



Challenges of Domiciling Junior Secondary Schools in Primary Schools: A Case of Migori County, Kenya

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Abstract: Competency-Based Curriculum (CBC) was launched to replace the 8-4-4 education system in Kenya. On 29th September 2022, the President appointed a Task Force on Education Reform. Among its recommendations was that Junior Secondary be domiciled in primary schools. Consequently, grade 7 learners joined selected primary schools across the country, christened as Junior Secondary Schools (JSS). Since, then this policy has had implementation challenges. This study aimed at highlighting these challenges to relevant authorities so that remedial measures could be taken. Its Specific Objectives were to find out: the environment school under which learning in JSS was being undertaken, the state of physical infrastructure in JSS; staffing status; and other learning equipment. The study targeted Migori County. It used Survey Design and employed a Mixed Methods' Approach. It was grounded on Imperfect Environment Theory proposed by Buchanan & Stubblebine (1962). Its Target Population was 38,946 people which included teachers, learners and County Education Officers. Its accessible population was 4,002 and its sample had 537 respondents. It used Questionnaires, Interview Schedules and Document Analysis Guides to collect data. Quantitative Data was analyzed using Descriptive Statistics while Qualitative Data was analyzed thematically. Analyzed Quantitative Data was presented in Tables and Percentages. Qualitative Data was presented under different Themes. This study found that Junior Schools in Migori County lacked enough teachers; had poor infrastructure; and imperfect learning environment. The study recommended that learning environment should be improved; learners be provided with quality furniture; more teachers to be hired; among others.

Keywords: Domicile, JSS, teaching/learning environment, Ethical, Challenges.

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1. Introduction

Since the inception of formal systems of education, nations and states across the world have undertaken educational reforms to improve their systems (Ouko, 2023). Curriculum development and design is a dynamic exercise since the world is dynamic. New phenomena keep on coming to the fore, hence, they have to be adequately addressed by imparting knowledge of the same phenomena to learners. As globalization has intensified, educational policy borrowing and lending across country borders has increased. 'Best practices' lending is a central component of educational reforms. Many countries such as Finland, Germany, South Africa,

the Netherlands and Norway have borrowed from each other and elsewhere, hence adopting some key components of education from each other and have developed their own competency frameworks which acknowledge the needs of the local populace for the training programs within the context of their competency definitions (Amutabi, 2019). As much as Countries have different visions for curriculum change that match their specific context, there have been some broad global trends concerning curriculum design (Gouedard, et al, 2020). The most recent one is probably the shift from a content-based curriculum to a competence-based curriculum (OECD, 2020). Many OECD countries have engaged in curriculum reform as a way of equipping

children with the knowledge, skills and competencies needed for tomorrow (Gouedard, et al, 2020). The African continent has witnessed a dynamic shift in educational policies and practices over the years, driven by a commitment to enhance the quality and relevance of education (Adeniyi, et al, 2024).

In South Africa, CBC was introduced to address the acute shortage of professionals such as engineers, technicians and artisans (Mulenga & Kabombwe, 2019). In Rwanda, Competency Based Curriculum was introduced in order to ensure learning was profound and enjoyable and that it was leading to high standards and levels of achievement (Republic of Kenya, 2023).

In recent years, the Kenya Government developed the Sessional Paper No. 14 of 2012, which recommended reforming of Education and Training Sector to provide for the development of individual learners' potential in a holistic and integrated manner, while producing intellectually, emotionally and physically balanced citizens (Republic of Kenya, 2012). It further recommended a Competency Based Curriculum (Republic of Kenya, 2012).

In 2017 the Kenya Institute of Curriculum Development (KICD) came up with a document on Basic Education Curriculum Framework (BECF), to actualize the curriculum reforms. Its purpose was to provide a comprehensive conceptualization of reforms in basic education (Republic of Kenya, 2017). This was the beginning of a change of the education system in Kenya, from 8-4-4 to Competence Based Curriculum (CBC). The yearly arrangement of this new curriculum is: 2 years of pre-primary; 6 years of primary; 6 years of secondary (3-junior secondary & 3-Senior Secondary) and 3 years of higher education [2-6-6(3J-3S)-3]. CBC was designed with an aim of churning out 'engaged, empowered and ethical citizens (Republic of Kenya, 2017). It was unveiled based on its own dynamics and needs, seeking an alternative model of development as advocated by scholars such as Walter Rodney (Rodney, 1994 as quoted by Amutabi, 2019). The new structure was envisaged to promote Values-Based Education (VBE) and enhance the role of parents and communities in educating children (PWPER, 2023). It was launched in 2017. The first pilot (pioneer) class of 2017 is currently (2023) in Grade 7 (Junior Secondary level).

