ADMINISTRATIVE DETERMINANT OF 100 PERCENT TRANSITION POLICY IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN IMENTI SOUTH SUBCOUNTY KENYA

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A PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE WARD OF DEGREE IN MASTER OF PUBLIC ADMINISTRATION AND MANAGEMENT OF MOUNT KENYA UNIVERSITY

NOVEMBER 2024

DECLARATION AND APROVAL

Declaration by the Student

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

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Approval by the Supervisor

This research Project has been submitted for examination with my approval as university supervisor.

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DEDICATION

I attribute the success of this research proposal to my husband Morris Njira.

ACKNOWLEDGEMENTS

I express my sincere gratitude to God for steadfastly supporting me throughout the academic course. I extend heartfelt appreciation to Dr Robert Obuba, my supervisor, for his professional support and guidance in the development of this research proposal. Furthermore, I wish to acknowledge and thank my classmates for their support and contributions throughout the entire duration of the course.

ABSTRACT

In response to the need for secondary education to adapt to the rapidly changing and competitive environment, there has been a shift in focus for principals towards managing institutional facilities to enhance school performance. Despite a nearly tripled student enrolment in public secondary schools, both physical and human resources have remained stagnant. The sudden surge in form one enrolment necessitates an assessment of whether institutional facilities are adequately meeting student needs. Thus, this study will aim to investigate how administrative factors will influence the implementation of the 100 percent transition policy in public secondary schools within Imenti South Sub County, Kenya. The primary research question will examine the impact of administrative determinants on policy implementation. Variables under scrutiny will include the availability of teaching and learning space, resources, staffing, and financial resource allocation. Anchored on systems theory, this study will adopt a descriptive research design. The target population will include 48 public secondary schools, with corresponding principals, BOM chairpersons, school committee members, teachers (heads of departments), and form three students, totalling 2,161 individuals. Stratified random sampling will be utilized to select and distribute data collection across 10 schools. Interviews will be conducted with selected principals, BOM chairpersons, and the Sub-County Director of Education, while questionnaires will gather information from various stakeholders. Quantitative data analysis will employ descriptive statistics through SPSS, with results presented in tables. Findings reveal significant correlations between the availability of resources, such as teaching materials, sanitation facilities, and recreational spaces, and the quality of education. Schools with better access to these resources demonstrated enhanced student engagement, improved health outcomes, and higher overall academic performance. The analysis highlights that adequate physical teaching space and reliable sanitation facilities are critical in fostering conducive learning environments. Additionally, the study emphasizes the role of extracurricular facilities in promoting holistic student development. Based on these findings, the research recommends equitable resource allocation, infrastructural improvements, and the establishment of comprehensive sanitation and health initiatives. The study advocates for a collaborative approach among educational stakeholders to address the challenges faced by schools. Furthermore, it suggests areas for future research, including longitudinal studies and the impact of technology on teaching and learning. This research contributes to the ongoing discourse on enhancing educational quality.

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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

UNESCO: United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Learning is a basic human entitlement that positively transforms conduct by nurturing the growth of knowledge, capabilities, mindsets, and problem-solving aptitudes. As stated in Article 26 of the Universal Declaration of Human Rights, all individuals have a right to education, and a minimum educational standard should be enforced. Education provides people with the necessary information and skills to enhance productivity and earnings, while also allowing them to take advantage of career prospects that can help lift them out of poverty (World Bank 2018).

China's education systems have adopted an integrated approach that coordinates the management, development, and utilization of all capabilities across their personnel. Effectively leading schools requires understanding how to nurture, recognize, and motivate staff and students so they are driven to apply their competencies toward successful strategy implementation. This allows students to advance in alignment with the institution's objectives and goals (Mogu, 2013). In Uganda, the child-friendly school policy aims to foster a high-quality teaching and learning environment tailored to individual needs (Zendah & Maphosa, 2018). Educational leaders must recognize that effective learning occurs when students transition smoothly from primary to secondary education. Achieving full transition rates is positively influenced by the quality of instructional resources like classroom labs and outdoor facilities.

