



Influence of Board of Management’s Provision of Physical Facilities on Learner Transition to Public Secondary Schools in Banisa Sub-County, Mandera County, Kenya

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Abstract: School Board of Management plays an important role in the provision of physical facilities which enable such schools to admit many learners. However, in public secondary schools in Banisa Sub-county, learner transition to public secondary schools has been low, with transition rates from primary to public secondary schools standing at 55.9%. Thus, this study sought to examine the influence of the Board of Management’s provision of physical facilities on learner transition to public secondary schools. The study applied mixed methodology and adopted a concurrent triangulation research design. Target population comprised 8 principals, 113 teachers, and 136 members of the school BoM, totaling 257 respondents, from which a sample of 156 respondents was determined using Yamane’s Formula. This sample consisted of 6 principals, 110 teachers, and 40 members of the school BoM. Questionnaires were used to collect data from teachers and interviews for principals and members of school BoM. Qualitative data were analyzed thematically based on the objectives and presented in narrative forms. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferentially using Pearson’s Product Moment Correlation Analysis using Statistical Package for Social Sciences (SPSS Version 25) and presented using tables. The study found that learner transition to public secondary schools has not reached the 100 % as anticipated, partly due to the school BoMs which have not ensured adequacy of physical facilities. Thus, school managers and the Ministry of Education should ensure that public secondary schools have adequate facilities.

Keywords: Public, Secondary schools, Provision of physical facilities, Board of Management, Learner transition

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1. Introduction

Every child has a right to education, and this has seen great expansion in the implementation of different curricula and education systems worldwide. Muralidharan and Prakash (2023) assert that such demands have seen the adoption of the Sustainable Development Goals (SDGs) whose main pillar is to see countries work towards the realization of universal

primary and secondary education by 2030. Cognizant of this fact, Muralidharan and Prakash (2023) posit that education systems have developed different initiatives to ensure that secondary schools realize high students’ participation rates in secondary schools. In other words, every nation has ensured that children enroll into schools and transit from one level to another. According to Bishop (2024), learner transition entails mobility of learners from one level of education to another. In the context of primary and secondary schools, Bishop (2024)

posits that learner transition is the movement of learners from primary to secondary school levels of education. However, in many instances, this has not been the case, with learner transition from primary to secondary schools being low. For example, in Mexico, a report authored by Cisneros-Chernour, Cisneros and Moreno (2023) shows that, despite the expansion of education systems and introduction of education curriculum geared towards ensuring the realization of Education For All, the number of primary school learners who transit to secondary schools is still low at 23.9%. In Colombia, Cisneros-Chernour et al (2023) further note that the rate of flow of learners from primary to secondary schools has been on the decline.

In Austria, a report authored by Woessmann (2020) shows that, in 2018, transition rates in secondary schools stood at 67.9%, in 2019, it dropped to 64.9%, in 2020, it was 59.4%, in 2021, it was 57.8% whereas, in 2022, the rate stood at 55.1%. This points to the fact that the issue of transition of learners is a global problem confronting the education industry around the world as countries seek to stem inefficiency which leads to wastage. To mitigate these challenges, school boards of management have come up with strategies, which include provision of physical facilities. School board of management (BoM) plays a pivotal role in the governance of schools, with responsibilities spanning beyond administrative functions to include the provision of essential resources, such as physical facilities. These facilities, including classrooms, libraries, sanitation facilities, and recreational spaces, significantly affect the quality of education and the success of student transitions to secondary schools. In the words of Oni and Amuda (2020), the role of school boards varies across regions, but it generally includes overseeing the administration of the school, ensuring compliance with educational policies, and providing the necessary resources for effective learning. According to Oni and Amuda (2020), a well-equipped learning environment, which includes physical facilities, has been shown to be critical in enhancing student performance and, consequently, learner transitions to higher education levels. This indicates that the availability of conducive physical spaces such as classrooms, libraries, laboratories and sports facilities contributes to the students' cognitive and emotional development. Transitioning from primary to secondary school can be a challenging period for many students, especially when they face substandard infrastructure.

