

**INFLUENCE OF PRINCIPALS' MANAGEMENT OF INSTITUTIONAL  
FACILITIES ON IMPLEMENTATION OF 100 PERCENT TRANSITION  
POLICY IN PUBLIC SECONDARY SCHOOLS IN HAMISI SUB  
COUNTY, KENYA**

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## DECLARATION

This research project is my original work and has not been presented for award of a degree in any other university.



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This research project was presented for examination with our approval as

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## **DEDICATION**

This research is dedicated to my family members who extended a hand when it was needed, especially my mothers Finike Kasiala and Catherine Emali for their great support, love and guidance. Without them, I would not be where I am today.

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## **ABBREVIATIONS AND ACRONYMS**

BOM	Board of Management
C.D.F	Constituency Development Fund
EFA	Education for All
EMIS	Education Management Information System
GoK	Government of Kenya
HODS	Head of Department
K.C.S.E	Kenya Certificate of Secondary Exams
MOEST	Ministry of Education Science and Technology
S.C.D.E	Sub County Director of Education
SSA	Sub Sahara Africa
UNESCO	United Nations Educational, Scientific and Cultural Organization

## ABSTRACT

The drive for secondary school education to adapt to the highly dynamic and competitive environment, has led to refocusing of principals' management of institutional facilities to improve performance in the schools. The number of students in public secondary schools has nearly tripled yet the physical and human facilities have stagnated. The sudden increase of form one enrollment in public secondary schools in Kenya demands that there should be a way of checking whether the institutional facilities are well and appropriately implemented and whether they address the demands of the students. Considering this, the study is therefore intended to explore the influence of principals' management of institutional facilities on the implementation of 100 percent transition policy in public secondary schools in Hamisi Sub County, Kenya and to answer the main research question: What influence does the principals' management of institutional facilities has on the implementation of 100 percent policy. The study focused on the following variables: Availability of teaching and learning space, availability of teaching and learning resources, culture influence and influence of resource allocation on implementation of the policy. The study is anchored on systems theory. This study adopted the descriptive research design. The target population consisted of all the 48 public secondary schools, 48 principals, 48 BOM chairpersons, 48 school committee representing parents, 96 teachers (heads of departments) and 1,920 form three students giving a target population of 2,161 from the public secondary schools in Hamisi Sub County. The study used stratified random sampling technique to select and distribute the 10 schools. Ten percent (10 %) of the students and 20% of the teachers were selected using simple random technique ten principals and 10 BOM chairpersons of the 10 schools and SCDE were purposely selected for interview. Questionnaires were used to collect data from school principals, BOM chairpersons, teachers (HODs), parents' representatives and students. Interview schedules were used to collect in-depth information from the Sub-County Director of Education and from the principals. Quantitative data was analyzed using descriptive statistics with the aid of (SPSS). The analyzed data was presented in Tables. The study found that the playing field, library, and classrooms conformed to the statutory regulations in terms of space and dimensions to a great extent. Moreover, the study established that the laboratory equipment was inadequate for carrying out successful practical sessions. The research established that it is the culture of the school to reward the staff and students reinforcing the behavior exhibited by them, and the school had traditions and routines build from shared values and norms that reinforce social standards. The research also found that improvement on learning environment that is provision of textbooks, classrooms, library, and playground, all created safe environments. The research also found that the government disbursement affects procurement of goods, budget implementation, and project inception and closure. The study concluded that schools with inadequate teaching and learning space faced serious challenges in running of the school programmes which had an influence on implementation of the 100 percent transition policy. The study recommends that the government should allocate more funds for addition infrastructure required in teaching and learning in public secondary school. This will ensure that all public schools have adequate teaching and learning resources, supportive culture of rewarding the staff and students and have prioritized allocation of resources for the implementation of 100% transition policy.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

Education is a fundamental right that changes behavior in a positive way by fostering the development of knowledge, abilities, attitudes, and problem solving skills. Everyone has a right to education, according to Article 26 of the Universal Declaration of Human Rights (UDHR), and a minimum level of education must be mandated. Realizing that education equips people with the information and skills necessary to boost output and income and also to reap the benefits of career opportunities that help people escape poverty (World Bank 2018).

Education systems in China have implemented an integrated framework that coordinates the management, growth, and release of all of their players' capabilities. To exert control over schools, it is crucial to understand how to care for, reward, and inspire staff and students so that they will be committed to applying their competency for the benefit of successful strategy execution. Because it allowed the student to progress in a direction that was driven either by institution's aims and goals, Mogu (2013).

The child-friendly school's policy in Uganda encourages a high-quality teaching and learning environment with personalized instruction (Zendah & Maphosa, 2018). Therefore, administrators of educational institutions need to understand that learning occurs when students transition successfully from

primary to secondary education. The implementation of the 100 percent transition is positively impacted by the quality of the instructional and learning resources, such as the classroom laboratories and outdoor spaces.

The majority of Kenya's public secondary schools lack appropriate teaching and learning space in their classrooms, laboratories, and libraries (Njenga, 2019). The Ministry of Education (MOE, 2019) indicated that enrollment has been gradually increasing over the years, in part because of measures involving free elementary school and free secondary education programs. This same Kenya's government made a significant commitment to achieving EFA (2015) in accordance with the right to education for all Kenyans as it is stated in the Kenyan Constitution (2010). Kenya is one of the nations where secondary education has increased exponentially, as shown by UNESCO (2014). This rise in enrolment has forced educational institutions to create functional learning and instruction spaces. Since the majority of secondary schools in Kenya are still recovering from subpar institutional & academic performance, comprehensive study on the institutional facilities for educational institutions in this era of 100percentage transition is not yet generally apparent.

According to Vihiga County Education office (2019), the launching of 100% transition policy in most schools in Hamisi have a range of data processes they can use to review how well their students have been engaged and progressed since they began their secondary education life. Analysis of enrolment

attendance, retention and completion data has led the BOM to identify students that need additional support and assess the success of transition policy. Table 1 shows students who were admitted in 2016 and left in 2019 in the four Sub Counties of Vihiga

**Table 1.1: Analysis of Transition in Vihiga County**

<b>Sub-County</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Hamisi	2160	2103	2094	2065
Emuhaya	2067	2093	2135	2173
Vihiga	2214	2269	2312	2411
Sabatia	2087	2124	2187	2219

**Source: Vihiga County Education Sector**

From the information in Table 1., the need to re-address, re-align the allocation of resources in schools is vital and therefore the Board of Management (BOM) should in-cooperate them into the programmes and hence these resources become a springboard for the success of the school. This research aimed to investigate the influence of institutional facilities on the implementation of 100% transition policy in public Secondary School in Hamisi Sub – County, Vihiga County.



## **1.2 Statement of the Problem**

The need for secondary school education to respond to the increasingly highly competitive and changing world has caused educational facilities to be refocused on enhancing school performance (Tien, Anh, Van Luong, Ngoc & Le Doan Minh Duc, 2021). According to Hebebcı, Bertiz, and Alan (2020), learning is a complex activity that depends on the intersection of students' motivation, physical health, instruction, and learning resources such as a suitable learning environment and teaching expertise. All of these are crucial to the growth of the students. While enrollment in public secondary schools has almost tripled, neither the physical nor the human resources have increased. The significant rise in form one enrollment in Kenya's public secondary schools necessitates the development of a method for determining whether educational facilities are being used effectively and responsibly and how well they are meeting students' needs. The institution may not attain institutional performance until the physical resources, such as learning and instruction space, are adequately planned, the influence of institution culture is handled, and resource allocation is given proper priority. For the achievement of the policy, it is necessary to try and rectify the shakeup of some institutional structures because the enrollment status for form one in Hamisi Sub County is on the decline and the learning facilities have remained the same. In context of this, the research's purpose is to investigate how principals' management of institutional infrastructure affects the execution of the % transition policy in

public secondary schools in Hamisi Sub County and to provide an actual response to the principal research question.

### **1.3 Purpose of Study**

The purpose of this study was to investigate the influence of principals management of institutional facilities on implementation of 100 percent transition policy in public secondary schools in Hamisi Sub County.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:

1. To determine the influence of principals provision of teaching and learning space on the implementation of the 100% transition policy.
2. To establish the influence of principals provision of teaching and learning resources on implementation of the 100% transition policy.
3. To find out the influence of Principals involvement in shaping school culture on the implementation of the 100% transition policy.
4. To determine the influence of Principals allocation of financial resources on the implementation of the 100% transition policy.

### **1.5 Research Questions**

1. To what extent does the Principals role of directing influence the provision of teaching and learning space on implementation of the 100% transition policy in public Secondary school?
2. How does the Principal's role of coordinating the provision of teaching and learning resources influence the implementation of the 100% transition policy in public secondary schools?

3. To what extent does the Principal's involvement in shaping school culture influence the implementation of the 100% transition policy?
4. What effect does the Principal's involvement in resource allocation has on the implementation of 100% transition policy?

### **1.6 Significance of the Study**

The findings of this research might be of great importance to the policy makers at ministry of education level where the research findings might help the stake holders in the ministry to make necessary changes that would help secondary school principals make decisions regarding the problems students experience because of transiting to secondary schools. The findings from the study would also provide up to date data on the influence of principals management of the institutional facilities influencing the implementation of the 100% transition policy and would be of value to educational planners, donors' administrators and teachers who need to handle skillfully the challenges arising from 100 percent transition policy. The findings of this study would be used as a basis of research in other parts of the country.

### **1.7 Limitations of the Study**

Due to the bureaucratic management structure of secondary schools, the people in leadership felt uncomfortable to give information and therefore the researcher assured them that the data collected was only used for academic purposes.

### **1.8 Delimitations of the Study**

The study was delimited to public secondary schools in Hamisi Sub County private secondary schools were excluded from the study. The study considered views of principals in public secondary schools, BOM chairpersons, the views of school committees' parents and form three students who are the beneficiaries of the 100 per cent transition policy. The study focused on the following variables: Availability of teaching and learning space, availability of teaching and learning resources, culture influence and influence of resource allocation on implementation of the policy.

### **1.9 Assumptions of the Study**

1. The study was guided by the following assumptions: -
2. That the Sub County director of Education for Hamisi had adequate data on the subject matter.
3. All public secondary schools had coping mechanism for implementation of the 100 percent transition policy.
4. That BOM Members who took part in the study know their roles.

### **1.10 Definitions of Significant Terms**

For the study, the following terms had the attached meaning:

**Principal:** Refers to a person who has the controlling authority or is in a leadership position of an educational institution.

**Principals' Management:** Refers to practices that principals perform to ensure that the institutions are running well.

