



Original Article

Effect of Students' Inclusivity on Efficacy of 100% Transition in Public Secondary Schools in Kisii County, Kenya

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This study investigated the effect of students' inclusivity on the efficacy of 100 per cent transition in public secondary schools in Kisii County, Kenya. The study adopted both descriptive survey and mixed research designs. The study targeted a total of 33,593 students, 4,986 teachers, and 186 principals out of which a sample of 380 students, 357 teachers, and 27 principals was selected. Regression analysis showed that the variations of students' inclusivity could result in improved efficacy of learner's transition in secondary schools in the County by 32.4%, and it was statistically significant, $p < .05$. Additionally, ANOVA ($F_{(1,206)} = 62.842, P = .000 < .05$) showed a statistically significant effect of inclusivity on the efficacy of 100% transition in the County. The interviews conducted showed that public secondary schools did not have requisite physical facilities like ramps to support learning to physically challenged students, and also, most physical facilities were poorly maintained. Braille machines for visually impaired students also lacked in most secondary schools. An inclusive process of selecting students' representatives through a democratic process was in most schools; however, Students' Councils excessive empowerment need to be checked to curb instances of bullying their colleagues.

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INTRODUCTION

Equal access to quality education is critical in addressing both social and economic problems, such as poverty, unemployment and inequality. Reynolds et al. (2014), Steven et al. (2014), and Jones (2018) found out that in the last two decades, access to education has generally improved in Sub-Saharan Africa, with both genders reporting better completion rates. The report further observed that Sub-Saharan Africa has the highest rate of education exclusion among all other regions of the world, with about 21% of primary school-age children being denied access to education. However, in appreciating the benefits of access to quality education, socio-economic development and transformation, most countries within Sub-Saharan Africa have adopted pro-poor educational policies that improve access to education at both primary and secondary school levels (Chisamya et al., 2012). This article focuses on the transition from primary to secondary schools and the place of inclusivity in transition. Inclusive education is possible when all stakeholders join efforts in ensuring equality of access and opportunities for all students. Kenya has made strides toward inclusive education, even though; there are gaps to be filled. This article explores the need to integrate inclusivity into education and how it affects the efficacy of learner transition.

LITERATURE REVIEW

The study reviewed the literature on the effect of students' inclusivity on the efficacy of 100% transition in secondary schools in Kisii County. The review was intended to identify research gaps as guided by the objective of the study. Literature was

reviewed on the theme of students' inclusivity and efficacy of a hundred per cent transition.

Inclusivity in education implies that the school environment is one in which all students feel that their contributions and perspectives are equally valued and respected (Könings et al., 2021). Whereas inclusivity deals with addressing aspects of tolerance and social equality within the school community, it also borders on developing a school infrastructure devoid of deficiencies. Inclusive education strengthens the capacity of the system to reach out to all learners as a strategy for desirable student transition. Inclusivity falls under the World Declaration on Education for All (EFA) adopted in Jomtien Thailand 1990 (Haggis, 1991), which set out the vision of universalising access to education for all children and promoting equality.

Equal access to quality education is crucial for addressing both social and economic problems such as poverty, unemployment, and inequality. Reynolds et al. (2014), Steven et al. (2014), and Jones (2018) found out that in the last two decades, access to education has generally improved in Sub-Saharan Africa with both genders reporting better completion rates. The report further observed that Sub-Saharan Africa has the highest rate of education exclusion among all other regions of the world, with about 21% of primary school-age children being denied access to education. However, in appreciating the benefits of access to quality education, socio-economic development and transformation, most countries within Sub-Saharan Africa have adopted pro-poor educational policies that improve access to education at both primary and secondary school levels (Chisamya et al., 2012).