Most public secondary schools in Kenya lack adequate teaching and learning spaces such as classrooms, laboratories, and libraries (Njenga, 2019). The Ministry of Education (2019) noted that enrolment has been gradually rising over the years, partly due to initiatives like free primary and secondary education programs. The Kenyan government

made a significant commitment to achieving Education for All (EFA) by 2015 in line with the constitutional right to education for all Kenyans (2010). Kenya is one of the countries that has seen an exponential increase in secondary education enrolment according to UNESCO (2014). This enrolment surge has pressured educational institutions to create functional learning and instructional facilities. Since many Kenyan secondary schools are still recovering from poor institutional and academic performance, comprehensive research on administrative determinant during this era of 100% transition policy to secondary education is not yet widespread.

1.1.1 100 Percent Transition Policy

Transition is defined as that time students move from one intermediate point to another in education (The Glossary of Education Reform, 2013). Previous research suggested that transition tended to be conceptualized as a one occurrence that concentrated on a short period on what happened prior and after the students joined school (McLellan and Galton, 2015; Jindal-Snape and Cantali, 2019). However, according to Weya (2010), primary to secondary schools' transition should be measured by the rates of enrolment in secondary schools. To get the rate of the new students that enter secondary education in a given year; UNESCO (2011) expressed it as that percentage of the students who had enrolled in final grade in primary schools in the previous year who proceed to secondary schools in the next academic year. Notwithstanding, today it is understood that transition period should stretch from the time prior to entry, through settling-in, until the child is established in the new point of transition.

Throughout the world, transition to secondary from primary school is a significant milestone in the lives of children as most students do it at some point during early adolescence. It is considered important as it gives every child free access to learning for 12 years. The exact timing of transition can however differ per country (Global Education

Digest, 2011). For instance, in England, children transit in year 6 at age 11 from primary schools to secondary schools, while in the United States (US) the age is between 10 and 14 depended on one school and another and also per state. Transition for all children to secondary school is recognized more in the Sustainable Development Goals (SDGs), specifically goal number 4(SDG4). SDG4 recognizes secondary school as the second stage of basic education for all children as it is the key source of workers who are knowledgeable and skilled (The Common Wealthy Education Hub, 2016; Organization for Economic Co-operation and Development (OECD), 2012). Consequently, all United Nations (UN) member countries are compelled to see to it that every child accesses free and quality basic education. This has led to emergence of increased demand for secondary school's education.

The Government of Kenya considers universal quality education highly in its development agenda. Through the Constitution of Kenya 2010, Vision 2030, Sessional Paper No. 14 of 2012 and The Basic Education Act 2013, the right of every person to achieve the highest attainable standard of education, training, and research is provided. The Basic Education Act 2013, the law governing education in Kenya, stipulates that all Kenyan parents who are Kenyan citizens must enroll their children for primary and secondary education. These mentioned laws have conceptualized 100 percent transition policy that aims to give children 12 years of access to compulsory quality education which is one of the human rights. The challenge that carries the lion's share of blame toward the push for 100 percent transition to secondary school is poverty and implementation of the policy (Abuya, 2021).

According to Ministry of Education (2019) Sessional Paper No. 1 in Kenya, the government is implementing strategies that ensure sustainability of 100 percent transition from primary to secondary education. The policy has been enhanced by Free Day