**Board of Management** Refers to members nominated to manage the schools on behalf of the community, sponsor, the political group, and parents of those particular schools.

**Resource allocation** refers to the practice of allocating resources to actions intended to meet institutional goals. .

**Facilities** refers to a place, a tradition or piece of equipment provided for a particular purpose for example teaching and learning facilities

**One hundred percent transition policy** refers to the directive by the government of Kenya to have all the pupils who complete class eight course in Primary schools be admitted in Secondary schools.

### **1.11 Organization of the Study**

The study was organized in five Chapters. Chapter one comprised the introduction to the study. This entailed the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, limitations and denominations of the study, significance of the study, assumptions of the study, definitions of terms and organization of the study. Chapter two contained the literature review on the concept of 100% transition policy. Influence of teaching and learning space on the implementation of 100 per cent transition policy, Influence of teaching and learning resources on the implementation of 100 per cent transition, Institutional culture and its influence on implementation of 100 per cent transition, Influence of allocation of resources on the implementation of the 100 percent transition policy, a summary of the literature review, theoretical

framework and conceptual framework of the study. Chapter three covered the research methodology. This comprised research design, target population, sample size and sampling procedures, description of research instruments, validity and reliability of the instruments, data collection procedures, data analytical techniques and ethical consideration, chapter four consisted of data analysis, data presentation and data interpretations. Chapter five consisted of Summary, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This section reviews literature under the following subtopics: The concept of the 100% transition policy, teaching and learning space, teaching and learning resources institutional culture and allocation of resources as institutional facilities for implementation of 100% transition policy from primary to secondary and their influence on teaching and learning process, summary of literature review, theoretical framework and conceptual framework.

#### **2.2 The Concept of Implementation of the 100 Percent Transition Policy**

A strategy is a plan of action intended to accomplish a specific goal. It's also a common course set for an organization to realize a preferred position in future. Implementation is putting views and ideas into practice (Ngwacho, 2020). Strategy implementation is the task which involves transiting new ideas to the directional achievements. Implementation in this study involved the way in which Secondary schools are expected to accommodate the primary pupils who must proceed to F1 after completion of their primary course and who must be retained in the school until they complete their secondary course. During the implementation process, a few chosen institutional resources and programs are translated into action and its proper implementation will lead to success in achieving the set objectives. The Kenyan Education Sector since 2003 embarked on plans to institute reforms at all levels. The secondary

school managers ask where are we now? Where do we want to go? How do we get there (Riechi, 2021)?

In Asian countries, for instance Singapore and South Korea adopted policies aimed at increasing quality and access to secondary education yet such policies did not guarantee increased access to secondary education as participation rates in vocational secondary education remained below 50% (Freeman, Marginson & Tytler, 2019). The overall goal of implementing the chosen facilities is to increase retention and completion rates and accessibility to Education (GOK 2012). This aspect of low transition rates is quite characterized in Hamisi Sub County and managers of secondary schools have ensured that once students have been enrolled, they are retained at school long enough to complete the curriculum and have acquired their task skills.

### **2.3 Influence of Principals' Provision of Teaching and Learning Space on Implementation of the 100 Percent Transition Policy**

A Sunday Nation Newspaper survey of 12<sup>th</sup> January 2019 reported that secondary school principals were grappling with congestion as the government implemented the 100% transition policy. A survey by the Sunday Nation Newspaper revealed that most of the principals had converted dispensaries, laboratories, stores and libraries into classrooms and dormitories to cope with the large number of students. Njenga (2019) carried out a study on institutional determinants of influencing implementation of 100% transition



policy in Nyandarua Central Sub County. He established that teaching and learning space was inadequate in majority of schools. Students were congested in classrooms due to high number of enrollments hence overcrowding in some schools had therefore compromised quality education in some public secondary schools.

The government puts emphasis on quality of education at all levels and calls for regular reviews of teaching and learning space to improve its relevance and incorporate emerging issues like congestion. From all indications, facilities of implementing the 100 percent transition policy will continue to attract attention because they play a central role in the overall success of a school. In addition, the best facilities a school may have could fail to produce superior performance for the institution if they are not successfully implemented (Filardo & Vincent, 2017). Poor teaching and learning space in classrooms, laboratories and libraries is a barrier to delivery of Education and implementation of education policies (Kapelinyang & Lumumba, 2017).

#### **2.4 Influence of Principals' Provision of Teaching on Learning Resource on Implementation of 100% Transition Policy**

A study conducted by the Afework and Asfaw (2014) established that availability of teaching and learning materials like textbooks, exercise books, laboratories, libraries, and other institutional materials had a positive effect on the student's achievements. Asiago (2018) carried out a study on

administrative policy of influencing quality of education in public secondary schools in Kitui, Kisii and Nairobi counties. The researcher's findings indicated that most public schools were in a crisis like libraries, laboratories equipment and thus had impacted negatively on the process of implementing 100% policy.

A similar study was done by Orodho, Waweru, Ndichu and Nthinguri (2013) who indicated that inadequate learning resources negatively affected teacher effectiveness in the use of teaching methods as well as on individual focus. Although most researchers agree that availability of teaching and learning resources positively influence learning outcomes, a few studies refute the argument that it's the only variable that influences the academic performance of the students. BOM legally its mandated through the basic act 2012 to promote the best interest of the institution and ensure its development, promote quality of education for all pupils in accordance with the set standards of the Basic Act or any other written laws and ensure the provision of proper adequate facilities. However, the situation has changed recently with the increase in numbers of form ones due to the implementation of the 100% transition policy which the BOM had not prepared for in terms of availability of classrooms, laboratories, libraries has led to quick fix solution by the school managers to accommodate the extra students. This quick and unexpected expansion is neither contained in the school strategic plan nor in the official registration certificate.

## **2.5 Influence of Principals Involvement in Shaping School Culture on the Implementation of the 100% Transition Policy.**

A culture consists of the state beliefs and norms overtime. It gives meaning and order to the group, community, or organization. Culture is not static (Curry, Kinder, Benoiton & Noonan, 2018). A school culture is a set of accepted beliefs and norms, the motto, vision and mission, routines, rituals, traditions, ceremonies, architecture, and symbols governing peoples conduct in the school. It is the totality of all that goes on in a school (Sithole, 2020). It therefore guides the day-to-day activities within an organization. Al-Amin (2018) makes it clear that effective schools have a culture that is characterized by a well-defined set of goals that all members of the school value and promote. They subscribe to values like hard work, excellence, honest, discipline, responsibility (McKenna, 2018). Basing on this, there exists a relationship between culture and performance. Institutional culture being a totality of what goes in a school, it provides focus and clear purpose of a school. It therefore has a direct influence on the implementation of the 100% transition policy. Nichols (2021) asserted that an effective school culture facilitates academic achievements and motivation to learn is expected, respected and rewarded, naturally it motivates students to learn, and issues of deviance are minimal.

Tang, Collier and Witt (2018) stated that if the culture of an institution is not hospitable to learning the student's achievement will go down. The first major

purpose of a school is to provide a conducive environment for learning. When implementing the 100% transition policy the role of principals in shaping and promoting the culture is significant especially long serving principals who possesses superior knowledge about the curriculum and instructions and who provide expert leadership in all areas of the school programme (Ganon-Shilon & Schechter, 2019).

## **2.6 Influence of Principals' Allocation of Resources on the Implementation of the 100% Transition Policy.**

In order to accomplish the overall objectives of an organization, scarce resources must be organized, delegated, and managed in various sectors of the company (Hirschi, Shockley & Zacher, 2019). According to Antony (2021), student accomplishment is a compounded product of historical and present resource inputs, including those from the student's family, socioeconomic status, peers, and institutions. The distribution of resources in public secondary schools, nevertheless, has an impact on students' academic achievement, according to studies carried out in a number of African nations.

The implementation of the 100% transition policy is a demanding task that requires proper allocation and utilization of physical, human, and financial resources for it to significantly impact positively on the learning process (Chumba, Matere & Kapkiai, 2019). These resources in schools include

buildings, furniture, playground, compound, toilet facilities, lighting, books, teaching and learning materials among others.

Such facilities are crucial for achieving educational objectives and meeting the physical and emotional requirements of faculty, staff, and students. The players must make extensive utilization of the resources at their disposal to improve the environment for learning since the government has assured that the execution of the 100% policy is successful by creating an enabling environment. According to Cheruiyot (2019), effective resource management helps schools ensure student discipline, reduce dropout rates, and keep students on task. Schools should have adaptable infrastructure to support evolving teaching and learning practices. According to Rose, McKinley, Xu, and Zhou (2020), a student's quality of education in school is directly related to the availability and equitable distribution of the school's resources as well as the general learning environment. In order to continue achieving the educational objectives, the principal of a school manages the institution's specific resource inputs, including students, teachers, class size, buildings, instructional materials, and professional development, among others.

## **2.7 Summary of Literature Review**

This section reviewed literature related to implementation of the 100 per cent transition policy with a focus on teaching and learning space, teaching, and learning resources, institutional culture, and allocation of resources. From the literature reviewed, a number of issues have to be addressed at different levels

by the government and at institutional level in order to overcome the barriers to the implementation of the chosen strategies.

Kirera (2013) and Njenga (2019) agree that expansion of teaching and learning facilities in schools that are endowed with a lot of land gave room for spacious, conducive environment that will accommodate the influx of students who are joining secondary education due to implementation of the 100 per cent transition policy. Wangari (2012) concurred that the funds released by the government were inadequate and were never released on time hence delayed the smooth implementation of the academic programmes. However, majority of the studies agree that institutional resources are vital factors that make a system to function and have a positive influence on learning outcomes but may fail to produce superior performance for the institutions if they are not successfully implemented (World Bank, 2015). With the adoption of the 100 percent transition policy, Secondary education has rapidly expanded, consequently, accessibility, retention and completion rates have drastically improved. Hence, institutional based facilities must be explored in order to accommodate the numbers in our institutions. This study gave an insight on some of the institutional facilities for implementation of 100 per cent transition policy.

## **2.8 Theoretical Framework**

This study is anchored on systems theory that was originally proposed by a biologist Ludwing Von Bertalanffy in 1967. He said that a system can be

broken down into individual components which interact with others and that the components could be added in a linear fashion to describe the totality of the system. He proposed that one part of the system enables us to know something about another part.

Any system can be controlled or uncontrolled, and in a controlled system, adjustments are made due to information that is detected. He added that systems ought to have means of self-organizing & guiding behavior in addition toward being purpose-driven adding that they have basic traits that allow them to work as systems irrespective of their type or degree.