There are over 9 million children in Kenyan primary schools (Njeru et al., 2014). Despite this positive enrolment, it is evident that Free Primary Education (FPE) resulted in increased gender disparities in the gross enrolment rates (Andrews et al., 2012). Only 49 per cent of countries have achieved gender parity in primary education (Psaki et al., 2018). At the secondary level, the gap widens: 42 per cent of countries have achieved gender parity in lower secondary education, and 24 per cent in upper secondary education (Pekkarinen, 2012). Barriers to girls' education are poverty, premarital marriage, and gender-based violence (Lonchar, 2022). This varies among countries and communities. Poor families often favour boys when investing in education (Amin & Chandrasekhar, 2012). A study by Amin and Chandrasekhar (2012) in Benin and Mali indicated that the rate of transitioning to secondary schools remains low for girls from low-income families; moreover, girls in rural areas were often required to do domestic work. In some places, schools do not meet the safety hygiene or sanitation needs of girls. In others, teaching practices are not gender-responsive and result in gender gaps in learning and skills development (Sommer et al., 2017).

The lack of schools within a reasonable walking distance for those in poor regions is a serious barrier to transition, especially in rural and remote parts of a country (Kraay, 2018). The number of secondary schools per square kilometre has a positive impact on access to secondary education (Pearson et al., 2014). Distances to secondary schools have a negative correlation with education and transition rates. A comparison of Congo, where almost 38% of students live 30 minutes away from a secondary school, with Mauritania and Senegal, where less than 10% live 30 minutes away from a secondary school. This demonstrates that the former faces higher dropout rates after primary school. Access to schools is one of the main factors influencing trends in secondary education because financial costs and time of travel to school present a barrier to transition

(Mingat & Ndem, 2010). A majority of out-of-school children come from marginalised and disadvantaged communities (Prew et al., 2011). Children from nomadic and herder communities such as the Karamajong, Peulh, and Touareg were excluded from education. Nomadic-specific education plans emerged in Ethiopia, Nigeria, Sudan, and Tanzania. However, as was observed by United Nations Educational, Scientific and Cultural Organization, the vulnerability among the nomadic groups continues to grow due to a factor such as natural drought, which was beyond their control (UNESCO, 2015). The three main challenges of learners' transition are physical access to educational institutions, access to quality education, and outcomes in the job market for marginalised minorities once they leave the education system (Sefa-Nyarko, 2016).

The inequity gap has narrowed, especially for girls; however, full parity has not been achieved and learning gaps remain high (Jones, 2018). When considering inclusion, equity means ensuring that all students reach at least a basic minimum level of skills, while fairness implies that personal or socio-economic circumstances such as gender, ethnicity, origin, or family background are not obstacles to education access (Bernal & Keane, 2011). Female literacy consequently falls short of male literacy. The study in part concluded that perceptions of gender roles and status contribute heavily to girl-child non-enrolment in schools, late entry, frequent absenteeism, and dropping out of schools. In Zanzibar, the greatest rate of dropout among girls is attributed to the negative attitude of parents towards girls' education (Jones, 2018).

Several factors contribute to non-enrolment and further exclusion of children from education. These include; disability, gender, residential arrangements, and socio-economic background of children. Learner-challenge is a major barrier to enrolment. Children with language, speech, physical, sensory, and cognitive challenges are more prone to dropping out of school. This is

because they are often excluded from learning, especially if the curriculum is not well adapted to their needs (UNICEF, 2015).

A survey by Jones (2018) on children with disabilities in 42 countries, including 19 Sub-Saharan African countries, revealed that lower secondary school-age children with functional disabilities are more likely to be out of school. Moreover, the completion rates were lower for children with disabilities and as with the overall population; the risk of being out of school was higher for girls, as was indicated by the survey's findings. In their review of inclusion, they reported that in several countries in Sub-Saharan Africa, policies to aid challenged learners with existing policies are poorly implemented or not in effect. Policies are also unclear on whether they are aiming for inclusion or not (Ganley & Vasilyeva, 2011). A report by Rieckmann (2017) pointed out that the needs of all learners should be catered for or adopt an integrated approach to place marginalised learners into the existing mainstream schools.

Odongo (2018) on 'Barriers to parental/family participation in the education of a child with disabilities in Kenya' indicated that certain barriers continue to limit access to education for children with disabilities. These included: a lack of understanding of forms of disability, identification of children with disabilities and their needs, insufficient resources to accommodate diverse needs, discriminatory attitude towards disability, and poor data on which to build policy. The Republic of Kenya (RoK) established Educational Assessment and Resources Centres (EARC) under the Education Act of 2013 (Odongo, 2018) to provide support to children with special needs. It is estimated that only one in six children with disabilities attend schools in Kenya and those who attend face problems of stigmatisation, inappropriate curricula, poorly equipped schools, and insufficiently trained teachers (Coley et al., 2013).

