of physical facilities on sustainability of hundred percent transition policy in public secondary schools in Bungoma .Descriptive survey research design was used in the study. Data was collected using questionnaires, interview schedule for principals and document analysis. The population of the study consisted of Principals and secondary school teachers. The sample size was 176 respondents selected through purposive sampling for the principals while simple random sampling was used to select the teachers. Questionnaires and interview schedules were used as instruments for data collection. A pilot study was conducted to test the reliability of the data collection tools while expert opinion was sought to enhance the validity of the research instruments. The study findings were presented using APA tables, data was coded and entered into statistical package of social sciences (SPSS) processor for analysis and analyzed using descriptive statistics. The findings of the study showed that the schools lacked adequate material and physical facilities to cater for the ballooning number of students. The study therefore recommends that the government addresses the issue of providing adequate material and physical facilities in the study schools for sustainability of the hundred percent transition policy and effective implementation. It is hoped that the study findings would help all educational planners to address provision of physical facilities in enhancing sustainability of hundred percent transition policy.

KEYWORDS: *Physical Facilities, Sustainability, Hundred Percent Transition Policy*

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1. INTRODUCTION

Education is a public good, a basic human right and a basis for other rights to be achieved. It equips individuals with knowledge, skills, values, attitudes and capacities needed to increase overall productivity and income generation. Study evidence suggests that young people's potential job prospects and life chances are primarily influenced by their academic success at school and therefore as a fundamental human right. All sovereign states across the world are continually striving to meet the social cost of educating their citizens.

The introduction of hundred percent transition policy in public secondary schools in Kenya has fashioned the necessity for an appraisal of the sustainability of the policy in regard to provision of physical facilities. Studies conducted in Kenya indicate that physical facilities in schools are over stretched (Imbova et al, 2018; Mackatiani, 2017;

Mackatiani et al,2020). The policy aims at avoiding wastage by ensuring that all learners transit from primary to secondary education as part of the global campaign to give all children access to 12 years of continuous learning. The cost of secondary education in Kenya was the main reason for the low transition rate from primary to secondary school. The Government therefore introduced subsidized Secondary Education to lower the cost of education and subsequently increase the transition rates from primary to secondary school. The physical facilities maintenance and development in educational institutions by parents, and sponsors as well as communities must be kept energized. Actual facilities include classes, libraries, administrative blocks, and facilities for assembly halls, play grounds, workshops, kitchen as well quarters for staff, latrine and many more. Learners are entitled to essential facilities for instance clean environment, safe drinking water, school washrooms and basic information on hygiene. Accessibility of sanitation offices improves the learning environment, improves learners' wellbeing, and supports learners' school participation and accomplishment. Absence of fresh water as well as sanitation is one reason why learners, and particularly young ladies in many developing nations, quit schools because of lack sufficient sanitization. This seriously affects the wellbeing and social development of learners. Studies on the impact of school environmental infrastructure on institutional performance have established that provision of adequate physical facilities is crucial in sustainability of hundred percent transition. These facilities are specified to include structures such as, classrooms, offices, bathrooms, dormitories, libraries, laboratories, kitchens, water tanks, and playground equipment among others. These physical facilities should be sufficient, appropriate and appropriately positioned, free of any hazards to consumers or those surrounding them. Adeyemi (2018) notes that where there is sufficient quantity and consistency of physical facilities, learning experiences are fruitful; and that unattractive school buildings, cramped classrooms, non-availability of playing ground will lead to poor academic success. He further posits that the academic success of schools is improved and supported by sufficient physical facilities. According to Lumuli (2009), the availability of suitable learning resources at all stages, including facilities and human capital, increases the consistency and importance of learners' imparted skills. He posits that the provision of physical facilities in a school has a direct effect on the school's retaining capacity. He also notes that learning activities are efficient where the consistency and quantity of physical resources are adequate; and that unattractive school structures, stuffed study rooms, non-accessibility to ground for playing as well as environmental factors that have no aesthetic elegance might result to poor scholarly performance. Stoner, Freeman and Gilbert (2016) posit that organization of schools and physical conditions either energize or restrain development of a culture of achievement. Lumuli (2009) emphasizes that adequate learning facilities at all levels, enhance the consistency and relevance of the skills given to students. Stoner, Freeman and Gilbert (2016), portrayed the environment of an institution as all the components pertinent to its activity and they incorporate the immediate and roundabout activity components. Research has also indicated that there is a strong correlation between the physical environment and the academic success of the learner. Wamahiu (2015) notes that when order prevails, learning happens more quickly, amenities are tidy as well as in a condition that is good, supplies being sufficient. Both programs play a part in addressing the emotional and physical needs of the employees and pupils of the school. Earthman (2016) noted that comfortable temperatures in the classroom and smaller classes improve the effectiveness of teachers and provide students with opportunities to receive more personal attention seek clarification, fully participate in discussions, reducing behavioral issues and doing higher by many percentage points than pupils in schools with substandard buildings. The overall development of learners in the perceptual, affective, and psychomotor realms will take place only in an atmosphere conducive to learning and teaching. The academic standard of schools depends on the location of the school. The environment of secondary schools should inspire, encourage and improve the daily attendance of students at school. The crucial aspect in achieving this is therefore for schools to be institutions where learners work collectively, acquire from one another as well as profit from a positive school atmosphere. Investment in educational infrastructure streamlines the curriculum so that all students achieve their full learning ability. The use of these school facilities regularly leads to fruitful learning outcomes as it motivates and encourages learners (Lumuli, 2009). He also noted that the academic success of learners is influenced by classrooms, teaching aids, stationeries, and laboratories. The researchers hence investigated the influence of school infrastructure on the viability of

