RESEARCH ARTICLE

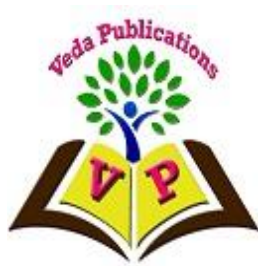# ETHICAL FACTORS AFFECTING LEARNERS' TRANSITION

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Abstract

This theoretical article explores the need to integrate ethical factors into education and how they affect learners' transition. Transition involves moving from one level of education to another. The current article focuses on the transition from primary school to secondary school and the place of ethical factors in trnsition. The selected ethical factors are learners inclusivity, relationships, and learners welfare. The objectives of the article are (1) to investigate the effect of learners inclusivity on learners' transition; (2) to examine the role of relationships on learners' transition; (3) to explore the influence of learners welfare on learners' transition.

Introduction

There is a need to ensure that the provision of education is anchored on sound ethical principles. A desirable education system endeavours to be equitable and offer learners lifelong learning opportunities (Leal, Shiel, Paço & Caeiro, 2019). It is envisaged that this ideal educational system should address the emotional, social, ethical, and academic components of learning which are largely ignored in the actual school setup (Newman & Dusenbury, 2015). While several factors affect the ethical disposition of the educational stakeholders, the desire for learners inclusivity, relationships and learners welfare are particularly important attributes of effective learners' transition. These ethical factors (learners inclusivity, relationships and learners welfare) among the educational stakeholders act as a buffer against exposure to unethical behaviours such as bullying, cheating, inequalities and intolerance among learners and catalyse their transition.

Transition is an expected outcome of an educational system yet a challenging aspect of most educational systems. Developing countries are particularly bearing the brunt of drop-out among their learners compared to developed countries (Yuen, Yau, Tsui, Shao, Tsang & Lee, 2019). As a result, close to one-fifth of learners in the global south are unable to complete their basic education compared to their counterparts in the United Kingdom, United States of America, Cuba, and Australia. To overcome the challenge of transition, legislation on transition has been enacted over time where the 100% transition policy features prominently (Orodho, Waweru, Ndichu & Nthinguri, 2013). Not much effort has been put in place to monitor and evaluate how ethical issues are being integrated into the provision of free education (Peters, 2010). Reviewed literature summarizes ethical factors that influence the efficacy of the transition of learners to secondary schools in three categories: learners inclusivity, relationships and learners welfare.

Debates on ethics and values education gain attention in society whenever there is an ethical crisis (Rosnani, 2007). For instance, the global evidence demonstrates that ethics continues to receive attention due to despicable unethical activities like youth radicalism and corruption. A study by Hallak and Poisson (2005) found that corruption exists in the education sector. For example, Hallak and Poisson established that countries like India, Bangladesh, South Korea, Taiwan, Hong Kong, Mauritius and Kenya abet corrupt practices

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in schools such as unscrupulous private tuition. Similarly, Goel, Mazhar & Nelson (2016) found that professionals solicited bribes for services they offered across the globe. For instance, 74% of education professionals asked bribes for services in Bangladesh, 41% in Cambodia, 24% in Indonesia and Ghana 24%. The learners learning under the guidance of such education professionals (teachers, head teachers, education officers and university professors) are miseducated to believe that success comes not through hard work but favouritism, bribery and fraud.

Historically, education has been considered important for deliberate and genuine communication and transmission of societal expectations, standards, beliefs, opinions, ethics, norms and customs from old generations to young generations with an aim of societal well-being and continuity (Sifuna & Oanda, 2014). Education helps individuals to acquire the capacity to form ethical judgements leading to ethical improvement (Wringe, 2014; Kant, 2008). In the quest for good and responsible citizens, an efficacious education system attempts to develop learners with strong ethical values and progressive political awareness that leads to good governance devoid of ethnicity, corruption, and violence but one that engenders positive social change among other things (Towah, 2019). Therefore, education should focus on the holistic development of the learner in all dimensions including the cognitive, normative, critical thinking, problem-solving, and creative dimensions.