In Kuala Lumpur, Malaysia, the role of the BoM in ensuring the availability of adequate school facilities is crucial for supporting students' transition. The Malaysian Ministry of Education has emphasized the importance of physical infrastructure in enhancing the quality of education. Chin (2020) posits that schools with modern physical facilities, such as computer labs and well-maintained sports grounds, provide a better environment for learning, contributing to improved

academic performance and smoother transitions to secondary education. This implies that the BoM's efforts in maintaining and upgrading physical facilities have been credited with reducing dropout rates and enhancing overall student satisfaction. In Nigeria, Adebayo (2020) indicates that students in schools with better physical facilities are more likely to succeed academically and transition smoothly to secondary education. According to Adebayo (2020), such smooth transition is often attributed to better teacher-student engagement and enhanced learning experiences. In contrast, in areas with inadequate physical facilities, learners may face challenges such as overcrowded classrooms, lack of proper sanitation, and insufficient recreational spaces. These deficiencies contribute to poor academic performance, high dropout rates, and difficulties in adjusting to secondary school. In Botswana, the school BoM's role in physical facility provision has been a focal point of educational reforms aimed at improving educational standards and learner outcomes. O'Neill (2021) asserts that the quality of school facilities significantly impacts student transition rates, particularly in rural areas where schools often lack basic infrastructure. According to O'Neill (2021), schools in Botswana with adequate physical facilities experience fewer dropout rates, as students feel more comfortable and engaged in their learning environments. The BoM's responsibility in overseeing the construction and maintenance of these facilities is crucial in ensuring that the transition to secondary school is successful.

In Kenya, the role of the BoM in providing physical facilities has also garnered attention due to the country's focus on universal secondary education. The Kenyan government has invested in expanding secondary education, but many schools still struggle with inadequate physical resources. Studies show that the presence of physical resources such as classrooms, laboratories, and sanitation facilities enhances student motivation and reduces the chances of students failing to complete their transition (Ngugi & Ochieng, 2023). School BoM, in collaboration with the government, has been instrumental in advocating for the improvement of physical facilities, especially in marginalized areas, which significantly impacts the learners' academic progress. In Banisa Sub-county, physical facility provision by the school BoM is a critical factor in the success of learners' transition from primary to secondary schools. According to Agha (2021), the BoM's role in improving physical facilities has been a decisive factor in reducing dropout rates and improving academic performance. This indicates that schools with better infrastructure were more likely to have better student retention rates and smoother transitions to secondary education.

However, learner transition from primary to public secondary schools has been bedeviled with numerous challenges. For example, a survey done in Mandera County by Jillaow, Momanyi and Mwalw'a (2020)

shows that, out of over 2349 learners who sat their KCPE in public primary schools in places like Banisa sub-county, only 55.9% of them enroll to Form I for the last five years. Another survey undertaken in Mandera County by Ibrahim and Manduku (2024) also found that, since 2019, the number of KCPE candidates who transit to form I was as low as 58.5% and the situation has remained almost the same to date compared to the national aggregate which stands at 88.5%. However, much was yet to be done to interrogate the extent to which Board of Management strategies influence transition to public secondary schools, hence the study.

1.1 Research Objectives

The study sought to address the following objectives:

1. To assess the status of learner transition to public secondary in Banisa Sub-county.
2. To examine the influence of Board of Management's provision of physical facilities on learner transition to public secondary schools in Banisa Sub-county.

1.2 Research Hypothesis

The study tested the following null hypothesis:

Ho1: There is statistically no significant influence of Board of Management's provision of physical facilities on learner transition to public secondary schools in Banisa Sub-county.

2. Literature Review

Provision of physical facilities in schools entails the availability, adequacy, and quality of the infrastructure and resources that support the educational environment. These facilities are critical components of the educational system, providing the necessary tools and spaces for effective teaching and learning processes. School physical facilities include buildings, land, resource centers, laboratories, furniture, teaching spaces and ancillary rooms. In keeping with these assertions, Beynon (2022) also enumerates school facilities such as offices, staff rooms, laboratories and classrooms. Beynon (2022) also cited workshops, equipment, stores, libraries, hostels, staff houses and the school grounds. These facilities have had major impacts on the quality of secondary education. To lend credence to these viewpoints, Rivkin, Hanushek and Kain (2021) conducted a study in the United States of America which showed the relationship between the availability of school facilities and learners' learner transition. In the same token, a study carried out in Germany by Baumert, Köller and Schnabel (2022) examined the impact of school infrastructure on student outcomes. The study found that schools with better physical facilities, such as modern classrooms, well-equipped science labs, and comprehensive sports facilities, had higher student

performance in standardized tests. The researchers attributed this to an enhanced learning environment that fosters student engagement and motivation. Further research by Lübke and Bos (2020) indicated that the quality of physical facilities also affected teacher satisfaction and retention, indirectly influencing learner transition. Schools with updated and well-maintained infrastructure reported lower teacher turnover rates, contributing to a more stable and effective teaching environment.