Although a system is indeed self-contained entity, it is a part of a larger higher order and is organized in a way that the output of one subsystem serves as the input for another. As a result, changing one component necessitates changing other subsystems. A system needs to have clear goals, be controlled by feedback, and be adaptable to changing curricula. Because a school is a system, the output of the secondary level is the input of the third level.

Because those who enroll in Form One are anticipated to leave after Form Four, a system has some regularity.

An environment has an impact on a system's performance. Institutional facilities are crucial elements that make up the educational system's environment since they stimulate or influence students to continue their study or not and frequently have a beneficial impact on the caliber of graduates who are generated. Feedback is how a system is managed, and KCSE offers feedback on how the system is performing. Schmuch (1977) made the

argument that schools are fundamentally living institutions and that, in the absence of people, they are nothing more than bare concrete.

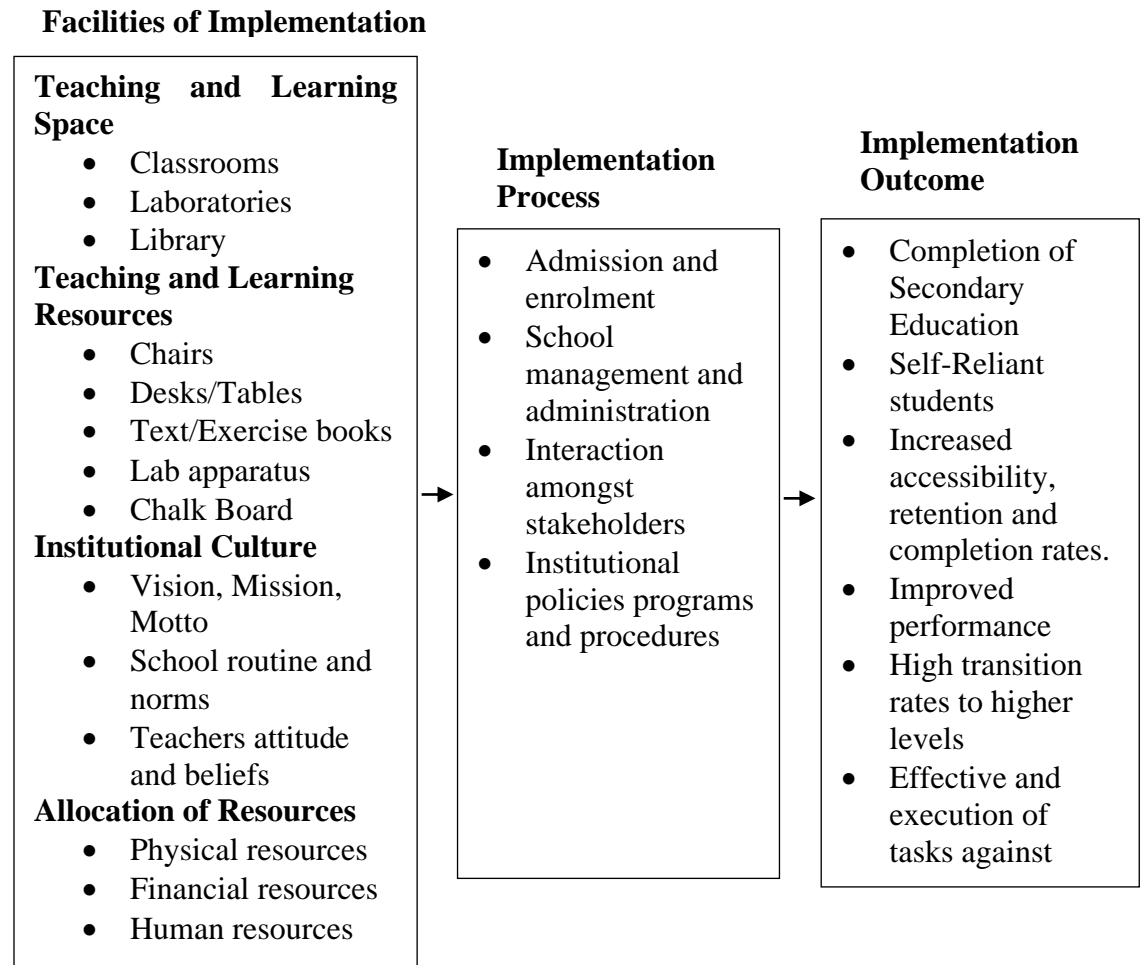
Obilade (1989) examined education as a process involving the following five forms of inputs. Human resource such as students, materials resources such as building, desks, books, equipment, financial resources such as money, constraints such as a requirement of the law and policy, expectations of parents, values and goals. The output of or products of the educational system are students in form of educated people, now better equipped to serve themselves and the society. Progression of learners from one level of education to another is a measure of a systems internal efficiency as well as the physical capacity.

## **2.9 Conceptual Framework**

A conceptual framework is a paradigm that uses illustrations and diagrams to describe how independent and dependent variables interact with one another (Halif et al., 2020). Figure 1 depicts the relationship between the variables and how they are assumed to be related to one another in the study.



## Principals' management of Institutional facilities



**Figure 2. 1: The relation between Principals' management of institutional facilities and implementation of 100% transition policy**

The model shows facilities that may influence implementation of 100 percent transition policy in Secondary School. The independent variables considered are those institutional facilities that influence the implementation of the policy

and in this case are, adequate teaching and learning space, teaching, and learning resources, institutional culture, and allocation of resources. The output or dependent variable is the learner's outcome. It is envisaged that with proper implementation of the chosen institutional facilities, coupled with government support, implementation of these facilities yielded the expected fruits leading to better performance and delivery of other educational goals. The independent and dependent variables are moderated by the intervening variables which are enrolment and admission process, administration and management procedures, conducive environment, institutional programmes, policies, and programmes and therefore they guide and moderate the effect of and intensity at which independent variables affected the dependent variables.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section presented research methodology to be used in the study. This chapter focused on the research design, target population, sample size and sampling procedures, research instruments, instruments validity, instrument's reliability, data collection procedures and data analysis technique and ethical considerations.

#### **3.2 Research Design**

This study adopted the descriptive research design. According to Mohajan (2018), descriptive survey is a method of collecting information by interviewing and administering questionnaires to a sample of individuals. This design was chosen for the study because it enabled the researcher to collect, analyse and report information as it exists in the field (Snyder, 2019) without manipulating the variables under study.

#### **3.3 Target Population**

The target population consisted of all the 48 public secondary schools, 48 principals, 48 BOM chairpersons, 48 school committee representing parents, 96 heads of departments and 1920 form three students from the public schools in Hamisi Sub-County.

### 3.4 Sample Size and Sampling Procedures

According to Pandey and Pandey (2021), 10% to 30% of the target population forms a representative sample for descriptive study; hence, the researcher took 20% as the upper limit. Sampling is a process of choosing a representative segment of the target population (Matula, Kyalo, Mulwa & Gichuhi, 2018). The researcher used stratified random sampling technique to select and distribute the 10 schools that was involved in the study. Stratification factors were boys' boarding schools, girls boarding and mixed day schools. This method ensured that the samples were proportionally and adequately distributed amongst the three strata in the study. 10% of the students and 20% of the teachers were selected using simple random technique 10 principals and 10 BOM chairpersons of the 10 schools and SCDE was purposely selected for interview

**Table 3.1: Sample Frame of the Study**

<b>Category</b>	<b>Target</b>	<b>Sample Size</b>	<b>% Sample</b>
Sub County Director	1	1	100
Principals	48	10	20
BOM Chairpersons	48	10	20
Teachers HODs	96	20	20
Parents Representative	48	10	20
Form Three Students	1920	192	10
<b>Total</b>	<b>2161</b>	<b>242</b>	<b>90</b>

### **3.5 Research Instruments**

According to Matula, Kyalo, Mulwa and Gichuhi (2018) research instruments are tools or devices that are used to collect data needed to address the research questions. Questionnaires were used to collect data from school principals, BOM chairpersons, Heads of Department, parents' representatives and students. According to Newman and Gough (2020), this method encourages high response rate because the respondent can complete the questionnaire at their own time. The questionnaire also contained Likert scale. Questions were closed ended and open ended.

Interview schedules were used to collect in-depth information from the sub-County director and from the principals. Interviews are flexible and allow interaction with the respondent hence creating a rapport between the respondent and the interviewer. Two interviews' schedules were prepared one for the Sub County director and the other for the principals. An observation checklist was also used to enable the researcher to observe in their natural setting the teaching and learning space and also observe other activities or facilities in the school which are directly related to the study.

### **3.6 Instrument Validity**

The researcher selected two sample schools in the Sub County of study where the instruments were administered. The sample schools were not in the actual study. The purpose of piloting was to test the appropriateness of the items in instrument to improve and establish its accuracy, clarity adequacy and

dependability. If there were any ambiguous items, the researcher had to modify or rephrase the questions.

According to Cr (2020), validity refers to the trustworthiness of the results. A research instrument is said to be valid if it actually measures the intended parameter. In this research, validity was taken to mean, the extent to which a research instrument covered the objectives. Piloting was done where questionnaires were presented to two selected schools in the area of study using convenience sampling. The responses from the questionnaires were scrutinized for clear direction, insufficient space and wrong phrasing. The researcher sought advice and guidance from the experts in the area of educational administration at the University of Nairobi.

### **3.7 Instrument Reliability**

According to Rinjit (2020), reliability refers to the consistency of a measure of a concept. That is the extent to which measuring instrument and procedure produces the same results in repeated trials (Matula et al., 2018). In this regard, test-retest method was applied to test the instrument reliability and it involved administering the same instrument twice to the same group of subjects. The respondents on the pilot schools were issued with the questionnaires prepared for the study. The same was repeated after a period of two weeks. The scores of the two tests were computed and reliability coefficient was calculated using Pearson's Correlation Coefficient Formula. A

correlation coefficient of 0.7 - 1 was considered reliable. The instrument in the study could therefore be relied upon.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

where:

r – Pearson product-moment correlation coefficient

n - Number of observations

x – Results from the first test

y – Results from the second test

### **3.8 Data Collection Procedures**

The researcher received an introductory letter from the university of Nairobi department of administration and planning which enabled her to proceed to National commission for science, technology, and innovation (NACOSTI) to obtain a permit. With the research permit granted, the researcher obtained a copy and presented it to the County commissioner and County director of Education (Vihiga) who issued authority to visit schools. The researcher then proceeded to the Sub County director of Education (Hamisi Sub County) with copies of all the documents to be granted permission within the Sub County. Arrangements for introduction and actual visit together with presentation and administration of questionnaires were done at school level.