Ethics play a very important role in developing ethical citizens. Ethics education serves to impart ethical values to learners (KICD, 2017). These values include integrity, discipline, and honesty which learners are required to apply in their lives (Haase, 2013). The world has given much attention to the non-ethical values of education due to perceived success and obsession with science and technology (Akanga, 2014; Joshi & Verspoor, 2012).

The ethical consideration arises as a result of daily occurrences which depict a society in an ethical limbo. The influence of society and its institutions on ethical formation has been demonstrated as enormous (Kiruki, 2004). Cases of corruption, premarital pregnancies, defilement, rape, murder, cheating in examination, arson in schools, negligence and negative ethnicity that result in inter-tribal clashes abound. Additionally, the number of government officials dragged to courts of law for corruption-related cases and impropriety in the use of public resources is alarming (Kawanja, 2019). This is supported by Maina (2019) who argued

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that most cases, for example, in the Kenyan society that have been observed, reported in the media and sometimes taken to court point out a grim picture of the level of the ethical development of the schooled. Other examples of moral decadence include domestic sex, prostitution, the sponsor's relationships in colleges and universities, poor service delivery by the civil service and many more instances of immorality (Mandela, 2014). A study by Muthamba (2017) entitled 'Implementation of moral education in Kenyan schools' concluded that schools in the selected regions in Kenya have consistently demonstrated an increase in ethical decadence characterised by violence, youth radicalization, perverted sexual behaviour, abortion, drug and substance abuse and cultism. Such instances and many more raise ethical questions on moral development.

Inclusivity

Inclusivity in education implies that the school environment is one in which all learners feel that their contributions and perspectives are equally valued and respected (Avramidis, Bayliss & Burden, 2000). Inclusivity deals with addressing aspects of tolerance and social equality within the school community as well as developing a school infrastructure devoid of deficiencies. An inclusive education strengthens the capacity of the system to reach out to all learners as a strategy for desirable learner transition. Inclusivity falls under the World Declaration on Education for All international initiative launched at the World Conference on Education for All (Jomtien, Thailand, 1990) which set out the vision of universalizing access to education for all children and promoting equality.

The transition of learners from one level of learning to another is an important factor in most learning institutions (UNESCO, 2014). However, performance in selecting learners for the next level may as well be discriminatory. This has resulted in many learners opting to cheat in examinations to meet the requirements of transition to the next level. Carnoy (1995) 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. Yikealo, Tareke & Karvinen, (2018) noted that there were very low transition rates of learners in Eritrea because many pupils repeated primary school.

Statistics show that two-thirds of all countries with a secondary Gross Enrollment Ratio of 40% and below are in Africa (Wanja, 2014). Malawi had to expand secondary education to

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actualize the 100% transition (Otieno & K'Oliech, 2007). According to Njonjo (2013) transition from primary school to secondary school in Kenya is pegged on the number of available spaces. As a result, many learners who passed examinations lack opportunities to enrol. From these empirical studies, it is evident that education systems do not involve all learners in their education programs.

Equal access to quality education is crucial for addressing both social and economic problems such as poverty, unemployment and inequality. Reynolds, Sammons, De Fraine, Van Damme, Townsend, Teddlie and Stringfield (2014); Pearson (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, DeJaeghere, Kendall & Khan, 2012).

Despite increased enrolment in many schools, it is evident that Free Primary Education (FPE) resulted in increased gender disparities in the gross enrolment rates (Andrews, Jargowsky & Kuhne, 2012). Only 49% of countries have achieved gender parity in primary education (Psaki, McCarthy & Mensch, 2018). At the secondary level, the gap widens with 42% of countries achieving gender parity in lower secondary education, and 24% in upper secondary education (Pekkarinen, 2012). Barriers to girls' education, for instance, include poverty, child 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). 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, Figueroa, Kwauk, Jones & Fyles, 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 (World Bank,

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2018). The number of secondary schools per square kilometre has a positive impact on access to secondary education (Pearson, 2014). Many out-of-school children come from marginalized and disadvantaged communities (Prew, Msimango & Chaka, 2011). The three main challenges are physical access to educational institutions, access to quality education and outcomes in the job market for marginalized 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 in many countries (Jones, 2018). When considering inclusion, equity means ensuring that all learners 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). A comparative study by Paxton (2012) 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. 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-enrollment in schools, late entry, frequent absenteeism and dropping out of schools.