In France, the centralized educational system provides a different context for analyzing the impact of physical facilities on learner transition. A study carried out by Piketty and Valdenaire (2023) explored the relationship between school infrastructure investments and student achievement. The findings highlighted that schools with recent renovations and modern amenities, such as digital classrooms and accessible libraries, showed improved student performance, particularly in urban areas. Additionally, a report by the French Ministry of Education (2020) emphasized the importance of equitable distribution of resources. Schools in disadvantaged areas that received targeted infrastructure improvements showed notable gains in learner transition, suggesting that investments in physical facilities can help reduce educational inequalities. This was consistent with the findings of a study conducted in Scotland by Wilson and McPhee (2021) which focused on the Scottish Government's investment in the School Estate Strategy, which aimed to modernize school buildings and enhance learning environments. The study found a positive correlation between improved physical facilities and student academic outcomes, particularly in secondary education.

Moreover, research by the Scottish Futures Trust (2020) highlighted the importance of sustainable and flexible learning spaces. Schools that incorporated eco-friendly designs and adaptable classroom layouts reported higher levels of student engagement and better learner transition, aligning with Scotland's broader educational goals. Thus, these assertions point to the fact that school managers have the responsibility of ensuring that there are adequate classrooms, libraries, laboratories and resource centers that can cater to the number of learners without overcrowding for effective teaching and learning process. That is, the secondary school principal ought to ensure efficient and effective use of the facilities to improve opportunities for learning offered to the learners. In countries in Africa, for example, the scenario is similar where the physical condition of most public secondary schools influences learner achievement. To corroborate these assertions, in a study carried out in Ghana, Owusu (2020) conducted a study on secondary schools in the Ashanti Region, revealing that schools with better facilities had higher student performance in standardized tests. Similarly, Addo, Boateng and Owusu (2021) found that secondary schools with adequate laboratories and libraries reported better results in

science subjects. Mensah and Agyeman (2021) also conducted a comparative study of schools in Accra, demonstrating that students in well-equipped schools scored significantly higher in mathematics and English exams compared to those in poorly equipped schools. These findings are indicative of the fact that air conditioning, absence of graffiti, condition of science laboratories, locker accommodations, condition of classroom furniture, wall color and acoustic levels are correlated with learner achievement at a significant level when controlling for the socio-economic status of learners.

In Kenya, Ndirangu and Kimani (2020) assert that schools have witnessed instances of over-enrollment which has constrained the available resources in schools and affected the quality of education. In a study conducted in Nairobi County, Wambugu and Gicharu (2018) found that schools in Nairobi with well-maintained physical facilities showed a 20% higher pass rate in the Kenya Certificate of Secondary Education (KCPE) compared to those with inadequate facilities. Research carried out by Mutuku (2023) in Machakos County revealed that schools with proper sanitation facilities had a 15% reduction in student absenteeism, leading to improved academic outcomes. In Banisa Sub-county, physical facilities are regarded as major components in enhancing the learner transition. For instance, a study by Kamau, Nyang'ori and Abdi (2022) revealed a positive correlation between the availability of physical facilities and learner transition to schools in Banisa Sub-county. The research highlighted that schools with well-equipped classrooms, laboratories, and libraries consistently outperformed those with inadequate facilities. Similarly, a study carried out by Mwangi (2023) found that schools with better physical facilities, such as proper sanitation and recreational areas, had higher learner attendance rates and better learner transition. However, much still needed to be carried out since Kamau et al (2022), Mwangi (2023) as did other reviewed studies had not fully interrogated the extent to which specific physical facilities coupled with levels of adequacy influence learner transition to public secondary schools, thus, the study.