A study by Taaliu (2017) on hidden charges in the Kenyan education system revealed that hidden charges for education are substantial and as such, parents in poor households are more likely to withdraw their children from school early during the school cycle. According to Ohba (2011), the auxiliary cost of education to households in Kenya remains high for many pupils who attend secondary education. A study of 109 school dropouts found that only 17 continued with their education to secondary schools, while 20 who would otherwise like to progress to secondary education sighted auxiliary costs as the greatest hurdle. This was also confirmed by a study that was done by Werunga et al. (2011) on 'factors affecting transition rates from primary school to secondary school in the case of Kenya,' where parents rated lack of funds for extra school levies (transport, extra tuition, meals and school uniforms) as the main reason of not enrolling their children in secondary schools.

Karue & Amukowa (2013) did a study on 'Analysis of factors that lead to poor performance in Kenya Certificate of Secondary Examinations' and found out that food shortage in schools adversely affected learning in Ndigiria, Vitengeni, Mitangani, Mrimawa, Ndege and Palakumi. A study by Smythe-Leistico and Page (2018) on 'Connect-text: Leveraging text-message communication to mitigate chronic absenteeism and improve parental engagement in the earliest years of schooling' found that young people might leave schools sooner than they would otherwise take responsibility for their day-to-day survival. This was supported by Desa and Basu (2013), arguing that children from poor, rural and ethnic or linguistic minorities face a higher risk of dropping out of school. For instance, the evictions of illegal settlers in the Mau Complex in 2018-2019 forced 30,000 school-going children to skip school for lack of space to accommodate them in other parts of the country. A similar case occurred in Sierra Leone where 50,000 school-going children have been out of school since 2005 after they were

evicted from government forest land (Ansari & Winsler, 2012).

Theoretical Framework

Kant's deontological theory of ethics was employed in this study. Kant (2015) believes that morality is the object of the law of reason. According to Kant (2015), rational morality is universal and cannot change depending on circumstances. Kant argues that to act in a morally right way; one must act purely from duty. Something was 'good in itself' when it was intrinsically good 'without qualification' (Kaplan, 2013). Kant (2013) formulated three significant categorical imperatives. The first imperative says that one should act only according to that maxim by which you can also will that it would become a universal law. This implies that when someone acts, it is according to a rule or a maxim. The second imperative says that one should act in such a way that you always treat humanity, never simply as a means, but always at the same time as an end requiring that their reasoned motives must be respected. This derives from Kant's claim that reason motivates morality. It demanded that we respect to reason as a motive in all beings. The third imperative says that every rational being must so act as if he were, through his maxim, always a legislating member in a universal kingdom of ends. Kant made a distinction between categorical and hypothetical imperatives. On the one hand, a hypothetical imperative was one; we must obey if we want to satisfy our desires. On the other hand, a categorical imperative bind us regardless of our desires. In the current study, the Kantian deontological theory was relevant because education cannot be deemed to benefit learners if morality does not form an integral part of the learning process in developing ethical citizens. The value systems of our youths must be well constructed in various levels of education.

RESEARCH METHODOLOGY

This section focuses on research design, target population, sampling procedures and sample size, research instruments and data analysis. The study employed both descriptive survey and correlational designs. A descriptive survey design was used in preliminary and exploratory studies. This allowed the researcher to gather information, summarise, present, and interpret it for clarification (Andrew & Orodho, 2014). On the other hand, the correlational design was used to demonstrate the relationship between variables: 'ethical factors' and 'efficacy of 100% transition' (Fetters et al., 2013). These methods of data have the advantage of providing data of good statistical significance.

The study targeted secondary school students, teachers, and principals drawn from public secondary schools within Kisii County. However, the study population was confined to only Form Three students in these secondary schools, which in this case are the accessible population. Form Three students are preferred over students from other classes since they have been in school long enough to understand the issues under investigation and at the same time, do not have the pressure of preparing for examinations like the Form Four students. According to the Ministry of Education (2021), there are 355 public secondary schools in Kisii County with an enrolment of 33,593 Form Three students. The total number of teachers is 4,986.