Several factors contribute to the non-enrollment and further exclusion of children in 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. Ganley and Vasilyeva (2011) in their review of inclusion reported that for 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. A report by UNESCO (2017) pointed out that the needs of all learners should be catered for or an integrated approach should be adopted to place marginalized learners into the existing mainstream schools.

Burchinal, Vandergrift, Pianta and Mashburn (2010) on 'barriers to education accessibility among disabled in Kenya' indicated that certain barriers continue to limit access to education for children with disabilities. These include 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 established Educational Assessment and Resources Centres (EARC) under the Education Act of 2013 (Odongo, 2018) to provide support to children with special needs and disabilities. It is estimated that only one in six children with disabilities attend schools in Kenya and those who can attend face problems of stigmatization, inappropriate curricula, poorly equipped schools and insufficiently trained teachers (Coley, Lombardi, Sims & Votruba-Drzal, 2013).

A study by Barnett (2004) 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 continues to remain high for many pupils who attend secondary education. A study of 109 school drop-outs 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, Musera and Sindabi (2011) on factors affecting transition rates from primary school to secondary school 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.

Ansari and Winsler (2012) did a study in Ganze, Kilifi Sub County in Kenya on 'factors contributing to secondary school dropouts' and found out that food shortage in schools adversely affected learning. Similarly, a study by Smythe-Leistico and Page (2018) on 'factors for school dropouts in Kenya' found that young people in schools might leave

schools sooner than they otherwise have to take responsibility for their day-to-day survival. This was supported by DeSA (2013), who argues that children from poor, rural and ethnic or linguistic minorities face a higher risk of dropping out of school. From the preceding discussion, inclusivity is an important factor influencing learners' transition.

Relationships

Relationships are the positive connections between learners, adults and peers that foster positive social interaction and establish a nurturing environment of trust and support in schools (Luz, 2015). This builds a good relationship between teachers and learners and minimizes teacher subjectivity. This relationship is known to engender constructive and long-lasting academic and social development of learners. In the end, these attributes promote the transition of learners from one level to the other. This is achieved through good performance and socialized interactions exhibited by such learners in their various class levels.

Relationships are of critical importance to learners' ability to do well at school. This can be achieved by creating a conducive teaching and learning environment for socio-political discussions (Campbell, 2008). Positive relationships between learners and teachers motivate learners to have a democratic voice, to feel free and safe, to be able to discuss and form opinions about their ideas and those of others and to engage in citizenship practices (Dijkstra, Geijsel, Ledoux, Van der Veen & Ten Dam, 2015). Purdeková (2012) found that most year 9 learners liked many of their teachers and felt that their teachers cared about them. The study also found that most year 9 learners had fewer opportunities to build the kind of close relationships they had with their teachers at primary school due to the compartmentalization of subject areas and the school timetable. Ministry of Education (2010) argues that learners valued teachers who could connect with them and their world experiences. They particularly appreciated it when teachers made learning interesting.

Ministry of education (2014) observed that in secondary schools, several subjects are taught by different subject teachers. Rules and regulations are stricter in secondary schools compared to primary schools. It is further alleged that the teaching methodologies in secondary schools differ from those used in primary schools. Teachers constitute the core of the education system and their importance in learner performance has been widely confirmed by many studies such as (Rivkin, Hanushek & Kain, 2005). The most important purpose of a

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school is to provide learners with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers.