On 29th September 2022, the President appointed a Task Force on Education Reform. Among the terms of reference for this Task Force were to cause and undertake Summative Evaluation of CBC; and to assess and recommend an appropriate structure to implement it (Kenya Gazette, 2022). At the end of the first 2 months, the Task Force gave its interim report. Among its recommendations was that Junior Secondary be domiciled in primary schools. This recommendation was adopted. Consequently, grade 7 learners joined selected

primary schools across the country, christened as Junior Secondary Schools (JSS) amid many challenges.

What seems to have been overlooked by this recommendation was whether primary schools had the conducive environment and capacity to accommodate the junior secondary learners in terms of the necessary infrastructure and human resource. The learning environment dramatically affects the learning outcomes of learners. Learning environment entails a physical component and human component of the classroom that influence the teaching and learning process of learners (Wasike, 2024). According to Wilson (2017), learning environment is the physical aspects of the classroom and opportunities for learners to explore and take part in learning activities. Schools' open space and noise, inappropriate temperature, insufficient light, overcrowded classes, misplaced boards and inappropriate classroom layout all make up factors that could be confounding variables distracting students in class (Gilavand, 2016). According to Kenya's Ministry of Education's Safety Standards Manual for Schools (2008), schools' physical facilities which include classrooms, offices, toilets, dormitories, libraries, laboratories, kitchen, water tanks, playground equipment, among others, should be appropriate, adequate and properly located, devoid of any risks to users or to those around them. A School environment should be safe to promote learners' concentration on learning and to facilitate the development of their social skills without compromising, in anyway, sustainable biodiversity (GOK, 2008). The main concern of this paper is: was the recommendation of domiciling Junior School in Primary Schools well informed, or it was just another case of fix-it-quick approach to problems in education sector?

1.1 Statement of the Problem

Domiciling JSS in primary schools has created complex challenges because of serious infrastructural constraints (Ouko, 2023). Currently, in many Junior Secondary Schools in Kenya, if not all, these two levels of learning share the same teachers, the same preparation rooms and teaching-learning timetables (Wanda, 2023). This is a very disturbing scenario, which raises serious concerns on whether effective learning is guaranteed to Junior Secondary School Learners in such an environment of inadequacies. In such a scenario, a Secondary School Environment is lacking. For instance, there are no laboratories in primary schools. More so, in most of primary schools in Kenya desks that are used by learners are of low quality compared to those used by secondary school learners. Therefore, Junior Secondary School Learners feel frustrated. They don't see themselves being in Secondary Schools, where they were meant to believe they were to transit to, after clearing their grade 6 level. More so, there is no single public primary school in Kenya with a laboratory (Obuba, 2023).

Stakeholders such as Teachers Unions and School Heads' Associations have raised serious concerns. According to Kenya Union of Post-Primary Education Teachers' (KUPPET) Secretary General, no serious learning was taking place in Grade 7. The crisis in schools had been brought about by lack of enough teachers, limited learning materials, low capitation funds, unclear teacher management, and low support staff in primary schools where JSS has been domiciled (Kihaki & Oduor, 2023). The teachers posted by the TSC to Junior Secondary Schools were not adequate to handle all 14 learning areas. Through their national chairman, the Kenya Primary Schools Heads' Association (KEPSHA) said schools were experiencing cash crunch due to delayed funds from the Central Government, making it difficult to provide the necessary facilities for quality teaching and learning.

Anticipated learning outcomes might not be realized in such an environment. They constitute un-favourable learning environment brought about by the decision to domicile Junior Schools to Primary Schools that have inadequate physical and human resources. These, among other concerns, led to mounting this study in Migori County as a case example, with an aim of establishing the correct position on the ground in order to make informed recommendations to concerned authorities, as remedial measures.

1.2 Study Objectives

The study's objectives were to:

1. Assess the primary schools' physical environment and the state of physical infrastructure in Junior Schools in Migori County.
2. Establish the staffing status vis-à-vis the learning outcomes in Junior Schools in Migori County.
3. Determine whether learning outcomes were being realized in Junior Schools in Migori County in particular and the entire country in general.