Secondary Education (FDSE), improvement of infrastructure through grants, bursary provision, and social support, strengthen parental empowerment and involvement. Reinforced guidance and counselling services in the school is another strategy envisioned by the sessional paper. Other strategies encompass collaboration between multi-agency teams from mainly the Ministry of Interior and Ministry of Education which have given a great deal of effort in ensuring all student who finished class eight since 2018 are in school. The teams composed of the police, chiefs, local agents and Education officials have been mopping up and tracing the missing candidates to ensure they report to school. Their effort has enabled the government to achieve a 98% transition rate as was reported in August 2021 (Kenya News Agency, March 24, 2022). In spite of that, such efforts have been criticized as haphazard and unplanned (Abuya, 2021). Part of the strategies being employed by the government also include tracing 2020 candidates who were pregnant to ensure they continued with learning in secondary school through a directive issued by the cabinet secretary in charge of education to the ministry officials (Nation, August, 2021). The Education Cabinet Secretary also warned secondary school principals against denying admission or sending away Form one students for lack of uniform and nonpayment of lunch fee charged in day schools. Parents who failed to enroll their children to form one also risked arrest.

Although the aforesaid elaborate strategies have increased the number of secondary schools, the enrolment growth is still greater leading to lack of adequate secondary schools. According to Republic of Kenya (2021) Gross Enrolment (GE) was 71.3% in 2019. In 2021, by the end of the exercise, the country's national transition rate according to the Education Cabinet Secretary, stood at 80% (Press Release from education.go.ke, 2021). The non-attainment of the 100 percent transition rate was associated with the negative impact of COVID-19. In January 2024 the ministry of education was in record

perusing the where about of 131,854 or nine per cent of learners expected to transition to Form One (People Daily, January 29, 2024). That high transition rate has led to overcrowding in school which has rendered it difficult for the teacher to identify learners with difficulties in learning resulting to lower grades which dilute the quality of education (Luseno & Malicha, 2020).

1.1.2 Administrative Factors

Textbooks adequacy is the most effective way to improve instruction and learning as recommended by UNESCO that each learner should have their own text book (UNESCO, Global Education Monitoring Report, 2016). Studies have also found out that pupils sharing text books with more than one pupil were found to perform worse than those not sharing. From the literature reviewed and for purposes of this study five indicators will be used to assess quality of teaching and learning. They will comprise of content delivery mode, frequency of assessment, achievement of student in school-based assessment in form of mean scores, teacher student's ratio, text book ratio and exposure to ICT Skills

Various strategies are being put in place to ensure sustainability of 100 percent transition from primary to secondary education and quality of teaching and learning. One such strategy is availing school physical facilities. Notably, teaching and learning space is a resource that determines how many pupils transit from primary to secondary schools and how they are taught (Harvey and Kenyon 2013). The constraints on physical space have affected teaching and learning quality. Congestion dilutes the educational standards in schools due to accelerated enrollments in schools. According to the Stars Newspaper dated 11th December 2019, Elijah Bonyo the World Vision associate director acknowledges that most secondary schools increased their enrolment way above their capacity as a result of the government's effort to realize 100 percent transition from primary to secondary schools. SDG4 expects governments, to construct and improve

education facilities to be child friendly, safe, and disability and gender sensitive which is a requirement that enhances effective teaching and learning in schools (Barrett, Treves, Shmis, Ambasz, and Ustinova, 2019).

In attempt to improve on the teaching and learning space, Global Education Monitoring Report team (2019) found out that in Panama the government ventured into construction of new schools to increase the transition spaces for children. In the United States (US) by 2019, due to class sizes exceeding the capacity, non-instructional areas such as gymnasiums were used as classrooms where lessons were taught (Hachem and Mayor, 2019). That led to overcrowded schools and consequently lack of physical resources.

Some countries like Brazil, Bulgaria, Portugal and Croatia have managed to solve the problem of congestion in the classrooms by adopting double shift school system geared towards utilizing the same school space by different groups of pupils (Parente, 2020). Some students attend school in the morning while others attend in the afternoon or evening. The system however has its own disadvantages such as some students spending less time than their peers (Hatfield, 2017).

Teachers are the backbone of the transition experience as they positively guide the students through the experience, since they are the key human resource (HR) that ensure children receive quality teaching and learning. The schools cannot deny the fact that the transition is also very demanding for the teachers. Teacher shortage has been felt almost in every country around the world but more acute in poverty-stricken areas (Garcia and Weiss, 2019) There is need not only to increase the number of teacher but also to create conditions that will keep them in schools once they are fully trained.