Optimal staffing in schools is a factor of pupil enrolment, number of subjects and subject combinations, number of hours taught per week, number of streams and teachers' involvement in administrative and other extracurricular assignments. There is a wide variation in the number of teachers relative to the number of learners across regions. This implies that teachers' distribution is not proportionate to the needs of the schools (Mbugua, Kibet, Muthaa & Nkonke, 2012). According to Bahena, Schueler, Mcintyre and Gehlbach (2016), severe shortages currently exist, and there is a gap between the demand and supply of teachers needed to ensure effective teaching in many countries.

A study by Kerr and Nelson (2006) established that secondary schools can provide a range of support to boost learners' academic performance. Dalli, White, Rockel, Duhn, Buchanan, Davidson and Wang (2011) identified learner support to include mentoring, counselling, coaching, advising, guidance and tutoring. In addition, learners can be given academic support through extra lessons, remedial lessons and reading labs and these should be facilitated by a qualified and dedicated person who supports the school's vision. Perhaps this is why Otieno (2018) identifies teachers as playing a more crucial role, especially when trained on effective approaches to be used in Value Based Education (VBE).

The culture of a school must show the balance between learning and the social needs of an individual (Cooper, Allen, Patall & Dent, 2010). Cooper and other researchers confirmed that teachers always want to support learners, but learners come to school with a lot of intentions. In schools with limited resources and high counsellor caseloads, mentoring programs or drop-in offices by learners or other community volunteers can be helpful (Finlay, Kinsella & Prendeville, 2019). Counselling used with assessment data as part of a concerted early warning system would help identify struggling learners as early as in Form one and ensures that they get the additional help they need (Fletcher-Watson & Happé, 2019).

According to Orodho et al. (2013), a school connection refers to ways in which teachers take care of learners as individuals to help them appreciate the importance of education. A study by Dalli et al. (2011) indicated that the more vulnerable learners in terms of transitions

are those who had difficulty with their studies when they arrived in secondary schools. Dalli et al. (2011) Confirmed that some find class work too challenging and get upset by disruptions to their friendships from previous years. They do not find it easy to develop successful relationships with other learners or interact well with teachers or other adults. This hampers moral development among the learners because the sense of morality is acquired as children interact with one another and the school environment (Mariaye, 2005).

A survey in New Zealand secondary schools by the Ministry of Education (2010) on 'learners transitional behaviours' found that unsettled transition behaviours could be attributed to disruptions of social networks, both with teachers and with peers, and less individual attention from teachers at secondary schools because of the way secondary schools are organized making personalized relationships between teachers and learners more difficult to achieve. The Ministry of education's report goes against Kohlberg's observation that children move from one stage of moral development to the next in a sequential manner, and, therefore, is an indicator of what the school should employ to assist learners in their moral development (Kohlberg, 1981).

A study on 'Factors leading to failure of learners to complete schools' by Jindal-Snape and Cantali (2019) found out that socio-cultural factor such as circumcision is responsible for pupils' failure to complete school. Once initiated or circumcised, some pupils develop poor relationships with schools and teachers. Some circumcised boys are not ready to be taught by women teachers. Some initiates feel that they are now mature and are not ready to interact with children or women teachers in primary and secondary schools. Thus, a majority of the learners drop out of school and the few who manage to go through the cycle perform dismally (Ministry of Education, 2012).

The Ministry of Education (2010) found that learners experienced mixed feelings about their transition to new schools. Many year-8 learners in Kenya, for example, were anxious about moving to secondary schools. Deacy and O'Halloran (2015) reported that some learners imagined having the chance to work with a range of teachers with whom they can form positive relationships. The transited learners lacked an orientation process that could enable them to get familiarized with the school environment (Peters, 2010). This finding was supported by McHugh, Casey and Lawlor (2011) who found out that when learners change

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classes within or between schools, they must adjust to new surroundings, become familiar with new teachers and peers, learn new ways of working and make sense of the rules and routines that operate in their classes.