1.3 Theoretical Framework

This study was grounded on Imperfect Environment Theory that was borrowed from the field of research and business, proposed by Buchanan & Stubblebine (1962). Its proponents were D.R. Lee (1975) and Barnett (1980). Like other several environmental and trade theories, this theory postulates that in the absence of trade policy, environmental business (market) can be abused (Requate, 2005).

In the field of research, Imperfect Environment Theory is also referred to as Stressful Environment Theory. Its proponents are Lazarus (1966); Lazarus & Launier (1978) & McGrath (1970). This theory expresses a notion that some researchers undergo multiple pressures and

incentives from funding institutions, or ambitions in their careers which forces them to deviate from their norms and engage in misconduct. Principles of this theory were adopted to inform the current study. Thus, the multiple pressures or forces alluded to in this theory can also lead to imperfect learning environment in this context. School environment has to be conducive and safe for learning. Environmental safety refers to the proper and sustainable management of the physical surroundings of the school (GOK, 2009).

In this case, Ministry of Education and by extension the Kenya government appears to be under immense pressure to deliver on its resolve to reform education sector. This immense pressure has caused the Competence Based Curriculum to be hurriedly implemented, hence, leading to an Imperfect Learning Environment of learners in Junior Schools. For instance, according to the Presidential Working Party on Education Reforms (PWPER, 2023), some stake holders termed the trainings of in-service teachers conducted by TSC on the CBC as "superficial, hurried and conducted by unqualified trainers" (Nyaundi & Oduor, 2023).

The current Imperfect Learning Environment in Junior Secondary Schools is characterized by inadequate physical facilities like washrooms, laboratories, low quality of desks, among others. There are also inadequate human resources (teachers), among other related issues. This is an imperfect learning environment that cannot guarantee effective learning. Effective Learning occurs when the environment allows for it. Learning becomes harder when the environment, for whatever reason, is not conducive. An imperfect environment constantly presents new challenges to its inhabitants (Mujtaba, at al., 2015).

2. Literature Review

2.1 Domiciling of JSS in Primary Schools

In the year 2020, a Task Force on Enhancing Access, Relevance, Transition, Equity and Quality for Effective Reforms Implementation, popularly known as Fatuma Chege report had several recommendations. Among them were that Junior Secondary Schools be domiciled in secondary schools.

In December 2022 a preliminary report of the Presidential Working Party on Educational Reforms which was appointed by the president in September 2022, recommended that Junior Secondary Schools be domiciled in primary schools. This recommendation was adopted and effectively reversed the previous government's initial plans of domiciling Junior Secondary in secondary schools. Consequently, grade 7 learners joined selected primary schools across the country, christened as Junior Secondary Schools (JSS).

Teacher shortage, delayed disbursement of capitation and inadequate learning facilities has since dominated the list of challenges being encountered by Junior Schools.

2.2 Teaching and Learning Environment

The learning environment means the conditions in which learning takes place (Waike, 2024). The physical school environment encompasses the school buildings and all its contents including physical infrastructure, school grounds, furniture, the use and presence of chemicals and biological agents; the site on which a school is located; and the surrounding environment including the air, water, and materials with which children may come into contact, as well as nearby land uses, roadways and other hazards (WHO; Information series on School Health-2003). Teaching and learning environment refers to the conditions within the school under which teaching and learning take place (GOK, 2008). While much of the learning takes place within the classroom, learning also occurs in other areas of the school compound – such as laboratory, library, workshops and the playing fields. In this respect, the way learners relate with fellow learners and with teachers and, similarly, the way teachers relate with fellow teachers in the school compound, are critical to the teaching and learning processes (GOK, 2008).

Teaching and learning environment in most Primary Schools in Migori County in which Junior Secondary Schools have been domiciled, appear to be un-conducive, given the fact that they don't have facilities such as laboratories, workshops and libraries. These are critical facilities to the teaching and learning processes for JSS learners.

2.3 Teacher Shortage

Concerning teacher shortages, so far, only 21,365 teachers have been recruited to teach in Junior Secondary Schools across the country under the internship programme that runs for one year, while about 9,000 have been recruited on permanent and pensionable basis. This means that so far, only 30,365 have been deployed in about 23,000 public junior secondary schools, giving an average of one teacher per school. According to TSC, about 70,430 teachers are required for JSS, implying that there is a serious deficit of about 40,000 teachers in JS Schools across the country (The Standard, 2023).