Research shows that in compliance with the SDG4 spirit, teachers are handling classes of 60–80 or even 100 pupils. Large class sizes influence the teaching and learning interaction as teachers resort to use of lectures in order to handle large classes (Majanga, Nasongo

and Silvia, 2011). Meador (2021) and Hachem and Mayor (2019) show that to deal with shortage of teachers, in the US aid teachers are hired to ease the teacher's workload. The advantage of aid teachers is that they are paid a relatively lower salary, which improves the student/teacher ratios while keeping costs low. UWA online teaching News (2019) indicated that in Texas, technology is being used to experiment on virtual staffing which involves hiring teachers who are regular employees but work from remote locations. It has merits as it gives the teacher incentives to work in areas they would not have otherwise considered and it cuts relocation costs. Technology use is highly interactive thus improves the quality of teaching and can solve the challenge of learning space experienced in face-to-face learning since it reaches a large number of students.

There are also a range of learner support strategies that have been employed to ensure that they transit smoothly to secondary schools. In Bolivia for example, school vouchers are given to facilitate school attendance for poor children. The vouchers are used to offset transport, books and uniform. In Bahamas the curriculum office is supporting the development of digital content and each student is given a tablet to access this content and additional digital resources (UNESCO, Global Education Monitoring Report team, 2019). Education foundations in the country also raise funds to cater for programs and classroom requirements that a normal school budget cannot take care of.

While many African countries have made remarkable strides in realizing SDG4, the education landscape in the continent is still littered with a plethora of challenges that needs to be addressed. SDG4 expects every country to make sure that all children are not only attending school by 2030, but learning the basic infrastructure to provide effective learning environments for all at secondary levels are lacking (HLPF, 2019). Not more than half of schools in Sub-Saharan Africa can access electricity, the internet, computers, and clean drinking water (WHO/UNICEF, 2018). There has been a drop in the number

of trained teachers since 2000. The Global Education Monitoring Report (201) estimated a $39 billion annual finance gap towards achieving the global education goal, and yet aid to education stagnated since 2010.

Notwithstanding, there are education-related strategies being put in place so that no child is left behind. World Bank (2014) indicates that in Djibouti, access was increased by constructing more than 100 classrooms both in rural and urban areas benefiting more than 7,000 learners. In Rwanda NGOs have been found to participate in capacity building and experience sharing through seminars and workshops for the teachers. There are also volunteer instructors used to assist in teaching but they have also been associated with limited quality teaching in education (UNESCO, 2015). In 2015, the Ministry of Social Solidarity in Egypt, initiated a strategy known as the Takaful (Solidarity) to provide a cash transfer every month to households whose children attend school not less than 80% of the time (World Bank, 2018). The monthly cash transfer program is geared towards ensuring that children do not miss school while working for daily wages to supplement family income for survival. Children from poor families are forced to work instead of going to school which affects their learning. The cash transfers also assist young girl from becoming sex workers to fund their studies or support their families.

According to Meru County Education office (2019), the launching of 100% transition policy in most schools in Imenti South subcounty 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. In Meru County average transition rate was 71.3% in 2021. In 2023, the Cabinet Secretary in charge of education announced that some counties had attained 100 percent transition and above, but Meru County was not one of

them (People's Daily, January 26, 2023). Study findings by Otieno and Ochieng (2020) done in Machakos Sub County, show100 percent transition policy had effects on teaching and learning in public secondary schools as physical facilities were overstretched, there was shortage of teaching staff and student support programs were constrained.