### **3.9 Data Analysis Techniques**

Both quantitative and qualitative data were obtained using questionnaire and interview schedule. Being a descriptive survey research, the common methods entailed starting with editing and inspection of the instruments to identify any wrongly responded or un-responded items. Tables and charts were used to record information from qualitative data that was organized thematically and presented as narratives, means and percentages in line with research questions and objectives. Quantitative data was analyzed using descriptive statistics with the aid of (SPSS). The analyzed data was presented in Tables, Charts and Graphs. The findings were discussed, relevant conclusions, and recommendations were made.

### **3.10 Ethical Considerations**

The study was confined to the norms and values of research ethics. The participation in research was voluntary and therefore people had the right to refuse or divulge certain information about them. The permission to undertake the study was granted by the S.C.D.E office through a letter explaining the objectives of the study. Therefore, the researcher identified herself to participants and fully educated them on the study objectives.



## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

The inferences from the study's main instrument are covered in this chapter. It goes over the respondents' backgrounds and what they think about how institutional settings affect the adoption of the 100percentage transition policy in public secondary schools in Hamisi Sub County. Tables that summarized the respondents' overall responses were provided by the researcher.

#### 4.2 Response Rate

The researcher administered 241 questionnaires out of which only 192 were fully filled questionnaires returned. This gave a response rate of 79.7% which was within what Mohajan (2018) prescribed as a significant response rate for statistical analysis and established at a minimal value of 50%.

**Table 4.1: Response Rate**

	<b>Respondents</b>	<b>Response Rate</b>
Response	192	79.7
Non-response	49	21.3
<b>Total</b>	<b>241</b>	<b>100</b>

### 4.3 Reliability Analysis

By giving the questionnaire to a pilot group, the questionnaire's validity was assessed. A reliability coefficient of 0.7 or higher is considered satisfactory (Snyder, 2019). For this investigation, a construct composite reliability coefficient (Cronbach alpha) of 0.7 or above is sufficient for all the constructs. The outcomes are presented in Table 4.2.

**Table 4.2: Reliability Analysis**

	<b>Cronbach's alpha</b>	<b>Decision</b>
Availability of teaching and learning space	.711	Reliable
Availability of teaching and learning resources	.778	Reliable
Institutional Culture	.701	Reliable
Allocation of Resources	.833	Reliable

According to the findings, institutional culture had the lowest reliability, with an alpha value of 0.701, followed by the availability of teaching and learning resources with an alpha value of 0.778, and then teaching and learning space. Allocation of resources had the highest reliability, with an alpha value of 0.833. This shows that the research tool was trustworthy and that no changes were needed.

#### 4.4 Background Information

The study collected information on the general information of the study. The basic characteristics were category of their school and student population. The findings are presented in various sub sections.

##### 4.4.1 Category of School

The principals were required to indicate the category of their school. The findings were as presented in Table 4.3.

**Table 4.3: Category of School**

	<b>Frequency</b>	<b>Percent</b>
Sub County	48	24.6
County	56	21.2
Extra County	45	22.9
National	43	31.3
<b>Total</b>	<b>192</b>	<b>100.0</b>

The results reveal that 31.3% of the respondents indicated that their schools were national schools, 24.6% were Sub County schools, 22.9% were Extra County schools and 21.2% were County schools. This shows that majority of the schools in Hamisi Sub County were national schools.

##### 4.4.2 Student Population

The principals were moreover asked to indicate the student population present in the school. Table 4.4 shows their results.

**Table 4.4: Student Population**

	<b>Frequency</b>	<b>Percent</b>
Below 250	48	25.1
251 – 500	56	29.1
501 – 750	45	23.5
Over 751	43	22.3
<b>Total</b>	<b>192</b>	<b>100.0</b>

From the findings, 29.1% of the respondents indicated that they had 251 – 500 students, 25.1% indicated that they had below 250 students, 23.5% indicated that they had 501 – 750 students and 22.3% indicated that they had over 751 students. This indicates that majority of the schools had an enrolment of over about 700 students and this post a challenge in the process of implementing the 100% transition policy in public secondary schools.

#### **4.5 Principals’ provision of Teaching and Learning Space and the Implementation of 100% Transition Policy**

The study sought to determine the influence of provision of teaching and learning space on the implementation of the 100% transition policy. The researcher asked the principals to indicate the extent to which teaching and learning facilities conformed to the statutory regulations in terms of space / dimensions. Table 4.5 reveals the findings.

**Table 4.5: Extent to which Teaching and Learning Facilities Conformed to the Statutory Regulations in Terms of Space and Dimensions**

	Mean	Std. Dev.
Classrooms	3.845	1.118
Library	4.016	0.723
Science Lab	2.768	0.560
Praying Field	4.356	0.707

From the findings, the principals indicated that playing field as illustrated by a mean of 4.356, library as illustrated by a mean of 4.016 and classrooms as illustrated by a mean of 3.845 conformed to the statutory regulations in terms of space / dimensions to a great extent. In addition, the respondents indicated that science lab as illustrated by a mean of 2.768 conformed to the statutory regulations in terms of space / dimensions to a moderate extent.

This is in line with the findings of Liu (2015), asserted that if there has to be change and improvement in education, there must be adequate resources such as suitable learning space, text books aadequate teachers and other teaching/learning materials. Liu (2013) supports this by emphasizing that if the education sector is to be serious about placing the proper values of teaching and learning, resources must be provided.

The principals were asked to state the challenges that they had to face while implementing the transition policy. They indicated challenges such as scarce educational resources/infrastructural, inadequate lockers and desks, beds

facility large classes, inadequate space to expand the facility, uncooperative parents who do not willing to assist financially to help an issue in school, understaffing, increased indiscipline amongst teachers/students/workers, community/social problems, inconsistency policies, teachers' resistance to change, and financial constraints/delayed disbursement.

The researcher asked the BOM chairpersons to indicate the appropriate situation of teaching and learning space in their schools. Table 8 shows their responses.

**Table 4.6: Appropriate Situation of Teaching and Learning Space in Schools**

	Mean	Std. Dev.
Classrooms	4.412	0.723
Science Laboratories	4.268	0.644
Computer Laboratories	3.237	0.873
Playing field	3.650	0.977

From the findings, the BOM chairpersons indicated that the classrooms as shown by a mean of 4.412, science laboratories as shown by a mean of 4.268 and playing field as shown by a mean of 3.650 were adequate. However, the

respondents indicated that computer laboratories as shown by a mean of 3.237 were not sure. The BOM chairpersons also indicated that the infrastructure money from the ministry of education (FSD), and the CDF projects in the location have put some additional classes to cater for high numbers in line with the above. These results agree with Archiboug (2012) who found that quality in teaching and learning results from interplay among the broad range of success factors. These include learning facilities such as classrooms, libraries, teaching facilities, staff remuneration and adequate qualified and motivated personnel. Principals' may therefore impact positively on the teacher's motivation by helping them acquire necessary resources to support teaching.

#### **4.6 Principals' provision of Teaching and Learning Resources and Implementation of 100% Transition Policy**

The research aimed to establish the extent to which provision of teaching and learning resources has on the implementation of the 100% transition policy. The researcher asked the principals their level of agreement with statements in relation to provision of teaching and learning resources. The findings displayed that Table 4.7.

**Table 4.7: Level of Agreement with Statements in Relation to Principal's Provision of Teaching and Learning Resources**

	<b>Mean</b>	<b>Std. Dev.</b>
The number of reference books in the school are adequate	2.461	0.921
The laboratory equipment are inadequate for carrying out successful learning sessions for any number of students	3.085	0.946
The learning materials for technical subjects like Agriculture, Home Science, Computer are adequate	4.079	0.569
The playground for the co-curricular activities in my school is inadequate	4.370	0.641

The results showed that the respondents agreed that the playground for the co-curricular activities in my school is inadequate as shown by a mean of 4.370, and the learning materials for technical subjects like Agriculture, Home Science, and Computer are adequate as shown by a mean of 4.079. Moreover, the respondents were neutral on whether the laboratory equipment are inadequate for carrying out successful learning sessions for any number of students as shown by a mean of 3.085. The respondents disagreed that the number of reference books in the school are adequate as shown by a mean of 2.461.



Further, the BOM chairpersons were asked to indicate whether the school had improved or declined in its performance over the past 5 years. They indicated that the performance has stagnated over the past 5 years because of the adoption of the retention policy.

The researcher sought to establish the extent to which the BOM chairpersons agreed with the statements regarding the teaching and learning resources on the implementation of the transition policy.

**Table 4.8: Level of Agreement with Statements regarding the Teaching and Learning Resources**

<b>Statements</b>	<b>Mean</b>	<b>Std. Dev.</b>
The teaching and learning materials are adequate to promote institutional success.	4.321	0.571
Many students in our school are motivated to learn with the adequacy of learning materials	3.897	0.777
We have improved teaching and learning materials over years	3.006	0.881
There's significant growth in terms of enrollment in our school	1.982	0.800

The findings revealed that the respondents agreed that the teaching and learning materials are adequate to promote institutional success as depicted by a mean of 4.321, and many students in the school are motivated to learn with

the adequacy of learning materials as depicted by a mean of 3.897. The respondents were neutral on whether they have improved teaching and learning materials over years as depicted by a mean of 3.006. The respondents disagreed that there's significant growth in terms of enrollment in the school as depicted by a mean of 1.982.

#### **4.7 Principal's involvement in shaping Institutional Culture and the Implementation of the 100% Transition Policy**

The study aimed to find out influence of Principals involvement in shaping institutional culture and the implementation of the 100% transition policy. The principals were further asked to indicate the extent that the institutional culture influences implementation of the policy. Table 4.9 shows the results.

**Table 4.9: Level of Agreement with Statements Regarding the Institutional Culture**

	<b>Mean</b>	<b>Std. Dev.</b>
The school has traditions and routines build from shared values and norms that reinforce social standards	1.649	0.641
There are deliberate programmes to explain the goals and objectives of the school in order to foster good relationships	4.679	0.924
It's the culture of this school to reward the staff and students reinforcing the behaviour exhibited by them	2.279	0.599
The motto, vision and mission of the school is shared among the members of the school.	3.521	0.925
It is the culture of this school to involve the school stake holders such as Deputy Principals, HODs and Parents in management of the class discipline.	4.346	0.743
The culture of the school has contributed greatly contributed to quality of teachings and learning	1.188	0.712

As per results, the principals strongly agreed that there are deliberate programmes to explain the goals and objectives of the school to foster good

relationships as shown by a mean score of 4.679. The principals also agreed that it is the culture of this school to involve the school stakeholders such as Deputy Principals, HODs and Parents in management of the class discipline as shown by a mean score of 4.346, and the motto, vision and mission of the school is shared among the members of the school as shown by a mean score of 3.521.