It is evident that the junior secondary is starved of teachers, which automatically indicates that students in Grade 7 are missing out on some subjects (Wanda 2023). This raises ethical issue on the kind of education the JSS students are receiving in public schools. Teacher shortage definitely compromises the quality of teaching.

Further, a report of the presidential working party on Educational Reforms reveals that the training of

teachers in learning areas such as performing arts and technical subjects was not done and remained a serious area of concern (PWPER, 2023). This implies that grade 7 learners were not exposed to the whole curriculum as envisioned by the curriculum planners.

2.4 Moral Values in Education

Moral values are the building blocks of personality that help in building the better character of people (Sherwood High, 2023). It is observed worldwide that integrating desired values and principles into the education system supports the holistic development of the learner and significantly impacts educational, economic, and social outcomes (PWPER, 2023). Values-based Education promotes character development, patriotism, and global citizenship (Otieno, 2018). Therefore, moral values play an essential role in students' life. They help build a positive character with traits such as compassion, respect, kindness, honesty, trustworthy, humility, among others. It is therefore important to teach moral values to students because it is then that they take their first steps towards life, and it matters that they do it rightly.

One of the strengths of CBC is the belief that it will provide solutions to some of the problems ailing our society, such as indiscipline and general lack of moral values (The Star Newspaper, 2021). At the end of the learning period the learner should have been molded to have the following values: Love, Responsibility, Respect, Unity, Peace, Patriotism and Integrity (Depa, 2022). How this is going to be done is still a challenge. The key tenets of CBC, which include Values-Based Education (VBE), Community Service Learning (CSL), and Parental Empowerment and Engagement (PE&E), are critical components of the curriculum forming the software for the education system (PWPER, 2023). However, realizing these tenets is still a tall order.

It is not clear whether the Junior Schools domiciled in Primary Schools' environment and the current status of Junior School teachers in terms of their training have the capacity to impart moral education in learners. It is also not clear if the learning areas in Junior Schools have the capacity to ensure quality moral education is imparted in learners, since the core values are supposed to be integrated in all learning areas (KICD, 2017), which is posing challenges to teachers on how well it should be done. The Presidential Working Party on Educational Reforms (2023) observed that learning outcomes had not been fully achieved neither had the desired competencies been fully developed. This was due to the fact that, despite the existence of various frameworks for (VBE), (CSL) and (PE&E), their implementations had not been fully done, hence, raising concerns on kind of education that grade 7 learners were receiving.

3. Methodology

3.1 Research Design

The study used descriptive survey design to collect data from respondents, analyze and present data. It adopted a Mixed Method Approach. Thus, both quantitative and qualitative aspects of research were applied. Data was analyzed using Descriptive Statistics while Qualitative Data was analyzed thematically. Analyzed Quantitative Data was presented in frequency tables and percentages. Qualitative Data was presented under different Themes.

3.2 Target population

The study’s target population was 38,946 people. This target population was further scaled down to obtain more manageable accessible population of 4,002 people, as shown in table 2 below.

3.3 Sampling and the Study’s Sample

The study employed simple random sampling and purposive sampling procedures to select its respondents. This study’s respondents included: the County Director of Education; TSC County Director; Primary School/Junior School Head Teachers; Junior School Teachers and Junior School (Grade 7) Learners. The County Director of Education (CDE) and TSC County Director were purposively sampled. The respondents that were randomly sampled included Head Teachers, Teachers and Grade 7 learners.

Out of the accessible population, the researchers randomly selected 30% of Head Teachers (56 respondents), 30% of JSS Teachers (106 Respondents) and 10% of Grade 7 Learners (371 respondents) as a representative sample. As indicated earlier, the sample also included one County Director of Education and TSC County Director who were purposively sampled. This gave a total of 537 respondents, as shown in table 2 below:

Table 2: Target Population, Accessible Population and the Selected Sample

S/N	Respondents	Target Population	%	Accessible Population	%	Sample
1	County Director of Education	1	--	01	-	01
2	TSC County Director	1	--	01	-	01
3	School Head Teachers	627	30	188	30	56
4	JSS Teachers	1,196	30	359	30	108
5	Grade 7 Learners	37,121	10	3,712	10	371
TOTAL		38,946		4,022		537

Source: Field Survey 2023

3.4 Research Instruments

Questionnaires, interview schedules and document analysis guides were the main research instruments that were used to collect data for this study. Questionnaires were used to collect qualitative data while interview schedules and open-ended items in the questionnaires were used to collect qualitative data. Teachers and Grade 7 Learners filled in questionnaires; while Head-teachers, County Director of Education and TSC County Director were interviewed. The Document analysis guide was used to get information on number of Junior Schools in Migori County, number of teachers, learners among other relevant information for the study.