Theoretical Framework

This study was guided by the open systems theory which was postulated by Luhmann Nklas (2004). This theory holds that a school is a managed system that transforms inputs such as raw materials, people and other resources into outputs which are the goods and services that comprise its products. One of its key concepts is that human resource management must interact with the environment to gather inputs and return the output of its production. Consequently, in this study, management practices interact with all the aspects of teaching and learning and return the transition of learners to secondary schools as the output. Teaching, learning and management are acts of planning, organizing and

administration of the education process. This means that teachers are part of the teaching-learning process. Transition of learners requires marshaling and organizing all the resources needed for such outcomes and therefore, management strategies adopted by the school BOM dictate the rates at which learners transit from primary to secondary schools. Thus, the rationale of using this theory in this study is that it underscores the fact that school BOM's management strategies are critical to improving transition of learners from primary to secondary schools. The study was also anchored on the transition theory which was postulated by Tinto (1993) and central idea to it is that of integration. It claims that whether a learner persists or drops out is quite strongly predicted by their degree of academic integration and social integration. These evolve over time, as integration and commitment interact, with dropouts depending on commitment at the time of the decision. Tinto (1993) has categorized transition theories into three types: psychological, environmental and interactional. Psychological dimension focuses on individual personality attributes and view learner attrition as reflecting some shortcoming and weakness in the individual. Tinto (1993), however, holds that there is no "departure-prone" personality or any other personal characteristics which are uniformly associated with learner attrition. According to Tinto (1993), environmental dimension focuses on the social, economic, and organizational forces impacting on transition of learners. Tinto (1993) asserts that societal component emphasizes the importance of social forces that are external to the higher education institution on learner transition such as social status, race, prestige, and opportunity. Economic dimension emphasizes the importance of individual finances and financial aid in transition of learners. Thus, in the context of this study, transition of learners depends largely on a myriad of strategies adopted by school Boards of Management.

3. Methodology

The study applied mixed methodology and adopted a concurrent triangulation research design. Target population comprised 8 principals, 113 teachers, and 136 members of the school BoM, totaling 257 respondents, from which a sample of 156 respondents was determined using Yamane's Formula. Stratified sampling was applied to create two (2) strata based on the number of zones in Banisa Sub-county. From each zone, three (3) principals and 20 members of the school BoM were sampled using purposive sampling. However, from each zone, simple random sampling was applied to select 40 teachers. This sampling procedure realized a sample of 6 principals, 110 teachers, and 40 members of the school BoM. Questionnaires were used to collect data from teachers and interviews for principals and members of school BoM. Qualitative data were analyzed thematically based on the objectives and presented in narrative forms. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages

and inferentially using Pearson’s Product Moment Correlation Analysis with the help of the Statistical Package for Social Sciences (SPSS Version 25) and presented using tables. In this study, an ethical clearance certificate was obtained from Mount Kenya University Ethical Review Committee (MKU ERC) before embarking on data collection processes. The researcher undertook to keep private any information given by the respondents that touched on their personal life. The researcher assured the respondents that no private information would be divulged to a third party. The nature and the purpose of the research were explained to the respondents by the researcher. The researcher explained to the respondents the procedure that would be followed during the data collection so that they could participate willingly. The raw data collected were filed for easy reference. Once the data were analyzed,

computer printouts were filed while soft copies were stored in storage devices such as CDs and flash discs.

4. Results and Discussion

In this section, findings of the study as per the objectives are outlined besides highlighting presentation of findings as well as discussions.

4.1 Response Rates

In this study, 110 questionnaires were administered to teachers, and, in return, 106 questionnaires were filled and returned. In the same token, the researcher interviewed five (5) principals and 35 Members of school BoM. This yielded response rates shown in Table 1:

Table 1: 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 1 shows that principals registered a response rate of 83.3%, teachers registered 96.4% whereas the members of school BoM registered a response rate of 87.5%. This yielded an average response rate of 86.4%, which is consistent with the assertions of Creswell (2018) that a response rate above 75.0% is adequate. This information was important since it allowed the researcher to generalize the study outcomes to the target population.