The principals disagreed that it's the culture of this school to reward the staff and students reinforcing the behaviour exhibited by them as shown by a mean score of 2.279, and the school has traditions and routines built from shared values and norms that reinforce social standards as shown by a mean score of 1.649. The principals also strongly disagreed that the culture of the school has contributed greatly to quality of teachings and learning as shown by a mean score of 1.188.

However, studies conducted by Aksela (2019) revealed that school-based reward programmes are advantageous since they motivate teachers and improve on students' performance. Since the number of principals who disagreed outweighs the number of respondents who agreed, it can be concluded that rewarding of the staff and students, reinforcing behavior might not contribute greatly to good performance and therefore this may have effects on the performance of teachers as well who need to be motivated towards achieving the institutional goals.

The principals were also required to indicate what they would put in place to improve on the current school culture to make it work better. They indicated that they would: build, create and communicate meaningful values, improve on orientation on boarding schools, conduct proper selection where the right person who fits with school values and culture gets the job, give the workers of the school the right information, right tools, and the right amount of support and control and power to do their jobs, engage all the stakeholders of the school through the year, coach the members of the school community so that they understand how their behaviour measure up to what is expected, show the stakeholders of the school that care about them as on individual, and have tough conversations and make long decisions.

The researcher asked the BOM chairpersons if there are any deliberate programs that involve school employees in support of the implementation of the transition policy. The respondents indicated that improvement on learning environment – i.e. provision of text books, classrooms, library and playground – created safe environments, improved on class appearance /layout which enhances encourages social/emotional needs of the students, allocation and provision of staff to teach and strategies to promote participation, teachers have built interest of their students in the school which has helped students improve on acquisition of knowledge and skills, 100% transition learners require meaningful teaching, teachers engage students in learning process though variety instructional strategies, students are encouraged to work

collaboratively in class hence creating a shared goal, variety of teaching devices is employed to style allowing students to move from teacher centred to student centred, and monitoring of curriculum implementation by internally appointed quality assurance and standards officer in school.

The researcher further inquired the extent to which BOM chairpersons agree with the statements regarding school culture and its effects on implementation of the transition policy. Table 12 shows the results.

**Table 4.10: Level of Agreement with Statements Regarding the School Culture**

<b>Statements</b>	<b>Mean</b>	<b>Std. Dev.</b>
Our School emphasizes on teamwork which is a better tool for implementation of policy	3.733	0.821
Student oriented culture helps our school to implement the policy without resistance.	3.109	0.910
Most of the teachers and students in our school are very aggressive hence have embraced the policy with unity.	4.085	0.760
Management sponsors most of the teachers and school employees to workshops, trainings because it believes in people development	3.297	0.531
We are allowed to participate in decision making when it comes to policy implementation matters	2.988	0.910

The results showed that the respondents agreed that most of the teachers and students in the school are very aggressive hence have embraced the policy with unity as shown by a mean of 4.085, and the school emphasizes on teamwork which is a better tool for implementation of policy as shown by a mean of 3.733. The respondents were neutral that management sponsors most of the teachers and school employees to workshops, trainings because it believes in people development as shown by a mean of 3.297, student-oriented culture helps our school to implement the policy without resistance as shown by a mean of 3.109, and they are allowed to participate in decision making when it comes to policy implementation matters as shown by a mean of 2.988. This is in line with what the studies concluded by Shahar (2015) who in his analysis as evidence that teachers are more likely to be motivated when they feel fairly treated in schools. Moreover, as mentioned by various respondents when one feels unfairly treated, they may become demotivated. The sense of fairness depends on the comparisons the teachers make between their rewards with the ratios received by others considered to be in the same working conditions. Although at times, principals ignore the requirements of teachers, if the working environment has been favorable and has been working as motivation factors for teachers.

#### **4.8 Principal's involvement in Allocation of Resources on the implementation of the 100% transition policy**

The study sought to determine the influence of allocation of resources on the implementation of the 100% transition policy. The researcher asked the

principals to state other sources of funds for their institution other than government's subsidy, disbursement. They indicated that through raising money, individual donations, and donors.

The researcher asked the principals to state the extent to which they agreed or disagreed with each of the statements displayed on resource allocation for various activities in the school. The findings are as shown in Table 4.11

**Table 4.11: Level of Agreement with Statements Regarding the Resource Allocation for Various Activities in the School**

Statement	Mean	Std. Dev.
The school has enough physical facilities, land, labs to support implementation 100% transition policy.	4.133	0.666
The school has many sources of funds.	3.691	0.972
Every student in class has his or her own desk and chair.	4.249	0.544
Laboratory apparatus and chemicals are adequate.	3.436	0.803

As per the findings, the principals agreed that every student in class has his or her own desk and chair as illustrated by an average of 4.249, the school has enough physical facilities, land, labs to support implementation 100% transition policy as illustrated by an average of 4.133, and the school has many sources of funds as illustrated by an average of 3.691. The principals were neutral on whether laboratory apparatus and chemicals are adequate as illustrated by an average of 3.436.



Also, the BOM chairpersons were asked to indicate the challenges they have encountered while addressing the allocation of resources in the school. They indicated that the challenges included: scarcity of resources; financial/physical and human, restrictions attached on the use of resources, overstatement of needs is a problem in a bottom up approach to resource allocation, external politics where principals have no voice in budget decisions, reduction of income from parents makes it harder for the parents to bear the direct costs of education e.g. fees, uniforms private tutoring, government failure to allocate the necessary resources for realization of the right education, corruption may affect the realization of the right education siphoning scarce public resources into private pockets and undermining the government ability to provide quality education to all, overcrowding and congested classroom due to free primary education where poor educational infrastructure, and shortage of teachers teaching – learning resources has been a challenge when allocating resources. Moreover, the BOM chairpersons were asked to indicate whether the school put additional classes to cater for the additional students. They indicated that the school put additional classes to cater for the additional students because it had been disagreed that performance was better in schools with facilities. They were also asked to explain how the government disbursement affects the planning of the school projects. They indicated that it affects procurement of goods, affects budget implementation, and affects project inception and closure.

The researcher asked the BOM chairpersons to indicate their level of agreement on the statements regarding allocation of resources on implementation of 100% transition policy. The results are as shown in Table 4.12

**Table 4.12: Level of Agreement with Statements Regarding the Allocation of Resources on Implementation of 100% Transition Policy**

Statements	Mean	Std. Dev.
The teaching and learning materials are adequate to promote institutional success.	2.091	0.620
Many students in our school are motivated to learn with the adequacy of learning materials	3.800	0.627
We have improved teaching and learning materials over years	3.073	0.614
There's significant growth in terms of enrollment in our school	4.388	0.574

As per results, the respondents agreed that there's significant growth in terms of enrollment in our school as shown by a mean score of 4.388, and many students in the school are motivated to learn with the adequacy of learning materials as shown by a mean score of 3.800. The respondents were neutral on whether they have improved teaching and learning materials over years as shown by a mean score of 3.073. The respondents disagreed that the teaching

and learning materials are adequate to promote institutional success as shown by a mean score of 2.091.

Rusu (2013), noted that motivation of human resources in any workplace is associated with high productivity while Ocham (2010) argued that the managers and principals should work to maintain an environment that supports teacher's efforts in classroom and outside classrooms to minimize outside factors that can disrupt learning.

#### **4.9 The Implementation of the 100 Percent Transition Policy**

The researcher required the S.C.D.E to indicate the category of schools in the Sub County that were ready to embrace the 100% transition. The S.C.D.E indicated that all categories of schools for instance, National /Extra – County /County/Sub County were to embrace the policy. But the old and well establishment schools which already had the required learning facilities like classrooms, labs, fields, libraries were more ready than recently/ newest established C.F.D schools.

The SCDE was also asked to indicate the trend of the transition rate in your Sub County for the year 2019 and 2020. The SCDE indicated that there has been upward trend in terms of enrolment in all schools has been on the increase, following the demands of the policy - where all pupils completing Std. 8 in primary must transit to secondary school and join form 1 regardless of their performance.

Moreover, the SCDE was asked to indicate the structures that were put in place to ensure that all students joined Form one 2020 completed their course. The SCDE indicated that there has been a follow-up exercise to make sure all students who sat for KCPE absorbed in secondary schools and are accounted for. Also, the SCDE added that expectant students were allowed to continue learning in secondary schools.

The SCDE was also asked the mechanisms that the school administrators have devised to cope with the high enrolments. The SCDE indicated that the ministry of education instructs principals to give the enrolment education those who have dropped out/and explanations given why they are out, the MOE has funded classes to be constructed /teachers employed/bursaries given/text books given, improvised other rooms to act as classrooms/dormitories, converted any extra-unused space to a learning facility, and with consultation with BOM- administrators have expanded or put up new learning facilities to accommodate large number of students transiting to F1 and university.

The researcher required the SCDE to indicate the challenges that face secondary schools in the implementation of the transition policy and how the ministry of education addressed them. The SCDE indicated that the challenges were that the numbers have exceeded facilities, increased indiscipline, unprepared /untrained staff to handle double large class of numbers, inconsistent policies which interferes with the culture of school, teacher's resistance to change, and social and cultural issues.

They indicated that the ministry of education addressed these challenges by funding the extra-classes in school assessment education officials, TSC embarked on staffing of schools which have astute shortages on both permanent and temporal basis, Ministry has taken up the role of paying qualified and registered BOM teachers in schools recruited additional teachers, it has provided bursaries to needy students when otherwise would drop out of school due to lack of fees, it has allowed pregnant girls to continue learning even in their pregnant state to allow them transit from level to the other, supervision of curricular delivery is thoroughly done together with route assessment and checks to meet the standard use, it involved the ministry of public works to inspect the learning facilities during construction in order to meet the required standards. And per the guidelines set, it has regulated the amount of fee to be paid as fees in various categories of schools to make learning affordable and has paid for KNEC fee, and it has increase copulation to FDSE.

The researcher asked the SCDEs to state the mechanisms that have been put in place by secondary school heads to enhance accessibility, retention, and completion rates. The results are presented on Table 4.13.