3.5 The Study Area

The study was conducted in Migori County. The county is part of the former South Nyanza District. It is one of the six counties situated in former Nyanza Province. Other five counties are Siaya, Kisumu, Homa Bay, Nyamira and Kisii. Migori County borders Kisii County to the North East, Narok County to the South-East, Republic of Tanzania to the South, Lake Victoria to the West and Homa Bay County to the North. There are Eight Sub-Counties in Migori County – Rongo, Awendo, Uriri, Nyatike, Suna East, Suna West, Kuria East and Kuria West. Migori town is the Headquarter of Migori County.



Figure 1: Migori County

4. Results And Discussion

4.1 Number of JS Schools in Migori County

The study found out that currently, there is a total of 647 public primary schools in Migori County, out of which

627 schools had been selected to host Junior Schools. Thus, there were twenty schools in the entire county that had not been selected to host Junior Schools, as per the Guidelines for Implementation of Junior Secondary Education (2023). They were therefore, feeder schools (GOK, 2023). The 627 Junior Schools in Migori County are distributed in the Eight Sub-Counties as shown in the table below:

Table 1: Distribution of Junior Schools per Sub-County

S/ No	SUB COUNTY	NUMBER OF SCHOOLS (JSS)
1	RONGO	68
2	AWENDO	74
3	URIRI	81
4	NYATIKE	130
5	SUNA EAST	70
6	SUNA WEST	60
7	KURIA EAST	35
8	KURIA WEST	91
TOTAL		627

Source: Field Survey, 2023

Nyatike Sub-County had the highest number of junior schools (130), while Kuria East had the least number (35). This was due to the size of the sub-counties and the population densities.

4.2 Physical Infrastructure in Junior Schools

The study sought to assess physical infrastructure in junior schools in Migori County. Researchers sought

information from respondents on this issue. The views of respondents pertaining adequacy and conditions of class rooms were as indicated in the table 3 below:

Table 3: Adequacy of Classrooms and their Working Condition

Respondents	Responses	Items			
		Are Classrooms Enough?		Are they in Good Condition?	
		F	%	F	%
Teachers	Yes	24	22	44	41
	No	84	78	64	59
	Not Sure	00	00	00	00
	Total	108	100	108	100
Learners	Yes	95	26	98	26
	No	276	74	264	71
	Not Sure	00	00	09	3
	Total	371	100	371	100

Source: Field Survey 2023

Table 3 above shows that both categories of respondents (Teachers and learners) indicated that grade 7 classes were not adequate (Teachers – 78% and Learners – 74%). Also CDE, TSC county Director and most Head-teachers were in agreement that classrooms were inadequate.

Respondents also indicated that available classrooms were not in good condition (59% of teachers and 71% of learners). All respondents that were interviewed concurred.

4.3 Availability of Science Laboratories

Concerning the availability of Laboratories, all respondents indicated that their schools did not have laboratories, echoing Obuba (2023) who observed that there was no single public primary school in Kenya with a laboratory. This made it difficult to conduct Science Practical lessons.

4.3.1 Staffing Status

The expected number of teachers for Junior Schools in Migori County was 3,500. The available number was 1,196 teachers, leaving a deficit of 2,304 teachers, inclusive of 345 teachers who had officially moved from primary schools since they had requisite qualifications. This gave an average of two teachers per school, out of the expected number of about eight teachers per school. Thus, there was serious under-staffing. Some were forced to teach subjects they were not trained in. Some subjects went untaught! This finding echoes the Teachers Service Commission's (TSC) concern that about 70,430 teachers are required for JSS countrywide, yet there was a serious deficit of about 40,000 teachers in JS Schools across the country (The Standard, 2023).

4.3.2 Grade 7 Enrolment Status

Migori County had an enrolment capacity of about 40,000 grade 7 learners. The current enrolment stood at 37, 121 learners, implying that there was an under-enrolment of about 2,879 learners. According to TSC County Director, “majority of pupils transitioned to JSS apart from a few with varying reasons”.