The study employed different sampling techniques. Proportionate random sampling and simple random sampling were used to come up with the different kinds of samples. Proportionate stratified random sampling was employed in selecting the schools. The schools were first stratified into the eleven sub-counties to ensure that all the sub-counties were equally represented. The researcher considered the second stratum, which was the type of school. This category was divided into Boys', Girls', and mixed schools which formed another stratum. Therefore, the sampled 186 schools were distributed

proportionately among all the eleven sub-counties and the type of schools. The study used simple random sampling to select 27 principals from 186 schools. This was obtained by getting a list of principals of the 186 secondary schools. For every 7th position of the arrangement of the list, a principal was selected as a study respondent. Twenty-seven principals were arrived at following the recommendation of (Dworkin, 2012) that 25–30 participants are the minimum sample size required to reach saturation in studies that use interviews. 27 Principals were selected as study respondents because, as school managers, they were the custodians of information in schools and were well-placed to respond to the issues under investigation.

The current study drew samples from principals, teachers, and students in public secondary schools in Kisii County. For selecting the appropriate sample size for secondary schools, teachers and students, the study was guided by the Krejcie & Morgan (1970) table. Consequently, 186 secondary schools, 357 teachers, and 380 students were selected.

The researcher employed questionnaires and interviews in the present study to collect data. The selection of these instruments was guided by the nature of the data to be collected, the time available, as well as the objectives of the study. Primary data were collected via self-directed (one-on-one)

interviews and semi-structured questionnaires. A specially designed questionnaire was used to gather data from students and teachers, while an interview schedule was used to gather data from principals.

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

RESULTS

The objective of this study was to investigate the ‘effect of students’ inclusivity on the efficacy of the 100% transition in secondary schools in Kisii County’.

Teachers’ Perspectives

Teachers were asked to give their opinion on whether students’ inclusivity factors mentioned had an effect on the 100% transition of learners. Their responses are summarised in *Table 1*.

Table 1: Teachers’ responses on the effect of students’ inclusivity on the efficacy of the 100% transition

Students’ Inclusivity	SD	D	NS	A	SA
Physical facilities in the school accommodate all students	0 (0%)	27 (8.9%)	7 (2.3%)	141 (46.7%)	127 (42.1%)
There is fairness in the correction of mistakes among students	0 (0%)	28 (9%)	40 (13%)	115 (39%)	119 (39%)
Teachers attend to students with individual academic differences	13 (4.3%)	136 (45%)	13 (4.3%)	111 (36.8%)	29 (9.6%)
The school promotes fairness in teaching and evaluation of students	0 (0%)	35 (11.6%)	29 (9.6%)	144 (47.4%)	94 (31.4%)
There are engagement forums among students, teachers, and the school administration	0 (0%)	46 (15.2%)	57 (18.9%)	117 (38.7%)	82 (27.2%)

Students' Inclusivity	SD	D	NS	A	SA
There is an inclusive process of selecting students representatives	0 (0%)	28 (9.3%)	6 (2.0%)	158 (52.3%)	110 (36.4%)
<i>Key: SD = Strongly Disagree, D = Disagree, NS = Not sure, A = Agree, SA = Strongly agree</i>					

Field Data, 2022

On the other hand, a principal who seemed not to be benefiting a lot from the government's funding said that the government's capitation on infrastructural facilities only benefits schools with a high number of enrolments of students. Schools with a lower number of enrolments receive a small amount of allocation, which cannot help much in expanding the school's infrastructural facilities. This agrees with the views of Burchinal et al. (2010), who wrote on 'Threshold analysis of the association between child care quality and child outcomes for low-income children in pre-kindergarten programs' where they indicated that certain barriers continue to limit access to education for children with disabilities like insufficient resources to accommodate diverse needs. Furthermore, Unicef (2015) avers that children with language, speech, physical, sensory and cognitive challenges are more prone to dropping out of school if the curriculum is not well adapted to their needs like sufficient physical facilities and human resources.