Table 1: Analysis of Transition

	2021	2022	2023	2024
National	71.3%	75.8%	92.3%	91%
Meru County	78.4%	92%	98%	96%
Imenti South Sub county	70.6%	88.2%	90.7%	90.2%

Source: Meru County directorate of Education (2024)

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 how administrative factors influence the implementation of 100% transition policy in public Secondary School in Imenti South Sub – County, Meru 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 Hebebci, Bertiz, and Alan (2020), learning is a complex activity that depends on the intersection of students' motivation, physical health, instruction, and learning resources such a suitable learning environment and teaching expertise. All of these are crucial to the growth of the students. While enrolment in public secondary schools has almost tripled, neither the physical nor the human resources have increased. The significant rise in form one enrolment in Kenya's public secondary schools necessitate 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 enrolment status for form one in Imenti South 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 administrative factors affect the execution of the 100% transition policy in public secondary schools in Imenti South Sub County and to provide an actual response to the principal research questions.

1.3 Purpose of Study

The purpose of this research was to examine how the administrative determinants influence the implementation of the 100 percent transition policy in public secondary schools located in Imenti South Sub County.

1.4 Objectives of the Study

The study was guided by the following objectives:

i. To determine the effect of provision of teaching and learning space on the implementation of the 100% transition policy in Imenti South subcounty
ii. To establish the effect of provision of teaching and learning resources on implementation of the 100% transition policy in Imenti South Subcounty
iii. To examine the effect of staffing on implementation of the 100% transition policy in Imenti South Subcounty
iv. To determine the effect of allocation of financial resources on the implementation of the 100% transition policy in Imenti South subcounty

1.5 Research Questions

i. To what extent does the provision of teaching and learning space affect implementation of the 100% transition policy in public Secondary school in Imenti South sub county?

ii. How does the provision of teaching and learning resources affect the implementation of the 100% transition policy in public secondary schools in Imenti South Subcounty?

iii. To what extend does staffing affect the implementation of the 100% transition policy in public secondary schools in Imenti South subcounty?

iv. What effect does the financial resources allocation has on the implementation of 100% transition policy in public secondary schools in Imenti South subcounty?

1.6 Significance of the Study

The outcomes of this research could hold significant implications for policymakers within the Ministry of Education. Specifically, these findings may aid stakeholders within the ministry in implementing necessary adjustments to assist secondary school principals in addressing the challenges students face during their transition to secondary education. Moreover, the study's results would offer current insights into how principals' management of institutional facilities affects the implementation of the 100% transition policy. This information would be valuable to educational planners, administrators, donors, and teachers who must adeptly manage the issues arising from the policy. Additionally, the study's findings could serve as a foundational resource for further research in various regions of the country.

1.7 Limitations of the Study

The hierarchical management structure of secondary schools caused discomfort among those in leadership positions regarding information sharing. Consequently, the researcher provided assurance that the collected data was used solely for academic purposes.

Many secondary schools are expected to witness significant increases in enrolment due to the implementation of 100 percent policies. Gathering information from respondents within specified timeframes may pose logistical challenges due to their busy schedules. However, these challenges were addressed by the researcher through scheduling prior appointments with respondents.

Another challenge anticipated is the limited empirical research connecting variables such as the implementation of 100 percent transition policy. This phenomenon is still in its early stages, with little research conducted in the area since its inception in 2018.

1.8 Delimitations of the Study

The study was delimited to public secondary schools in Imenti South Sub County, with private secondary schools being excluded from the study. It considered the perspectives of principals in public secondary schools, BOM chairpersons, school committee parents, and form three students who were beneficiaries of the 100 percent transition policy. The study focused on the following variables: availability of teaching and learning space, availability of teaching and learning resources, staffing, and the influence of financial resource allocation on the implementation of the policy.

1.9 Assumptions of the Study

The study was guided by the following assumptions: -

i. That the Sub County director of Education for Imenti South had adequate data on the subject matter.

ii. All public secondary schools had coping mechanism for implementation of the 100 percent transition policy.

iii. That BOM Members who took part in the study know their roles.

1.10 Definitions of Significant Terms

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

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.