Most of the sampled schools were generally under-enrolled. Most of the Head teachers interviewed cited proximity of Junior Schools while others blamed it on transfers to most preferred schools. For the few schools that were over-enrolled their respective Head teachers cited the hundred Percent transition policy and their schools’ proximity to highly populated areas like slum areas in urban centers. Observations showed under-enrolment was mainly due to poor physical facilities.

4.3.3 Realization of Learning Outcomes

The study further sought to determine whether the learning outcomes were being realized in junior secondary in Migori County. Apart from the staffing and physical infrastructure that was found to be wanting, which had a negative effect to learning, the study also sought information from respondents on learning conditions/environment in the respective schools, whether learners were receiving lunch in school and whether value education was being taught. Below is responses of the respondents and discussions of these findings:

4.3.4 Learning Environment/Conditions

Respondents were asked to comment on general learning environment of grade 7 learners and whether they felt comfortable to teach/learn from primary schools. Their responses were as shown in table 4 below:

Table 4: Respondents' view on Learning Environment/Conditions

Respondents	Responses	Items			
		Is the learning environment conducive?		Are learners happy to learn?	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Teachers	Yes	23	21	25	23
	No	74	69	77	71
	Not Sure	11	10	06	06
Total		108	100	108	100
Learners	Yes	33	09	28	08
	No	338	91	343	92
	Not Sure	00	00	00	00
Total		371	100	371	100

Source: Field Survey 2023

From table 4 above it was clear from respondents that learning environment in primary schools was not conducive for grade 7 learners (teachers – 69% and learners – 91%). More so, respondents indicated that grade 7 learners were not happy to learn from primary schools (Teachers – 71% and Learners 92%).

Poor learning environment could not guarantee the expected learning outcomes to be realized in junior schools in Migori County. Inadequate physical infrastructure like classes and lack of laboratories in junior schools inhibited the realization of the expected learning outcomes.

More so, shortage of teachers posed a serious challenge of not realizing the expected learning outcomes in junior schools in Migori County.

On remedial measures, the CDE emphasized the need to improve infrastructure in Junior Schools by constructing more classes and Science Laboratories. The TSC County Director said that more teachers should be recruited for Junior Schools and undergo some form of re-training for them to handle the new curriculum (CBC). Head teachers wanted more funding and prompt disbursement of funds from the Government. Teachers wanted their workload to be reduced and be paid promptly. Learners wanted laboratories to be built, be given good desks and chairs, and be provided with lunch in school. Other learners wanted to be moved to Secondary Schools.

4.3.5 Provision of Lunch

All schools did not have lunch programme for grade 7 learners, just as it were for the rest of primary school learners. Parents were not able to meet the cost of lunch. Learners were therefore forced to stay without lunch or

rush home for lunch and come back to school in a span of one hour.

4.3.6 Value Based Education

One of the strengths of CBC is the belief that it will provide solutions to some of the problems ailing our society, such as indiscipline and general lack of moral values (The Star Newspaper, 2021). However, respondents said that implementation of value education was a challenge. Teachers said they had not clearly understood the approach of integrating moral values in all learning areas. Learners said there was no learning area called Value-based Education. They also said that they were not participating in Community Service Learning. Most of them said that their parents were partially involved in their learning process. Head teachers said they avoided Community Service-Learning activities due to cost implications or financial constraints. On their part, Education Officers said teachers needed induction courses on how to integrate Value-based Education in their teaching, which was yet to be done.

5. Conclusions and Recommendations

5.1 Conclusion

It was clear that domiciling of Junior Schools in Primary Schools raised pertinent concerns on how teaching and learning was being conducted in these schools. Inadequate teachers, poor infrastructure, imperfect learning environment, dissatisfaction, unhappiness of learners and teachers, less funding from government, among others, are cases in point.

Grade 7 Learners were not happy to have remained in primary schools, yet they had prepared psychologically that they were to transit to secondary schools. They were found to be uncomfortable learning from the given environment (primary schools). They were not happy with the quality of education they were receiving. Just like the learners, teachers and head teachers felt demoralized.

5.2 Recommendations

This study recommends that:

1. The government should improve learning environment in Junior Schools to reflect their status, since they are not primary schools per se. Classes and washrooms should be separate from those of Primary Schools' section. They should be provided with quality furniture, lunch, among other items.
2. Necessary infrastructure such as laboratories should be provided urgently by the government.
3. The government should hire enough teachers to ensure that all learning areas are adequately handled. Teachers should be inducted on how to impart Value-based Education in learners.

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