

Abstract

Despite the government's efforts in implementing free and compulsory education policy, transition from primary school and completion rates at Kenya Certificate of Secondary Education (KCSE) rates are still below 100 percent, contrary to government efforts to boost them. This study therefore sought to assess the role of school infrastructure in implementing the 100 percent transition policy and completion rates in public day secondary schools in Kitui County-Kenya. The objectives of the study were to; establish the influence of inadequate learning rooms on implementation of free and compulsory education, determine the role of inadequate co- curricula education facilities on implementation of free and compulsory education and; assess the effect of inadequate sanitation facilities on transition and completion rates in public day secondary schools in Kitui County. This article is an extract of a research conducted in public day secondary schools in Kitui county of Kenya. The study was anchored on Liberal Educational Theory (LET), that proposes that each country's citizen should be accorded freedom and opportunity to access and acquire education without any form of discrimination. The study used descriptive survey research design and collected data from a sample of 164 public day secondary school principals, 17 Parents' Association (PA) chairpersons and the Kitui County Director of Education (CDE). Data were collected using questionnaire for principals, interview schedules for CDE and PA chairpersons and document review analysis. Qualitative data were analyzed on basis of emerging themes in line with the objectives of the study. Descriptive statistics were used in analysis of quantitative data by use of frequencies and percentages. Study null hypothesis was tested by use of product moment correlation coefficient at the .05 level of significance. The hypothesis test result found out that there was a negative and significant relationship between inadequacy of infrastructure and transition and completion rates ($r = -.795$; $p \leq .01$). The findings from the study revealed that inadequacy of learning rooms such as classrooms, library and laboratories reduces number of learners a school can admit, hence compromising implementation of free and compulsory education policy. Further, it was established that inadequacy of sanitation facilities; latrines/toilets contributed to learners dropping out of school resulting in low level of completion rate. Similarly, the shortage of co -curricula facilities like play fields and games equipment led to some learners dropping out of school, especially when they were interested in games activities. In view of the fore stated findings, the study concludes that lack of or inadequate school infrastructure has the potential of lowering both transition and completion rates hence impeding implementation of free

and compulsory education policy. The study recommend that the government should fund schools on need basis but not on enrolment basis to ensure uniform development of infrastructure in all schools. Further, principals of public day secondary schools could utilize other buildings in schools like dining halls, recreation halls, theatre halls and worship halls to mitigate infrastructural challenges of classrooms inadequacy.