**Table 4.13: Mechanisms Put in Place by Secondary School Heads to Enhance Accessibility, Retention and Completion Rates**

<b>Accessibility</b>	<b>Retention</b>	<b>Completion</b>
Allowed students to join the school of their choice	Ministry has substituted the students' requirements given textbooks	Mini paid for their KCSE exams
Ministry involved in placement of student	Constructs extra classes (taken the burden fowl parents/paid their KCSE exams	Population discouraged
Remove the cut of marks students demand to join schools than class	Encourage the students to complete to transit to net level.	Put policies that can encourage the girl child moves on own when having babies

**CHAPTER FIVE**  
**SUMMARY, DISCUSSIONS, CONCLUSIONS AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

This chapter provides a summary, conclusion, and recommendations of the main findings on the principals' management on facilities influence the implementation of 100 percent transition policy in public secondary schools in Hamisi Sub County. This chapter puts forward the summary of the findings, discussion, conclusions of the study, recommendations of the study and suggestions for further studies.

**5.2 Summary of the Findings**

The study sought to determine the influence of principals' management on provision of teaching and learning space on the implementation of the 100% transition policy. The study found that the praying field, library and classrooms conformed to the statutory regulations in terms of space / dimensions to a great extent. In addition, the research found that science lab conformed to the statutory regulations in terms of space / dimensions to a moderate extent. The research found that the challenges that schools face while implementing the transition policy included scarce educational resources/infrastructural, inadequate lockers and desks, beds facility large classes, inadequate space to expand the facility, uncooperative parents who do not willing to assist financially to help an issue in school, understaffing,

increased indiscipline amongst teachers/students/workers, community/social problems, inconsistency policies, teachers resistance to change, and financial constraints/delayed disbursement. The study established that the classrooms, science laboratories and playing field were adequate. However, the research found that it was not certain whether computer laboratories were in the schools. The study also found that the infrastructure money from the ministry of education (FSD), and the CDF projects in the location have put some additional classes to cater for high numbers.

The research aimed at establishing the influence of principals' provision of teaching and learning resources has on the implementation of the 100% transition policy. The research found that the playground for the co-curricular activities in my school is inadequate, and the learning materials for technical subjects like Agriculture, Home Science, and Computer are adequate. Moreover, the study established that it was uncertain whether the laboratory equipment is inadequate for carrying out successful learning sessions for any number of students.

The research also found that the number of reference books in the school is not adequate. Further, the study found that the performance has stagnated over the past 5 years because of the adoption retention policy. The research established that the teaching and learning materials are adequate to promote institutional success, and many students in the school are motivated to learn with the adequacy of learning materials. The study found that it was uncertain whether



they have improved teaching and learning materials over years. The research found that there is no significant growth in terms of enrollment in the school.

The study aimed at finding out the influence of principal's involvement in shaping the school culture on the implementation of the 100% transition policy. The results revealed that there are deliberate programmes to explain the goals and objectives of the school to foster good relationships. The study also found that it is the culture of this school to involve the school stakeholders such as Deputy Principals, HODs and Parents in management of the class discipline, and the motto, vision and mission of the school is shared among the members of the school. The research established that it is not the culture of the school to reward the staff and students reinforcing the behaviour exhibited by them, and the school has no traditions and routines build from shared values and norms that reinforce social standards. The study also found that the culture of the school has not contributed greatly to quality of teachings and learning. The study also found that the school would: build, create and communicate meaningful values, improve on orientation on boarding schools, conduct proper selection where the right person who fits with school values and culture gets the job, give the workers of the school the right information, right tools, and the right amount of support and control and power to do their jobs, engage all the stakeholders of the school through the year, coach the members of the school community so that they understand how their behaviour measure up to what is expected, show the stakeholders of

the school that care about them as on individual, and have tough conversations and make long decisions.

The research also found that improvement on learning environment – i.e. provision of text books, classrooms, library and playground – created safe environments, improved on class appearance /layout which enhances encourages social/emotional needs of the students, allocation and provision of staff to teach and strategies to promote participation, teachers have built interest of their students in the school which has helped students improve on acquisition of knowledge and skills, 100% transition learners require meaningful teaching, teachers engage students in learning process through variety instructional strategies, students are encouraged to work collaboratively in class hence creating a shared goal, variety of teaching devices is employed to style allowing students to move from teacher centered to student centered, and monitoring of curriculum implementation by internally appointed quality assurance and standards officer in school.

The research found that most of the teachers and students in the school are very aggressive hence have embraced the policy with unity, and the school emphasizes on teamwork which is a better tool for implementation of policy. The study found that it was uncertain whether the management sponsors most of the teachers and school employees to workshops, trainings because it believes in people development, student-oriented culture helps our school to

implement the policy without resistance, and they are allowed to participate in decision making when it comes to policy implementation matters.

The study sought to determine the influence of principals' allocation of financial resources on the implementation of the 100% transition policy. The research found that other sources of funds for their institution were through raising money, individual donations, and donors. The study found that every student in class has his or her own desk and chair, the school has enough physical facilities, land, labs to support implementation 100% transition policy, and the school has many sources of funds. It was not certain whether laboratory apparatus and chemicals are adequate.

Also, the study established that the schools have challenges including: scarcity of resources; financial/physical and human, restrictions attached on the use of resources, overstatement of needs is a problem in a bottom up approach to resource allocation, external politics where principals have no voice in budget decisions, reduction of income from parents makes it harder for the parents to bear the direct costs of education e.g. fees, uniforms private tutoring, government failure to allocate the necessary resources for realization of the right education, corruption may affect the realization of the right education siphoning scarce public resources into private pockets and undermining the government ability to provide quality education to all, overcrowding and congested classroom due to free primary education where poor educational

infrastructure, and shortage of teachers teaching – learning resources has been a challenge when allocating resources.

Moreover, the study found that the school put additional classes to cater for the additional students because it had been disagreed that performance was better in schools with facilities. The research also found that the government disbursement affects procurement of goods, budget implementation, and project inception and closure. The study found that there's significant growth in terms of enrollment in our school, and many students in the school are motivated to learn with the adequacy of learning materials. The research also found that it was uncertain whether they have improved teaching and learning materials over years. The study found that the teaching and learning materials are not adequate to promote institutional success.

### **5.3 Discussion of the Findings**

The 100 percent transition policy was aimed at ensuring that all the pupils who completed class eight were absorbed in form one in secondary schools. The implementation process therefore calls for increased teaching and learning space, teaching and learning resources, games facilities and equipment as well as enhanced sanitation facilities to match the high enrolment. The findings of the study were based on the demographic trends as well as four research questions.

### **5.3.1 Finding based on principals' management on Teaching and Learning Space and the implementation of the 100% Transition Policy**

The research found that the challenges that schools face while implementing the transition policy included scarce educational resources/infrastructural, inadequate lockers and desks, beds facility large classes, inadequate space to expand the facility, uncooperative parents who do not willing to assist financially to help an issue in school, understaffing, increased indiscipline amongst teachers/students/workers, community/social problems, inconsistency policies, teachers resistance to change, and financial constraints/delayed disbursement. This is in line with Filardo and Vincent (2017) who stated that poor teaching and learning space in classrooms, laboratories and libraries is a barrier to delivery of Education and implementation of education policies.

The study established that the classrooms, science laboratories and playing field were adequate. However, the research found that it was not certain whether computer laboratories were in the schools. This is in accordance with Njenga (2019) who established that teaching and learning space was inadequate in majority of schools. Students were congested in classrooms due to high number of enrollments hence overcrowding in some schools had therefore compromised quality education in some public secondary schools.

### **5.3.2 Finding based on principals' management on Teaching and Learning Resources and the implementation of the 100% Transition Policy**

The research found that the playground for the co-curricular activities in my school is inadequate, and the learning materials for technical subjects like Agriculture, Home Science, and Computer are adequate. The findings agree with Orodho, Waweru, Ndichu and Nthinguri (2013) who indicated that inadequate learning resources negatively affected teacher effectiveness in the use of teaching methods as well as on individual focus.

Moreover, the study established that it was uncertain whether the laboratory equipment is inadequate for carrying out successful learning sessions for any number of students. The research also found that the number of reference books in the school is not adequate. The findings disagree with Ngwacho (2020) who established that availability of teaching and learning materials like textbooks, exercise books, laboratories, libraries, and other institutional materials had a positive effect on the student's achievements.

The study found that it was uncertain whether they have improved teaching and learning materials over years. The research found that there is no significant growth in terms of enrollment in the school. The study disagreed with Asiago (2018) who indicated that most public schools were in a crisis

like libraries, laboratories equipment and thus had impacted negatively on the process of implementing 100% policy.

### **5.3.3 Finding based on principals' involvement on Institutional Culture and the implementation of the 100% Transition Policy**

The results revealed that there are deliberate programmes to explain the goals and objectives of the school to foster good relationships. The findings are supported by Riechi (2021) who stated that a school culture is a set of accepted beliefs and norms, the motto, vision and mission, routines, rituals, traditions, ceremonies, architecture, and symbols governing peoples conduct in the school. It is the totality of all that goes on in a school.

The research established that it is not the culture of the school to reward the staff and students reinforcing the behaviour exhibited by them, and the school has no traditions and routines build from shared values and norms that reinforce social standards. Afework and Asfaw (2014) asserted that an effective school culture facilitates academic achievements and motivation to learn is expected, respected and rewarded, naturally it motivates students to learn, and issues of deviance are minimal.

The study also found that the culture of the school has not contributed greatly contributed to quality of teachings and learning. Sithole (2020) makes it clear that effective schools have a culture that is characterized by a well-defined set of goals that all members of the school value and promote. They subscribe to values like hard work, excellence, honest, discipline, responsibility

#### **5.3.4 Finding based on principals' management on allocation of Resources and the implementation of the 100% Transition Policy**

The research found that other sources of funds for their institution were through raising money, individual donations, and donors. This is in accordance with Al-Amin (2018) who argued that student achievement at any point is a cumulative function of the current and the prior resources inputs such as family, socio-economic status peer effect and institutional resources inputs.

The study found that every student in class has his or her own desk and chair, the school has enough physical facilities, land, labs to support implementation 100% transition policy, and the school has many sources of funds. Al-Amin (2018) argues that the implementation of the 100% transition policy is a demanding task that requires proper allocation and utilization of physical, human, and financial resources for it to significantly impact positively on the learning process.

It was unclear whether the equipment and chemicals used in laboratories were sufficient.

The study was at odds with McKenna (2018), who discovered that effective resource distribution and utilization in schools can lower dropout rates, uphold student discipline, and keep students on task. Schools should have adaptable infrastructure to support evolving teaching and learning styles..



#### **5.4 Conclusion**

The study concluded that schools with inadequate teaching and learning space faced serious challenges in running of the school programs which had influence on implementation of the 100 percent transition policy.