The majority of 234 (78%) of the teachers indicated that there is fairness in the correction of mistakes among students. This agrees with the views of Dalli et al. (2011) who identified learner support activities to include: mentoring, counselling, coaching, advising, guidance, and tutoring. Perhaps this is why Otieno et al. (2018) identify teachers as playing a more crucial role, especially when trained on effective approaches to be used in Value Based Education (VBE). 40 (13%) were not sure and 28 (9%) disagreed. One principal observed that some students were admitted to bad behaviour, and it took some time to change their behaviour. Some even influenced other students to become rowdiness. This was evidenced by an increased number of indiscipline cases among students in schools.

A Majority of 149 (49.3%) of the teacher respondents disagreed with the notion that teachers attend to students with individual academic differences. This view is supported by Bahena et al. (2016) who opine that severe shortages of teachers currently exist, and there is a gap between the demand and supply of teachers needed to ensure effective teaching in many countries. Probably, the shortage of teachers, as was established by Bahena et al. (2016), supports the fact that teachers do not attend to students with individual academic differences. 13(4.3%) were not sure and 140 (46.4%) agreed. One of the principals revealed that the culture of individual student attention was observed in most boarding schools. Individual students' attention by teachers helped to breach the knowledge gaps of the weak students. A report by Rieckmann (2017) pointed out that the needs of all learners should be catered for or adopt an integrated approach to place marginalised learners into the existing mainstream schools. This view is also supported by Orodho et al. (2013) who said that teachers should take care of students as individuals in order to help them appreciate the importance of education.

The majority of the teacher respondents (238, 78.8%) observed that the school promotes fairness in teaching and evaluation of students. Among those who disagreed were 35 (11.6%). This agrees with the view of Jones (2018), who did a study on children with disabilities in 42 countries, including 19 Sub-Saharan African countries and revealed that low secondary school-age children with functional disabilities are more likely to be out of school. The risk of being out of school was higher for girls, as it was indicated by the study's findings. One of the principals witnessed that there was the selection of learners from one level of learning to the next using

the performance of a given examination. This made learners resolve to cheating in examinations to meet the requirements of transition (Mayhew et al., 2009). Moreover, this view was supported by Psacharopoulos (2014), who found out that African youths failed examinations and were never transited, while their counterparts in developed countries succeeded and were transited at (a 60%-70%) rate. In the same view, Yikealo et al. (2018) noted that there were very low transition rates of learners in Eritrea because many pupils repeated primary schools. 29 (9.6%) were not sure if school promotes fairness in teaching and evaluation of students. This showed that some teachers might be practising fairness in teaching and evaluation without knowing.

There are engagement forums among students, teachers, and the school's administration. 46 (15.2%) disagreed, 57 (18.9) were not sure, and 199 (65.9%) agreed. This is supported by Sergiovanni (1995), who states that principals who involve Student Councils in decision-making on matters concerning their welfare face fewer problems as compared to those who do not. This helps the students in the Students' Councils to create a sense of ownership. Baker and Sienkewicz (2000) argue that students' involvement in decision-making helps them to develop leadership skills and the ability to plan. In the long run, such students can come up with ideas that might help in the smooth running of the school. One principal confirmed that there were several forums like stakeholders' conferences, prayer days, class conferences and prize giving days

that brought together the students, teachers, and school's administrators. Moreover, the principal revealed that, there was a feedback mechanism where the complaints from learners were timely, addressed.

Lastly, respondents were asked if there was an inclusive process for selecting student representatives. 28 (9.3%) disagreed, 6 (2%) were not sure, and 268 (88.7%) agreed. This agrees with the views of Recica et al. (2021) who investigated the extent of student participation in secondary schools in Kenya, where the current reforms in the education sector require school managers to appreciate the new policies that are currently guiding the management of schools as a result of the enactment of the Children's Act, the Constitution of Kenya 2010 and the Basic Education Act No. 14 of 2013. These policies have given recognition to the children such that the management of schools has no choice but to embrace them and give learners a fair representation in the Students' Councils. One of the principals established that schools adopt a democratic process of selecting students' representatives, where everybody campaigned and was voted by other students.