Transition: Students' movement from class eight in primary school stage to admission in form one stage of education in secondary schools. In this study it will include time before entry to school, through settling-in, up to the time the child is established in the new school.

Implementation: These will be conceptualized as action, activities and interventions that are being done in the areas of physical, human resource, students support and community linkage related transitional strategies to ensure that all students who complete class eight proceed to secondary schools in line with the Government of Kenya 100 percent transition policy.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter examines literature across several subtopics, including: the definition of the 100% transition policy, the availability of teaching and learning space, the provision of teaching and learning resources, staffing, and financial resource allocation within educational institutions for the implementation of the 100% transition policy from primary to secondary education. It also provides a summary of the literature review, the theoretical framework, and the conceptual framework.

2.2 Theoretical Literature Review

This study is based on systems theory, initially introduced by biologist Ludwing Von Bertalanffy in 1967. Von Bertalanffy proposed that a system can be deconstructed into individual components that interact with one another, and these components can be linearly added to describe the entirety of the system. He suggested that understanding one part of the system can provide insights into other parts. Systems can be categorized as controlled or uncontrolled, with adjustments being made in controlled systems based on detected information. Von Bertalanffy emphasized that systems should possess self-organizing mechanisms and behavior guidance, alongside being purpose-driven, and they exhibit fundamental characteristics that enable them to function as systems regardless of their type or complexity.

While a system is self-contained, it is also a component of a larger hierarchical structure, with each subsystem's output serving as input for another. Thus, modifying one component necessitates adjustments in other subsystems. A system should have well-defined objectives, be responsive to feedback, and be adaptable to evolving circumstances, such as changing curricula. Considering a school as a system, the output

of secondary education becomes the input for tertiary education. As students typically progress from Form One to Form Four before exiting, the system demonstrates regularity. The performance of a system is influenced by its environment, with institutional facilities serving as crucial components of the educational system's environment. These facilities can either encourage or dissuade students from continuing their studies and often have a positive impact on the quality of graduates produced. Feedback mechanisms are integral to managing a system, and the Kenya Certificate of Secondary Education (KCSE) serves as a feedback mechanism for assessing system performance.

Schmuch (1977) argued that schools are essentially living entities and, devoid of people, are merely empty structures. Obilade (1989) examined education as a process involving five types of inputs: human resources (students), material resources (buildings, desks, books, equipment), financial resources (money), constraints (legal requirements, policies), and expectations (from parents, values, goals). The output of the educational system consists of educated individuals who are better prepared to contribute to society. The progression of learners from one educational level to other serves as a measure of the system's internal efficiency and physical capacity.

2.3 Empirical Literature Review

2.3.1 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.

2.3.2 Provision of Teaching and Learning Space and Implementation of the 100 Percent Transition Policy

A Sunday Nation Newspaper survey of 12th 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).

2.3.3 Provision of Teaching and Learning Resource and 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.

2.3.4 Staffing and The Implementation of the 100% Transition Policy

Staffs are all the people who work in an organization. They are important because they manipulate all other resources in an institution to achieve the set goals. Research internationally confirms teacher quality to be the most important variable to have a significant impact on teaching and learning in a school (Savage, 2019). Shortage of teachers would compromise teaching and learning in schools as there would be insufficient students' individualized attention. It was thus important to examine what human resource strategies especially teacher aspect has been taken in Mwala Sub County as they are the ones who actually teach the learners.

The Economic Survey by KNBS done by Samantha Luseno and Wario Malicha (2019) found out that the government has taken actions to handle high student–teacher ratios through recruiting contract-based teachers, having institutional internship program for teachers, and in some cases allowing schools to share teachers for elective subjects. The study advised that teacher development and recruitment should be done in an attempt to tackle the shortage of teachers hence reduce the teacher pupil ratio.