The study also concluded that teaching and learning resources were adequate in majority of schools. The study further concluded that adequacy of teaching and learning resources ensures the smooth running of the school programs. The study further concluded that facilities and equipment were inadequate in public secondary schools.

#### **5.5 Recommendations of the study.**

The study established that teaching and learning space is necessary for the implementation of the 100% transition policy of public secondary schools in Hamisi Sub County. Lack of teaching and learning space hinders the smooth running of the school programs. The study therefore recommends that the government should provide enough funds in time for building additional classrooms, laboratories, and libraries in all public secondary schools to match the increasing enrolment.

The study also established that majority of schools had inadequate space for sports and construction of classes. The study recommends that the school principals should budget for expansion of sports and learning facilities annually to ensure proper learning and teaching environment is attained.

The study recommends that the Board of Management and Parents Association of secondary schools should come up with ways of engaging the

parents and the community for purposes of acquiring more learning teaching and learning facilities and substitute what the government provides.

According to the study's conclusions, a detailed needs analysis for the public secondary schools in Hamisi Sub County is required. This will make it easier to locate the schools that have insufficient resources so that local governments, the federal government, and the county government can help close the gaps and raise literacy rates in public secondary schools in Hamisi Sub County.

Policies should also be established to ensure that secondary school administrators only allow students to enroll who can use the school's facilities, since this will prevent congestion and the resulting lowering of academic standards, which are impacted by students' poor literacy skills.

To improve instructors' skills, more seminars, workshops, and other appropriate training should be conducted. Effective implementation of the teaching and learning process is more likely with well-trained teachers. The BOM ought to make sure secondary schools have policies in place for including teachers and other parties, such parents, in decision-making. To inspire teachers and assure their involvement in decision-making in matters such as, but not confined to, school infrastructure and resource distribution, they should hold round table discussions.

The government should increase funding to schools to cater for the essential teaching/ learning aids. With more purchases of books and other materials,

schools will be able to improve literacy levels among pupils hence the achievement of early literacy which seem to be limited by inadequate teaching and learning materials among students in public secondary schools in Hamisi Sub County. Moreover, it is imperative that stakeholders are sensitized to support schools within the community knowing that the children will still give back to the community at the same time creating a generation that is well educated.

### **5.6 Suggestions for Further Research**

The researcher suggests that there is need to carry out a similar study in other Sub Counties in Kenya. The results of the various studies may complement each other to come up with a comprehensive report on principals' management on institutional facilities influencing the implementation of the transition policy in Hamisi Sub County.

The researcher also suggests that a study be carried out on the influence of the governments' 100 percent transition policy on quality of education in public secondary schools in Hamisi Sub County and other parts of the country.

This study suggests a study to evaluate the effectiveness of every tenet of supervision to teacher output and learner achievement. This will provide a basis for an informed conclusion that inadequate physical literacy facilities experienced at earlier stages in education affects the entire academic life of a person.

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**APPENDICES**

**APPENDIX I: INTRODUCTION LETTER**

VIOLET LUMULI ASAMBA

UNIVERSITY OF NAIROBI.

DEPARTMENT OF EDUCATION ADMINISTRATION AND PLANNING

P.O BOX 30197-00100,

NAIROBI.

THE PRINCIPAL,

.....SECONDARY SCHOOL

Dear Sir/Madam,

RE: REQUEST TO PARTICIPATE IN RESEARCH STUDY

I am a master's student at the University of Nairobi pursuing master's degree in Educational Administration

I am undertaking research titled "**Principals' management of Institutional facilities influencing 100% transition policy in public secondary schools in Hamisi Sub-County**". I ask for your permission to conduct research in your institution. Information provided by the respondents will be purely for handled academic purpose hence will be with confidentiality.

Thank you

Yours faithfully.

Violet Asamba

## **APPENDIX II: INTERVIEW SCHEDULE FOR S.C.D.E**

The purpose of this interview is to collect data on the Principals' management of Institutional facilities influencing implementation of the 100% transition policy in Kenya. I wish to assure you that the responses you give will be treated with confidentiality and used for academic purposes only.

Kindly respond to these questions

- i. What category of schools in your Sub County was ready to embrace the 100% transition?
- ii. What is the trend of the transition rate in your Sub County for the year 2019 and 2020?
- iii. What structures were put in place to ensure that all students are admitted to form one 2020 completed their course.
- iv. What mechanism has the school administrators devised to cope with the high enrolments
- v. What challenges face secondary schools in the implementation of the transition policy? How has the ministry of education addressed them?
- vi. What mechanisms have been put in place by secondary school heads to enhance accessibility, retention and completion rates?

**Thank you for your time, input and co-operation.**

**APPENDIX III: QUESTIONNAIRE FOR PRINCIPAL**

The purpose of this questionnaire is to gather information about Principals’ management of institutional facilities influencing implementation of the 100% transition policy in Public Secondary schools in Hamisi Sub County. Kindly provide the requested information by ticking (✓) your most honest option given in each part. Confidentiality of your information is guaranteed.

**SECTION A. BACKGROUND INFORMATION**

1. Category of School

Sub County  County  Extra County  National

2. Kindly tick the correct bracket of student population present in the

scho      
 Below 250                      251 – 500                      501 – 750                      Over 751

**SECTION B: Availability of teaching and learning space.**

3. To what extend has the teaching and learning facilities conformed to the statutory regulations in terms of space / dimensions.

Teaching and Learning space	Very great extent	Great extent	Undecided	Little extent	Very little extent
Classrooms					

Library

Science Lab

Praying Field

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4. What challenges have you faced while implementing the transition policy?

**SECTION C: Availability of teaching and learning resources**

This question consists of statements with scaling of 1 – 5 in a grid, please tick (✓) the response that most closely approximates your opinion.

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

---

1 2 3 4 5

---

The number of reference books in the school are adequate

The laboratory equipment is inadequate for carrying out successful learning sessions for any number of students

The learning materials for technical subjects like Agriculture, Home Science, Computer are adequate

The playground for the co-curricular activities in my school is inadequate

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**SECTION D: To what extent does the institutional culture influence implementation of the policy?**

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The school has traditions and routines build from shared values and norms that reinforce social standards	1	2	3	4	5
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There are deliberate programmes to explain the goals and objectives of the school in order to foster good relationships

It's the culture of this school to reward the staff and students reinforcing the behaviour exhibited by them

The motto, vision and mission of the school is shared among the members of the school.

It is the culture of this school to involve the school stake holders such as Deputy Principals, HODs and Parents in management of the class discipline.

The culture of the school has contributed greatly contributed to quality of teachings and learning

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16. What would you put in place to improve on the current school culture to make it work better?

**SECTION E: Effect of allocation of Resources on the implementation of the policy**

1. Other than government's subsidy, disbursement, what are other sources of funds for this institution?
2. Indicate the number of classes/toilets in the school.

<b>No. of facilities</b>	<b>Boys Facilities</b>	<b>Girls Facilities</b>	<b>Teachers Facilities</b>

3. In the following table, state the extent to which you agree or disagree with each of the statements displayed on resource allocation for various activities in the school.

<b>Statement</b>	<b>Very Great Extent</b>	<b>Great Extent</b>	<b>Undecided</b>	<b>Little Extent</b>	<b>Very Little extent</b>

The school has enough physical facilities, land, labs to support implementation 100% transition policy.

The school has many sources of funds.

Every student in class has his or

her own desk and chair.

Laboratory apparatus and chemicals are adequate.

#### **APPENDIX IV: QUESTIONNAIRE FOR BOM CHAIRPERSONS**

The purpose of this questionnaire is to gather information on the Principals' management of Institutional facilities influencing implementation of the 100 per cent transition policy. Hamisi Sub – County, Vihiga County. The information you give will be treated with confidence and was used for academic purposes only.

#### **SECTION A: Availability of Teaching and Learning Space**

Indicate the appropriate situation of teaching and learning space in your school.

Very adequate (5) Adequate (4) Not sure (3) Inadequate (2) Very

Inadequate (1)

<b>Teaching and Learning Spaces</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Classrooms					
Science Laboratories					
Computer Laboratories					
Playing field					



1. Has the school thought of putting up any additional classes to cater for high numbers?

**SECTION C: Influence of Teaching and Learning resources on the implementation of the policy.**

2. Based on your experience, can you say that the school has improved or declined in its performance over the past 5 years?
3. To what extent do you agree with the following statements regarding the teaching and learning resources on the implementation of the transition policy?
4. To what extent do you agree with the following statements?

<b>Statements</b>	<b>Very great Extend</b>	<b>Great Extent</b>	<b>Undecided</b>	<b>Little Extent</b>	<b>Very Little Extent</b>
The teaching and learning materials are adequate to promote institutional success.					
Many students in our school are motivated to learn with the adequacy of learning materials					
We have improved teaching and learning materials over years There's significant growth in terms of enrollment in our school					

**SECTION D: School Culture**



implementation matters

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**SECTION E: Allocation of Resources**

8. What challenges have you encountered while addressing the allocation of resources in your school?
9. Has the school put additional classes to cater for the additional students?

Please explain how the government disbursement affect your planning of the school projects.

10. To what extend do you agree with the following statements regarding allocation of resources on implementation of 100% transition policy.

## APPENDIX V: QUESTIONNAIRE FOR TEACHERS

The purpose of these guide is to gather information on the Principals' management of institutional strategies influencing the implementation of the 100% transition policy in Hamisi Sub-county.

### SECTION A: BACKGROUND INFORMATION

1. Kindly indicate your gender

Male  Female

2. Period you have served as a teacher

0-4  5-9  10-14  over 15 years

3. What programs has the school taken to ensure successful implementation of the 100% transition policy.
4. What has your school done to boost good performance is realized
5. What challenges do you face as you implement program that are geared towards supporting the transition policy

### SECTION B: THE INFLUENCE OF TEACHING AND LEARNING

6. The following table, state the extent to which you agree or disagree with each of the learning space in the school. The key will guide you on your most approximate opinion about the statement.

Strongly agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

Undecided (U)

	SA	A	D	SD	U
There's adequate space for storing, learning and teaching materials like text books.					
The space in the library and laboratory is adequately utilized					
The field in the school is spacious enough to accommodate the number of students in the school.					
There's enough space in the school's corridors, under trees to conduct discussions with students.					

7. Recommend ways in which the government could improve on the congestion issue to guarantee a high level of performance.

**SECTION C: INFLUENCE OF TEACHING AND LEARNING RESOURCES**

8. What are the textbooks ratios in the school?
9. To what extend are you involved in the purchasing of teaching and learning materials in the school?
10. Are these incentives available to motivate both student and teachers who are involved in the preparation of teaching and learning materials?