Students' Perspectives

The students in Kisii County public secondary schools were asked to give their opinion on students' inclusivity and the efficacy of the 100% transition. Their responses were summarised in *Table 2*

Table 2: Students' responses on the effect of students' inclusivity on the efficacy of the 100% transition

Students' Inclusivity	Agreed		Undecided		Disagreed		Total	
	F	%	F	%	F	%	F	%
Physical facilities in the school accommodate all students	185	59.7	28	9.0	97	31.3	310	100
There is fairness in the correction of mistakes among students	111	35.8	37	11.9	162	52.3	310	100

Students' Inclusivity	Agreed		Undecided		Disagreed		Total	
	F	%	F	%	F	%	F	%
Teachers attend to students with individual academic differences	135	43.5	77	24.8	98	31.7	310	100
The school promotes fairness in teaching and evaluation of students	10	3.2	88	28.4	212	68.4	310	100
There are engagement forums among students, teachers, and the school administration.	64	20.7	62	20.0	184	59.3	310	100
There is an inclusive process of selecting students representatives	113	36.5	84	27.0	113	36.5	310	100

Field Data, 2022

Table 2 shows the students' response rates on students' inclusivity and the efficacy of the 100% transition. The respondents were asked whether the physical facilities available in schools accommodated all students. Although a majority of the student respondents (185, 59.7%) agreed that most schools in Kisii County have physical facilities to accommodate all students including the physically challenged, 28 (9.0%) were undecided and 97 (31.3%) disagreed. This agrees with the views of Njonjo (2013) who avers that the transition from primary schools to secondary schools in Kenya is pegged on the number of available spaces. As a result, many students who pass examinations lack opportunities to enrol due to inadequate requisite physical facilities in secondary schools. According to one of the principals, schools lacked ramps for the physically challenged. The ablution blocks were not friendly to learner users, especially the physically challenged—they had pit latrines instead of basins and sinks. Braille machines for use by visually impaired learners are lacking in most secondary schools in Kisii County.

When respondents were asked whether there was fairness in the correction of mistakes among students, 37 (11.9%) were undecided, while 162 (52.3%) disagreed. This was supported by one principal, who revealed that schools had hidden charges imposed on errant students. Moreover, some corrupt disciplinary committee members compromised disciplinary measures meted on undisciplined students. The ones who agreed that

there was fairness in the correction of mistakes among students were 111 (35.8%). Cooper and other researchers confirmed that teachers always want to support students, but students come to school with a lot of intentions. In schools with limited resources and high counsellor caseloads, mentoring programs or drop-in offices by students or other community volunteers can be helpful (Finlay et al., 2022).

The respondents were further asked if teachers attended to students with individual academic differences, a majority of 135 (43.5%) agreed, 77 (24.8%) were undecided, and 98 (31.7%) disagreed. This is supported by Paxton et al. (2012) who, in their comparative study on 'gender prevalence in education,' established that girls are fed less than boys, and they are, therefore, more likely to fall ill than their male siblings.

When respondents were asked if the school promotes fairness in the teaching and evaluation of students, 10 (3.2%) agreed, 88 (28.4%) were undecided, and a majority of 212 (68.4%) disagreed. This agrees with the views of Gubler et al. (2019) who, in their studies of rural pupils in Kenya, Malawi, and Rwanda, aver that teachers have lower education expectations of female students. One of the Principals revealed that teachers favoured students by giving benefits undeservedly, leaked examination materials to students, did learners' assignments/ examinations, doctored examinations

results and were biased when teaching in a class by getting along with the bright students.

The respondents were further asked if there were engagement forums among students, teachers, and school administrators. 62 (20.0%) were undecided, while 64 (20.7%) agreed. This agrees with MOE (2014), who avers that schools should form Students' Councils to represent the students' views in the school's top management. A majority of 184 (59.3%) disagreed. According to one of the principals, teachers and school administrators-imposed decisions on learners like increasing fees, changing entertainment routines, and changing opening and closing dates without consulting the learners. This made students turn to unrest, arson, strikes and demonstrations as a way of rebelling.