Concurring with the KNBS survey, Teachers Service Commission (TSC) (2019-2023) strategic plan is in agreement on the issue of teacher shortage in schools and teacher student ratio is high, due to overcrowding occasioned by the 100 percent transition policy push. Various Boards of Management (BOMs) for secondary school engaged teachers as a counter measure to cope with shortage of teachers. Besides, the commission has been hiring intern teachers on part-time basis through teacher internship program as some of the measures to bridge the gap. TSC however is concerned that some of the teachers employed by the various BOMs may not be qualified. This may interfere with teaching and learning of the learner.

Temporary measures such as seeking assistance of volunteer teachers who had completed their training and had not secured employment is common (Otieno and Ochieng, 2020). Form four leavers have also been engaged in some areas to assist the teachers (Mwirigi and Muthaa, 2015). In fact, in some regions such as the North Eastern region some of the leaders have been rallying the Teachers Service Commission (TSC) to hire form leavers as teachers so as to take care of the shortage of teachers. In Rwanda teachers are well motivated so that no learner is left out in any level of basic education. The incentives are based on their performance at the end of each academic year per year where a reward of 12,500 RWF is given to each teacher per year (Mutesi and Paxton, 2012).

The other crucial human resource in a public secondary school is the support staff. They are central in the management of programs such as meals, conducting of practicals in science laboratories, security and co-curricular activities. According to Kihuria (The Star Newspaper, 12th February 2020) the support staff are also struggling to cope with the large numbers of students. His study advices the government to or ask parents to employ sufficient numbers of teachers and support staff before pressurizing what appears like an unrealistic 100 per cent transition. Although the reviewed literature shows the strategies

put in place to bridge the gap in human resource, none has been done to evaluate how they affect policy implementation in the public secondary schools in Imenti South Subcounty.

2.3.5 Financial Allocation and 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.

2.4 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.

