



## A CRITICAL ANALYSIS OF THE IMPACT OF SECONDARY SCHOOLS ORIENTATION PROGRAMMES DYNAMICS ON STUDENTS' SCHOOL CONNECTEDNESS IN SECONDARY SCHOOLS IN KENYA

Muthee M. Daniel<sup>1i</sup>,

Ruth W. Thinguri<sup>2</sup>

<sup>1</sup>Mount Kenya University, School of Education  
P.O Box 342- 0100 Thika, Kenya

<sup>2</sup>Dr., Mount Kenya University, School of Education  
P.O Box 342- 0100 Thika, Kenya

### Abstract:

Cases of student's unrest are on the rise despite the spirited effort by the education stakeholders to curtail them. They have recently taken a violent dimension, leading damage of property and even loss of life during fires in school. This is an indicator of a relationship gone sour right from orientation, where the learners neither connect nor associate themselves with the school community, facilities and the programmes offered. The researchers used critical analysis research methodology to critically analyse the impact of secondary schools orientation programmes dynamics on the student's school connectedness in secondary schools in Kenya. Using this method, the researchers assessed the various orientation programmes dynamics and how they impact on the students' school connectedness against the backdrop of the induction programmes currently undertaken in secondary schools. The study found out that the orientation programmes offered in secondary schools exclude key stake holders, facilities and educational programmes. They also lack support mechanisms to sustain the momentum of the orientation week. Further, they run in the same way over time and hardly involve any feedback or evaluation processes. The study concluded that secondary schools recognise the importance and carry out a form of orientation for new students. These induction programmes achieve the intended short term goals but lack sustainability. Among the recommendations made is that school administrations should have

---

<sup>i</sup> Correspondence: email [mumbuary99@gmail.com](mailto:mumbuary99@gmail.com)

orientation programmes which include parents and school community, allow feedback and equate the process. The ministry of education should also do budgetary allocations that would cater for orientation programmes and capacity building in schools. This would facilitate funding of more comprehensive and sustainable orientation programmes, which would in turn raise the level of school connectedness.

**Keywords:** orientation programme, feedback, evaluation, support systems

For downloading the full article, please access the following link:

<http://oapub.org/edu/index.php/ejes/article/view/859>