4.2 Status of Learner Transition to Public Secondary Schools

The study sought to assess the status of learner transition to public secondary schools in Banisa Sub-county. This was measured by taking stock of the number of pupils who sat KCPE from 2020 to 2023 and those enrolled in form I in public secondary schools during the same period. The findings are presented in Table 2;

Table 2: 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 2 shows that the number of learners who sat for KCPE for the last five years (2019-2023) has been on the increase since 2019 to 2023 due to the 100.0% transition policy by the government. However, after four years of enrollment, the number of students who compete with their secondary education is low. These findings corroborate the findings of a report authored by the Ministry of Education (2024), which estimated that learner transition rates to public secondary schools in

Banisa Sub-county hover around 55%, significantly lower than the national average of 75%. In the same token, a report by the Kenya Education Sector Report (2021) highlighted that transition rates to public secondary schools in Banisa Sub-county ranged from 40% to 60%, a stark contrast to urban areas where rates often exceed 80%. These findings underscore the fact that students are enrolled into secondary schools,

however, not all progress to completion of their secondary education.

Despite the concerted efforts by the government and other stakeholders in secondary education, the number of students who drop out has been consistently high. This affirms the fact that the noble expectations of education have not been achieved in situations where learner transition has been low and thus leads to wastage. In other words, learner transition in secondary schools has been a critical issue confronting the education system in most developing countries.

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

The study sought to assess how provision of physical facilities influences learner transition to public secondary schools. Descriptive data were collected from teachers, organized and summarized into specific thoughts. Results are shown in Table 3;

Table 3: 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 3 shows that 44(41.1%) of the teachers strongly agreed with the view that, in public secondary schools, the number of classrooms compared to number of students is low and has lowered learner transition while 14(13.6%) agreed, 8(7.2%) were undecided, 28(26.6%) disagreed whereas 12(11.5%) strongly disagreed. More than half, 53(50.4%), of the teachers strongly agreed with the view that, in public secondary schools, libraries are not well-stocked with learning materials to attract learners while 15(14.4%) agreed, 5(5.8%) were undecided, 21(20.1%) disagreed whereas 10(9.3%) strongly disagreed. The study found that 51(48.2%) of the teachers strongly agreed with the view that laboratories in public secondary schools are not well-equipped to attract new learners while 7(6.5%) agreed, 5(4.3%) were undecided, 15(14.4%) disagreed whereas 46(26.6%) strongly disagreed. Majority, 67(63.3%), of the teachers strongly agreed with the view that, to improve learner transition, public secondary schools have introduced well-equipped resource centers whereas 14(12.9%) agreed, 8(7.2%) were undecided, 15(13.7%) disagreed whereas 3(2.9%) strongly disagreed. Most, 53(50.4%), of the teachers strongly agreed that, despite having adequate physical facilities, the number of learners transiting to public secondary schools is still low

whereas 11(10.8%) agreed, 4(3.6%) were undecided, 35(33.1%) disagreed whereas 4(2.1%) strongly disagreed.

These findings are consistent with the findings of a study carried out by Brown and Clarke (2021) which found that while infrastructure and resources such as desks, learning materials, and ventilation have improved, these changes have not translated into higher transition rates. Despite these findings, these findings underscore the vitality of infrastructure and resources in supporting learner transition. In other words, having infrastructure and resources helps learners build resilience and gain the skills necessary to overcome barriers, fostering smoother transitions and better educational outcomes. Johnson and Lee (2023) also undertook a study which found that resource centers offer learners access to essential learning materials such as textbooks, workbooks, and educational tools, which enhance their academic preparedness and comprehension. These findings point to the fact that, by fostering a stimulating learning environment, resource centers help bridge educational gaps, support knowledge retention, and facilitate smooth transitions from one academic level to the next. This implies that, despite their noble role in improving

academic activities, lack of adequate infrastructure in schools significantly impacts the educational experience and students' transition from one educational phase to another.

Poor physical infrastructure, such as insufficient classrooms and a lack of modern technology, hinders effective teaching and learning processes. Learners may face overcrowded classrooms, limited access to resources, and unsafe learning environments, which can result in disengagement and lower academic performance. This further indicates that, without access to well-equipped facilities and resources, pupils struggle to adapt to the increased academic demands. The absence of proper facilities such as libraries, computer labs, and science laboratories diminishes the overall learning experience, preventing students from acquiring critical skills needed for their academic and personal growth. The impact of poor physical infrastructure is particularly noticeable in the transition between primary and secondary education. Many students, especially those from disadvantaged backgrounds, face a significant gap

between the resources available at the primary level and those at the secondary level. As a result, students may feel discouraged or disengaged when faced with subpar facilities, leading to higher dropout rates, lower attendance, and decreased academic performance. Moreover, the lack of proper facilities can hinder teachers' ability to effectively deliver lessons, especially in subjects that require hands-on learning or specialized equipment. This leads to a reduced quality of education, which in turn perpetuates the cycle of educational inequality.