the hundred percent transfer program in Bungoma County public secondary schools, as no such research was undertaken in the area.

1.1. Purpose of the Study

The purpose of the study was to investigate the influence of physical facilities on sustainability of the hundred percent (100%) transition in public secondary schools in Bungoma County, Kenya.

1.2. Significance of the Study

It is hoped that the study will contribute advance knowledge in area of sustainability of hundred percent transition policy which will enable the Ministry of Education Science and Technology officials to come up with guidelines that will enhance the implementation of the policy, hence the study will also be a reference source in making decisions on the sustainability of hundred percent transition policy. It is also hoped that the Board of Management will be enlightened on the status of the existing physical facilities in their schools and how this affects the sustainability of hundred percent transition policy in their schools. The schools' BOM may use the research findings to form policies and initiate the construction of school facilities. It may further enlighten the BOM on the need to ensure that there are adequate teaching and learning resources in their schools. The findings of this study may be of use to education stakeholders in different sectors. First, the educational planners may use it as a guide to allocate funds for expansion of school infrastructure to public schools. Education Policy makers may also use the findings of the study to address educational efficiency and cost effectiveness. The study findings may be used by the Ministry of Education to assess the impact of funds allocated to public secondary schools for infrastructural development. Findings of the study would also be helpful to the secondary school principals and their respective Board of Management when making decisions regarding development of school infrastructure so that they give priority to those facilities that are inadequate and those that affect the running of the school programs.

2. METHODOLOGY

In this study, a descriptive survey research design was utilized. According to Orodho (2002), in preliminary and exploratory studies, descriptive survey research designs are used to help researchers to collect, present, summarize as well as analyze information for clarity purposes. The design was adopted because it was intended to produce statistical information on school factors and sustainability of hundred percent transition policy in public secondary schools in Bungoma County. The target population was 440 principals and 1,320 teachers. Teachers were selected because they oversee the implementation of 100% transition policy and hence its' sustainability while the Principals were selected since they are the ones that manage the administration of 100% transition policy in the study schools. The sample entailed of 44 public secondary schools selected out of 440 secondary schools using ten percent as postulated by Mugenda & Mugenda (2008). Therefore, 44 Principals were purposively sampled and 132 Teachers were selected using simple random sampling. Stratified sampling was used to pick 44 schools out of 440 schools in the County of which 10 schools were boy schools, 10 girls' schools and 24 mixed schools. This was in accordance with the 10-50 percent sample size requirement by Mugenda & Mugenda (2008). Questionnaires, Observation checklist and interview schedules were the key instruments of data collection for this study to gather qualitative as well as quantitative information from teachers, both open and close-ended questionnaires were utilized.

3. RESULTS AND DISCUSSIONS

3.1. Physical Facilities and Sustainability of Hundred Percent Transition Policy

The Teachers were asked to establish the relationship between physical facilities and sustainability of hundred percent transition policy. To analyze the data and examine the relationship between physical facilities and sustainability of hundred percent transition policy, descriptive statistics for each question was calculated, in addition to Chi-Square and Principal Component Analysis. Findings are shown in Table 1.

Table 1: Descriptive Statistics on Physical Facilities and Sustainability of Hundred Percent Transition Policy

Physical Facilities	N	Min	Max	Mean	Std. Dev
Electricity	120	1.0	2.0	1.3750	.48615
Water	120	1.0	2.0	1.4167	.49507
Housing	120	1.0	2.0	1.4417	.50035
Computer Laboratory	120	1.0	2.0	1.4833	.49507
Toilets	120	1.0	2.0	1.4333	.49761
Dining	120	1.0	2.0	1.4750	.49642
Playing	120	1.0	2.0	1.4333	.50098
Valid N (List wise)	120				

Source: Researchers field Data, 2020

The findings in Table 1 reveals that all the questioned physical facilities were inadequate as indicated means for electricity, water housing, computer laboratory

toilets, dining hall and playing ground were below the average mean of 1.5. These descriptive results underline the fact that schools need physical facilities for sustainability of the hundred percent transition policy in the study schools. Physical facilities help in nurturing student values, attitudes and behaviors by maintaining discipline and orderliness while in school. Therefore for sustainability of the hundred percent transition policy, schools should be well equipped with physical facilities. The qualitative data obtained from the Principals was in agreement with these findings as it was revealed that most schools were not linked to the power grid, lacked safe supply of water, lacked housing for both teaching and non-teaching staff, lacked computer laboratories and playing grounds.