Some teachers who are dissatisfied with their posting, especially those who do not come from the school localities keep on asking for pre-mature transfers (Robert-Okah, 2014). If their transfers are not granted, they are de-motivated and their performances fall thus contributing to poor performances by learners because the teachers have grown disinterested in educational activities within the area. When they are not in trouble with education administrators, they are intimidated and abused by colleague teachers for either becoming too much or doing too little. Other times they are accused of being too strict on discipline or doing nothing about it. Individual learner perceptions of their relationships with teachers' effects at the classroom level could also be expected (Chen, Tutwiler, Metcalf, Kamarainen, Grotzer & Dede, 2016). Moreover, Chen and others noted that the better the relationship the more the learners will be involved and actively participate in classroom exchanges and citizenship activities. Hence, the expectation of the study indicated that learners with positive relationships will become more involved in school activities.

The safety of the learners is central to the provision of quality education in any country. However, while this is true for learners at all levels of education, it is particularly critical for learners at the basic education levels because of their relatively tender ages. Children of this early age are very vulnerable to threats such as bullying by their older colleagues, intimidation, verbal and physical abuse and all manners of harassment (Smith, 2014).

Welfare

Learner welfare involves the equal treatment, a conducive school environment as well as mutual and peaceful coexistence. Welfare means any aspect of a learner's education or educational environment that significantly impacts such learner's ability to receive appropriate instruction, as mandated by any relevant law, rule, regulation or sound educational practice (Cornish, 2019). Learner welfare encompasses services that promote the physical, mental and social well-being of learners. Learner welfare aims to create a safe working environment and prevent exclusion (Brede, Kenny, Warren & Pellicano, 2017).

With the help of learner welfare, learning difficulties and other issues are identified earlier on and intervening strategies are put in place in time to mitigate them.

The connectedness of learners is important for their well-being. Chawarska, Klin, Paul and Volkmar (2007) define connectedness as the feeling of learners that they belong, feel included (regardless of their ethnicity, ability, gender or sexual orientation), have a contribution to make to the school, are cared for by their teachers, accepted by their friends, are physically and emotionally safe, and are learning. The school environment influences a range of health, emotional wellbeing, and social and academic outcomes. One of the most influential aspects of school environments is the extent to which learners feel connected while they are at school. In their research on social connectedness and psychological wellbeing, Crespo, Cuaresma, Lutz and Sanderson (2014) found that the degree of belongingness, being valued and valuing other people are higher levels of the welfare of any learner. The absence of a sense of belonging hinders school performance and decreases motivation for learning and schooling (Bossaert, de Boer, Frostad, Pijl & Petry, 2012). Bossaert and others further claimed that connectedness acts as a protective factor for adolescent health and development. Part of the study concluded that if schools foster connectedness through their transition processes then there are likely to be substantial benefits for learners.

Having friends at the new school helped learners to settle (Hanewald, 2013). Before transition, some learners may be concerned that they would not make friends at their new school. While learners often found that their friends were not always in their classes, this did not appear to be a problem for them as most of them had made new friends. For some learners who had previously not made many friends, the move to secondary schools meant that they could meet up with like-minded learners who shared their interests.

A study by McDougall and Vaillancourt (2015) found that adolescent social relationship is a key area of focus for learners and is a long-term adjustment issue. Moreover, in their findings, McDougall and Vaillancourt (2015) realized that the strongest motivation for learners was to belong to a peer group that will help them with their social and emotional issues since they often took precedence over academic attainment. The study concluded that developing a deeper understanding of the importance of social relationships in the school

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context, particularly concerning a sense of belonging, could benefit the academic function of schools.

Morality as observed by Rachels and Rachels (1986) is a complex matter whose main concern is to answer the question: how ought human beings live? They explored several ethical theories propounded in response to this question, including cultural relativism, ethical subjectivism, egoism, utilitarianism, feminism and ethics of care, deontological theories and ethics of virtue. They concluded by proposing criteria for an acceptable moral theory as morality without hubris (excessive pride and arrogance), treating people as they deserve, multiple strategies utilitarianism, adopting the notion of a moral community and applying justice and fairness to all.