11. Are the teachers prepared adequately in terms of training and guidance to enable them to handle the big numbers enrolled during this era of 100% transition?

Indicate the degree to which you agree with the following statements:

Strongly agree (SA) Agree (A) Not Sure (NS) Disagree (D) Strongly Disagree (SD)

	SA	A	NS	D	SD
Students have adequate learning materials like log tables, exercise books, calculators, textbooks.					
With current teaching and learning facilities the teachers believe they can make a difference in lines of students and achieve improved performance.					
Students have demonstrated high academic performance with the availability of teaching and learning facilities.					
Students study habits meets the expectation of the teachers					
The environment is positive and motivates teachers to work.					

**SECTION D: INFLUENCE OF SCHOOL CULTURE.**

12. Does your school have norms for relationships and behavior that creates a professional culture of excellence and ethics?

13. Explain you answer.

14. Do you experience resistance to change from students especially when implementing new ways and programs in the Course of adjusting to the new policy

Yes

No

15. If yes, what causes the resistance?

16. In your own opinion how is the top leadership committed to the promotion of the school motto, vision and mission.

17. Does the school motto, vision and mission acts as an impediments or catalysts in the Implementation process of 100% transition .policy?

To what extent do you agree with following statements regarding influence of culture on implementation of the transition policy?

Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) Strongly Disagree (SD)

<b>STATEMENTS</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
All our members are accountable to high standards of learning behavior					
All students in every class feel supported and are challenged to do their very best to get good grades					
The school has traditions and routines built from shared values which reinforce the school academic social standards.					
Team work and administrative support has leads to successful transition implementation of the 100% policy					



**SECTION E: INFLUENCE OF ALLOCATION OF RESOURCES.**

Use ( ) to indicate the degree to which you agree or disagree with the following statements

1. Strongly agree (SA) 2. Agree (A) 3. Undecided (U) 4. Disagree (D) 5. Strongly Disagree (SD)
- 2.

Statements	SA	A	U	D	SD
Educational and learning opportunities are equitably distributed to all students, all students have access to academic support and service they may need.					
Government disbursement allocation per student is enough to cater for every students					
The school has enough teachers to handle the large numbers in the classes					
Students proper use of their classes and libraries has improved their performance in school					

3. If you were an administrator, give two suggestions you would implement to improve on the facilities of the school.
4. Are the resources in terms of labor and materials allocated adequately to ensure effective implementation of the transition policy?

**Thank you for your time, input and co-operation.**

## APPENDIX VI: QUESTIONNAIRE FOR PARENTS

### REPRESENTATIVE

The purpose of this questionnaire is to gather information about your perception on impact of Principals' management of intuitional strategies influencing the implementation of the transition policy.

### SECTION A: BACKGROUND INFORMATION

Kindly tick appropriately

1. Gender      Male                       Female

2. Age bracket

0-20 years

21-40 years

41-50years

over 50

years

3. Indicate the highest the highest professional qualification

Degree

Diploma

Certificate

Others

4. For how long have served as a PA in this school.

5. Do you think performance of your school has been satisfactory?

6. Do you ever visit classrooms when students are there?

7. What is your assessment?
8. What are the important reasons of the students or their parents for choosing this school?
9. What are the two prominent strength of your school?
10. State two prominent weakness of you school?
11. Explain why the motto, vision and mission of the school is stressed.
12. What strategies do you intent to use to ensure that you school continues to improve in KCSE even with the implementation of the new transition policy.
13. As the parents, representative of this school, what are your plans for the next three years?

**Thank you for your contribution.**

**APPENDIX VII: OBSERVATION SCHEDULE**

No.	Activity	appropriate	Not appropriate
1	The kind of buildings in school in terms of meeting the required safety and healthy standards		
2	Students neatness and their compliance to well grooming		
3	Class size and population per class		
4	Compound neatness / beauty and arrangements of the facilities		
5	Maintenance and upkeep of school compound field, buildings and other structures		
6	Display of the school motto, vision and mission and the displays in the principal's office		
7	Silence in classes and student's response to instruction and school routine		
8	Reading/relaxing spaces outside classes		
9	Staffroom orderliness/spacing/seating arrangements/notice boards displays		
10	Students movements, response to bells, attendance to classes, their other general etiquettes		

## APPENDIX VIII: QUESTIONNAIRE FOR STUDENTS

The questionnaire seeks to get your views as per the item given. There are no correct or wrong answers. You are kindly asked not share ideas so that a true reflection of the findings of the study topic can be achieved.

### SECTION A: BACKGROUND INFORMATION

Name: .....

1. Gender      Male                       Female

2. What is the category of your school? Tick the one appropriate to you.

Boys boarding

Girls boarding

Mix day

3. What is the most inspiring factor that made you to join the school
4. Mention three practice done in the school in relation to performance that you like.
5. State three things in the school is doing to improve you learning environment.

6. Do you have forums to share with you teachers, principal on issues touching your learning in the school?

Yes

No

7. How often are you given assignments?

Weekly

Daily

8. What norms and behavior does your school have that has made it unique and admirable school?

9. Give three suggestions on what can be improved in order to get better performance

10. Have the students internalized the school motto, vision and mission?

11. Does the school motto, vision and mission point towards the purpose of the school?

**SECTION B: (availability of teaching and learning space)**

12. Put a tick in the appropriate box in the table below. The key will guide you in providing the most appropriate answer.

Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) Strongly Disagree (SD)

statements	SA	A	U	D	SD
Every student in class has adequate space to read in the library					
We often visit laboratories where we take our practical's					
There's enough space for teachers to move around the classes					
Our classes have no congestion of desks and chairs					
There is enough space in the field for doing exercises during PE lessons					
Every students has an equal opportunity to take part in the field events					

**SECTION C: Availability of teaching and learning resources**

Key

Put a tick ( ) on the appropriate box in the table below

1. Strongly agree (SA)
2. Agree (A)
3. Undecided (U)
4. Disagree (D)
5. Strongly Disagree (SD)

<b>STATEMENTS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Textbooks are available for each student					
Every student in class has his/her desk and chair					
Revision materials are enough in library and class					
Laboratory apparatus are enough for all science practical subjects					
The pitches and balls are available in the school for various games in the school					



**SECTION D: (Institutional culture)**

13. Use tick ( ) to indicate the degree to which agree or disagree

Strongly agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)

STATEMENTS	1	2	3	4	5
Students follow the time schedules strictly, breaks, classes and other activities					
Students demonstrate high discipline because they are guided by motto, vision and mission					
Students utilize their books and revision materials well guided by school routine					
Students behavior is guided by school rules and regulations					
Students love their school because every programme improves students social and academic behavior					

**SECTION E: (allocation of resources)**

14. Use tick ( ) to indicate the extent to which you agree or disagree

Strongly agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree

(5)

	1	2	3	4	5
Our school has adequate toilets for both boys and girls					
Our school has enough teachers to train students					
Our school has a laboratory technician					
Our school has adequate teachers					
Our school has adequate play field to enhance co-curricular learning					

**Thank you for participating**

**APPENDIX IX: RESEARCH AUTHORIZATION**



**UNIVERSITY OF NAIROBI  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
FACULTY OF EDUCATION  
KISUMU CAMPUS**

The Secretary  
National Council for Science and Technology  
November, 2021  
P.O Box 30623-00100  
**NAIROBI, KENYA**

9<sup>th</sup>

Dear Sir/Madam,

**RE: VIOLET ASAMBA E55/5923/2017**

This is to inform you that **VIOLET ASAMBA** named above is a student at the University of Nairobi, Faculty of EDUCATIONAL ADMINISTRATION AND PLANNING, Kisumu Campus. The purpose of this letter is to inform you that **VIOLET** has successfully completed her Masters Course work and Examinations in the programme, has developed a Research Proposal and submitted before the Department's Board of Examiners which she successfully defended and made corrections as required by the Departmental Board of Examiners. The research title that was approved by the Departmental Board of Examiners is: ***"PRINCIPALS' MANAGEMENT OF INSTITUTIONAL FACILITIES INFLUENCING IMPLEMENTATION OF 100% TRANSITION POLICY IN PUBLIC SECONDARY SCHOOLS IN HAMISI SUB-COUNTY, VIHIGA COUNTY, KENYA"***.

The Project is part of the pre-requisite of the course and therefore, we would appreciate if the student is issued with a research permit to enable her collect data and write a report. Research project reflect integration of practice and demonstrate writing skills and publishing ability. It also demonstrates the learners' readiness to advance knowledge and practice in the world of education. We hope to receive positive response so that the student can move to the field to collect data as soon as he gets the permit.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Isaac Abuya', written over a horizontal line.

**DR. ISAAC ABUYA, PhD**  
**CO-ORDINATOR**  
**KISUMU CAMPUS**

**APPENDIX X: RESEARCH PERMIT**

  
REPUBLIC OF KENYA

  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

RefNo: **410815** Date of Issue: **10/February/2022**

**RESEARCH LICENSE**



**This is to Certify that Miss. VIOLET LUMULI ASAMBA of University of Nairobi, has been licensed to conduct research in Vihiga on the topic: INFLUENCE OF INSTITUTIONAL FACILITIES ON IMPLEMENTATION OF 100 PERCENT TRANSITION POLICY IN PUBLIC SECONDARY SCHOOLS IN HAMISI SUB COUNTY, KENYA for the period ending : 10/February/2023.**

License No: **NACOSTI/P/22/15577**

**410815**  
Applicant Identification Number

  
Director General  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION**

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**APPENDIX XI: TIME SCHEDULE**

<b>Details</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sept</b>
Identifying research topic											
Writing concept paper											
Writing research proposal											
Making corrections											
Submission for defense											
Making corrections											
Obtaining permit and data collection											
Data Analysis and writing final report											
Making correction											
Submitting final project											

# INFLUENCE OF PRINCIPALS' MANAGEMENT OF INSTITUTIONAL FACILITIES ON IMPLEMENTATION OF 100 PERCENT TRANSITION POLICY IN PUBLIC SECONDARY SCHOOLS IN HAMISI SUB COUNTY, KENYA

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**Submission date:** 02-Sep-2022 02:46PM (UTC+0300)  
by Violet Lumuli Asamba

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# INFLUENCE OF PRINCIPALS' MANAGEMENT OF INSTITUTIONAL FACILITIES ON IMPLEMENTATION OF 100 PERCENT TRANSITION POLICY IN PUBLIC SECONDARY SCHOOLS IN HAMISI SUB COUNTY, KENYA

## ORIGINALITY REPORT

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