Lastly, respondents were asked if there was an inclusive process for selecting student representatives. 84 (27.0%) were undecided, while 113 (36.5%) disagreed. One principal said that by involving students in selecting their representatives, the wrong prefects, who protected the negative interests of errant students, ended up being selected. Furthermore, the morally upright students ended up

not being selected due to the fear that they might expose the errant students to the school's administrators. The student respondents who agreed that there was an inclusive process of selecting student representatives were 113 (36.5%). This agrees with the views of Karue and Amukowa (2013), who argue that a system that does not give due consideration to basic ethical tenets in the process of providing education to its learners is wanting. Such a system may as well require overreaching reforms. Although the Kenyan education system has not fully achieved its education reform goals, it has undergone a milestone in introducing and implementing a number of them, like inclusivity in selecting student leaders.

Regression Model on Students' Inclusivity on the Efficacy of the 100% Transition

The study established a regression model summary to determine the strength of the relationship between students' inclusivity and the efficacy of the 100% transition in secondary schools in Kisii County. The results are presented in *Table 3*.

Table 3: Model summary on students' inclusivity on the efficacy of the 100% transition

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.483 ^a	.234	.230	1.02135

a. Predictors: (Constant), Students' Inclusivity

The results showed that R =0.483 indicated the strength of the relationship between students' inclusivity and efficacy of the 100% transition in secondary schools. The adjusted R square showed the change in one student's inclusivity unit resulted

in a change in 100% transition by 23.4% while other factors are constant.

The ANOVA showed that the Df 1, 206, F=62.842, P=.000<.05, as indicated in *Table 4*.

Table 4: ANOVA of students’ inclusivity on the efficacy of the 100% transition

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	65.554	1	65.554	62.842	.000 ^b
Residual	214.888	206	1.043		
Total	280.442	207			

a. Dependent Variable: 100% Transition in Public Secondary Schools in Kisii County
b. Predictors: (Constant), Students’ Inclusivity

The null hypothesis is that; there is no significant relationship between students’ inclusivity and efficacy of the 100% transition in public secondary schools in Kisii County. The significance value (sig<0.05) hence rejects the null hypothesis at alpha=0.05. Thus, students’ inclusivity has a statistically significant effect on 100% transition in public secondary schools in Kisii County.

Table 5: Coefficient analysis of students’ inclusivity on the efficacy of the 100% transition

Model	Unstandardised Coefficients		Standardised Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.056	.206		5.139	.000
Students Inclusivity	.541	.068	.483	7.927	.000

a. Dependent Variable: 100% Transition

The results indicated that B=.541, t=7.927, p.000, this means that a change in students’ inclusivity can improve 100% transition at 54.1% at a significant level .000. Hence, students’ inclusivity has a statistically significant effect on 100% transition in public secondary schools in Kisii County.

The equation can be rewritten as:

$$Y = 1.056 + .541 + \epsilon$$

Where Y= 100% transition in public secondary schools, x₁ = students inclusivity, ε = error term, and 1.056 is a constant and Y-intercept

The equation implies that keeping all factors constant, a 54.1% change in students’ inclusivity has a statistically significant effect on 100% transition in public secondary schools in Kisii County. Additionally, without taking into consideration students’ inclusivity, employee performance will change by 105.6%.

CONCLUSION

Most secondary schools in Kisii County have physical facilities to accommodate all students. The physical facilities in place are a result of the government’s capitation for schools’ infrastructure. This has led to an increased number of physical facilities in schools. However, a number of schools lack ramps for physically challenged learners; the ablution blocks available are not friendly-user, especially for the visually impaired. For instance, there are pit latrines instead of basins and sinks for physically challenged learners. Braille machines for visually impaired students are also lacking in most secondary schools. An inclusive process of selecting students’ representatives through a democratic process is in most secondary schools; however, wrong prefects who protected the negative interests of the errant students were selected in the process, while the morally upright students were not selected as prefects due to fear that they might expose the errant students whenever they contravened the schools’ rules and regulations.

This study recommends that secondary schools in Kisii County should deal with students' inclusivity issues. Ramps should be constructed for the physically challenged learners; the ablution blocks to be friendly-user. Fairness in the correction of mistakes should be practised; teachers should be advised to attend to learners' concerns on time, and the teaching and evaluation process should be transparent and objective. Moreover, school administration should engage students in an open forum to make decisions. Finally, an inclusive process of selecting students' representatives should be practised and emphasised in schools.

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