4.4 Inferential Analysis

To verify the influence of provision of physical facilities on learner transition, data were collected from the 5 sampled principals on the levels of adequacy (Adequate = 3, Not Adequate = 2 and Not Sure = 1) of physical facilities and the number of students enrolled in form I in the sampled schools. Results are shown in Table 4:

Table 4: 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 4 shows that, in public secondary schools where provision of physical facilities is relatively adequate, learner transition is relatively high. In other words, adequate physical facilities in public secondary schools foster a conducive learning environment, providing necessary resources and facilities. This stability enhances learner engagement and academic

performance, leading to higher transition rates. Well-maintained classrooms, libraries, and safe environments support continuous education, ensuring more learners advance to subsequent educational levels successfully. Results in Table 4 were subjected to Pearson's Product Moment Correlation Analysis and the results are shown in Table 5:

Table 5: 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 5 shows Pearson's Product Moment Correlation Analysis which indicates that there is a positive correlation between provision of curriculum support materials and learner transition to public secondary schools ($r(5) = 0.709$, $p = 0.049$ at $\alpha = 0.05$). This further indicates that there is a significant influence of provision of physical facilities on learner transition to public secondary schools. These results further indicate that the

provision of physical facilities plays a crucial role in facilitating the smooth transition of learners to public secondary schools. A well-equipped school environment can significantly impact a student's academic performance, emotional well-being, and overall adjustment to secondary education. Adequate classrooms, proper seating arrangements, modern teaching aids, and functional restrooms contribute to a

conducive learning atmosphere. These physical facilities enhance the learning experience by ensuring that students have the resources they need to engage actively in lessons. For instance, well-maintained science labs, libraries, and computer rooms can foster intellectual curiosity and provide students with the tools necessary to explore different subjects deeply.

Moreover, physical facilities also influence a student's sense of belonging and safety in the school. Well-organized spaces, recreational areas, and a secure campus help learners feel comfortable and supported, reducing anxiety as they navigate the transition from primary to secondary school. A lack of adequate physical infrastructure, on the other hand, may lead to disengagement, poor academic performance, and high dropout rates. In other words, when public secondary schools are well-equipped with such infrastructure, it enhances the learning environment, reduces dropout rates, and improves student retention, thereby increasing transition rates from one level to the next.

4.6 Thematic Analysis

The researcher also interviewed the principals and members of school BoM who also supported the view that public secondary schools still do not have adequate physical facilities. Principal, P1, noted;

In my school, we do not have adequate physical facilities to increase the enrollment of new students. We do not have conducive classrooms to accommodate all learners without overcrowding, libraries not well-stocked and laboratories not well-equipped. This scenario has often made it difficult to attract new students.

This is further consistent with the assertions of Brown and Clarke (2021) that many schools lack conducive infrastructure with net negative effect on transition rates. These mixed findings point to the fact that lack of adequate infrastructure in schools significantly impacts the educational experience and students' transition from one educational phase to another. From these findings, it is evident that poor infrastructure, such as insufficient classrooms, inadequate learning materials, and a lack of modern technology, hinders effective teaching and learning processes. In any public primary schools, classrooms are overcrowded, limited access to resources, and unsafe learning environments, which have occasioned low learner transition from one level to another.

5. Conclusion and Recommendations

5.1 Conclusion

Transition of learners to public secondary schools has not reached the target of 100.0% as anticipated over the past five years. This has raised concerns about the management strategies implemented by the school Board of Management, particularly regarding the provision of physical facilities since many public secondary schools still lack adequate classrooms, well-resourced resource centers, and clean facilities, making it difficult to enroll many students. Overcrowded classrooms, critical shortages of essential resources, inadequately equipped laboratories, poorly stocked libraries, and insufficient sports facilities are prevalent in many schools.

5.2 Recommendations

The Ministry of Education should ensure that public secondary schools have adequate facilities, such as classrooms, playgrounds, libraries and safe playgrounds.

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