Hoy, Parsons and Kovshoff (2018) noted that education in Kenya has not been evenly distributed across sexes, regions and social groups. Further, Hoy et al. (2018) noted that few girls than boys go to school or work their way up the education ladder. There are fewer places for girls since financial returns of expenses incurred on girls' education are smaller than that of boys. The provision of basic education has been skewed in favour of boys despite the Children Act of 2001 unequivocally stipulating every child's entitlement to education, therefore, ensuring full inclusion of girls in basic education (Ministry of Education, 2012). Other policy documents seek to mainstream gender in all sectors, pledge to enforce a policy of equal opportunities, lay emphasis on the education of girls and stipulate measures for mainstreaming gender in the education sector. They also seek to ameliorate the impact of HIV and AIDS and actions for Orphans and Most Vulnerable Children (OVCS). All these are geared towards addressing the learners' welfare.

Perceptions of curricula inadequacies and low quality of education across many nations have given rise to apathy, school disaffection and anti-social behaviour on part of the learners, often leading to low transitions (Jones, 2018). Chen et al. (2016) found out that learners who are in apathetic life, dissatisfied with authority, and who display anti-social behaviour tend to focus on other forms of economic returns. Williams, Abbott and Mpenzi (2015) point out that one of the reasons why "urban advantage" does not seem to work for slum children include the perceived low quality of primary education offered, shortage of

physical facilities and shortage of teachers which according to the results of the study have adversely affected some regions.

A comparative study on children's vulnerability indicated that children from well-educated and wealthy urban families had a substantial education advantage over children from illiterate and impoverished rural families (Ngware et al., 2012). Children from poor households do not attend school because poor families often cannot afford to release their children from productive work to attend school regularly or to pay for school fees, uniforms, books and transportation (World Bank, 2018).

According to the Ministry of Education (2008), facilities such as classrooms, offices, toilets, dormitories, libraries, laboratories, kitchens, water tanks and playground equipment should be appropriate, adequate and properly located, and devoid of any risks to users or those around them. This is supported by Weybright et al.(2017), who assert that learning experiences are fruitful when there are adequate quantity and quality of physical resources; and that unattractive school building, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance. Zuilkowski and Betancourt (2014) argued that adequate physical facilities strengthen and encourage academic performance in schools. Chiriswa (2012) on 'effective teaching and learning in schools' observed that much depends on the availability of suitable and adequate resources such as books, laboratories, library materials and other visual and audio teaching aids. According to Pearson (2014), the provision of adequate learning facilities at all levels of education including equipment and human resources enhances the quality and relevance of imparted skills to learners. In support of this, Wils (2015) emphasized facilities as the main factor contributing to academic achievement in the school.

The Ministry of Education (2014) in their report on school facilities observed that most boarding facilities in Africa's secondary schools are neglected. There are inappropriate constructed school facilities and infrastructure. These include poorly constructed classrooms, the poor state of playing grounds, insufficient and broken-down toilet facilities, gender insensitive location of ablutions and inadequate or inappropriate furniture. When adolescents live in undignified conditions, it is unlikely that they will gain self-respect and respect for

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others, develop unhealthy lifestyles and make a smooth transition to the world of work nearly impossible.

Conclusion

An education 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. This article has demonstrated that ethical factors play a very significant role in learners' transition. Education stakeholders should consider the importance of ethics in education and find ways of integrating ethical factors into the process of education. education institutions should come up with strategies to strengthen ethical behaviour in schools to enhance learners' transition. Formulation of appropriate policies to promote ethical behaviours should also be encouraged. Finally, educational leadership should establish ethical standards and practices to guide teacher-learner relationships and conduct. This can promote ethical conduct and peaceful coexistence within the educational institutions and enhance teachers' and learners' appreciation of ethical conduct.

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