The findings show that availability of physical resources is fundamental for secondary schools to realize the objectives of education (UNESCO, 2016). Quality is at the heart of education, a fundamental determinant of enrolment, retention and achievement. Its expanded definition sets out the desirable characteristics of healthy, motivated learners, Processes with competent teachers who use active pedagogies, Curricula with relevant content and systems that are well governed and equitable resource allocation (UNESCO,2015). For learners to be healthy, enhanced and adequate physical resources should be put in place to cater for the increased enrolments. Inadequate latrines, toilets, housing, playing fields and water pose a threat to the health of learners. This has adverse effect on class attendance, motivation and the general wellbeing of the learners. Adequacy of physical recourses therefore will enable the smooth delivery of subject content as well as promote the motivation of both the teachers and the students. Therefore for proper sustainability of the hundred percent transition policy, schools in Kenya need to be properly endowed with adequate physical facilities.

In addition, the correlation relationship between physical facilities and sustainability of hundred percent transition policy was analyzed. Pearson Correlation was used to determine the relationship between the independent and dependent variables. Correlation effect size from Evans (1996) was adopted to describe the strength of the correlation using the guide of r: .00-.19 denotes 'very weak', .20-.39 denotes 'weak', .40-.59 denotes 'moderate', .60-.79 denotes 'strong' and .80-1.0 denotes 'very strong'.

The correlation results are as indicated in Table 2.

Table 2: Correlation between Physical Facilities and Sustainability of HundredPercent Transition Policy

Physical facilities	Sustainability of Hundred Percent Transition Policy
Pearson Correlation	.881**
Sig. (2-tailed)	.000
N	200

***. Correlation is significant at the 0.01 level (2-tailed)*

Researchers' field Data, (2020)

Pearson's Correlation Coefficient was used to determine the strength of a linear relationship between physical facilities and sustainability of the hundred percent transition policy. The relationship between physical facilities and sustainability of the hundred percent transition policyTable 2 was found to be strongly positive and statistically significant ($r = 0.881$; $p < 0.05$) at 0.01 significance level. Thus high level of physical facilities availability in schools is greatly associated with sustainability of hundred percent transition Policy. This implies that the sustainability of hundred percent is largely influenced by the level of physical facilities equipped and accessed by the schools. The actualization of educational goals and objectives includes the availability, full use and adequate maintenance of facilities that increase the quality of teaching and learning and thus, the internal performance of secondary education provision in schools. This is reinforced by Lumuli (2009), who points out that the availability of appropriate physical infrastructure at all levels, including facilities and human resources, increases the consistency andimportance of the skills imparted to learners. Learning and teaching processes are not carried out in a vacuum, but instead in a very well surroundings to promote learning. Inadequate school physical resources may cause frustration and resistance while a planned physical resource is a centre of satisfactory students learning that leads to improved academic outcomes. Improved standard of infrastructure in secondary schools results to remarkable development in the educationsystem as a whole (Muendo, 2014). Inadequate latrines, toilets, bathrooms and water pose a threat to the health of learners (UNICEF, 2008). This has adverse effect on class attendance, motivation and the general wellbeing of the learners.

3.2. Summary of findings on physical Facilities and Sustainability of Hundred Percent Transition Policy

In summary the study revealed that all the questioned physical facilities were inadequate as indicated means for electricity; housing, computer laboratory toilets,

dining hall and playing ground were below the average mean of 3.5. These descriptive results underline the fact that schools need physical facilities for proper implementation of the hundred percent transition policy in the study schools. The relationship between physical facilities and sustainability of the hundred percent transition policy was found to be strongly positive and statistically significant ($r = 0.881$; $p < 0.05$) at 0.01 significance level. Thus high level of physical facilities unavailability in schools is greatly associated with sustainability of hundred percent transition Policy. The findings showed that schools under study lacked adequate physical facilities to support the sustainability of the hundred percent transition policy.

4. CONCLUSION

The study concludes that physical facilities influence sustainability of hundred percent transition policy. The study schools had inadequate physical facilities.

5. RECOMMENDATION.

The school stakeholders should be able to provide avenues for physical facilities acquisition and enable the schools to handle the ever increasing number of students as they sustain the hundred percent transition policy.

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