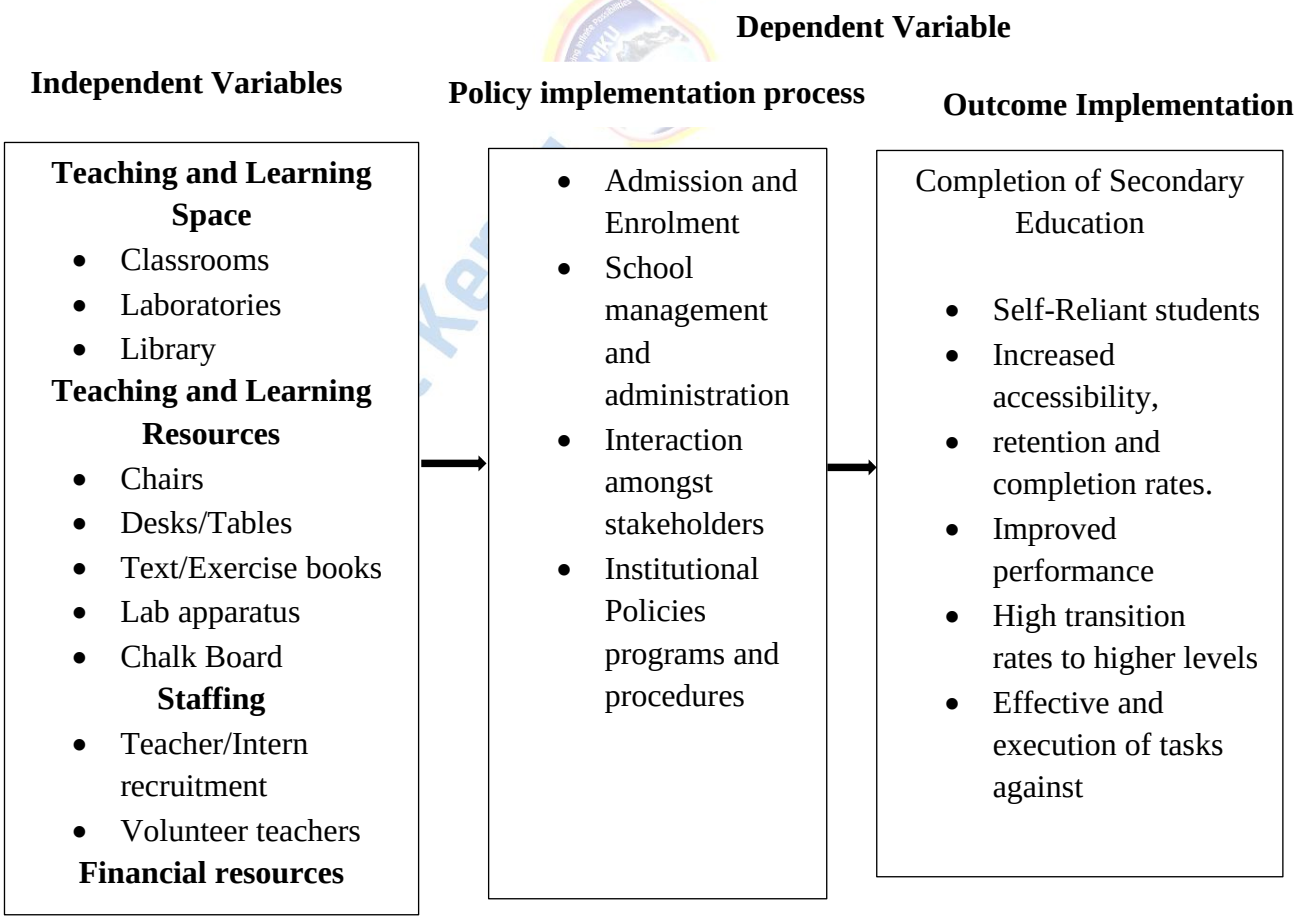

Figure 1: Conceptual Framework
Source: Researcher (2024)

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.

2.5 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.

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 south Imenti 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 the stratified random sampling technique to select and distribute the 10 schools that were involved in the study. Stratification factors included boys' boarding schools, girls' boarding schools, and mixed day schools. This method ensured that the samples are proportionally and adequately distributed amongst the three strata in the study. 10% of the students and 20% of the

teachers were selected using the simple random technique. Additionally, 10 principals, 10 BOM chairpersons of the 10 schools, and SCDE were purposely selected for interviews.

Table 2: Sample size

Category	Target population	Sample size	Percent
Subcounty Director	1	1	0.4
Principals	48	10	4.1
BOM chairperson	48	10	4.1
Teachers HODs	96	20	8.2
Form three students	1920	192	79.1
Total	**2151**	**232**	**100**

Source: Researcher (2024)

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 are 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 terming 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 part of the actual study. The purpose of piloting was to test the appropriateness of the items in the instrument to improve and establish its accuracy, clarity, adequacy, and dependability. If there were any ambiguous items, the researcher modified or rephrased 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 considered as the extent to which a research instrument covers the objectives. Piloting was conducted by presenting questionnaires to two selected schools in the area of study using convenience sampling. The responses from the questionnaires was scrutinized for clear direction, insufficient space, and incorrect phrasing. The researcher sought advice and guidance from experts in the area of research at the Mount Kenya University.

3.7 Instrument Reliability

According to Rinjit (2020), reliability referred to the consistency of a measure of a concept. It extended to which the measuring instrument and procedure produced the same results in repeated trials (Matula et al., 2018). The test-retest method was employed to assess the reliability of the instrument. This entailed administering the same instrument twice to the same group of subjects. Questionnaires prepared for the study were distributed to respondents in the pilot schools. This process was repeated after a two-week interval. The scores obtained from the two tests were calculated, and the reliability coefficient was determined using Pearson's Correlation Coefficient Formula. A correlation coefficient ranging from 0.7 to 1 was deemed reliable, indicating that the instrument used in the study could be depended 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 Directorate of Postgraduate Studies at Mount Kenya University, facilitating her progression to the National Commission for Science, Technology, and Innovation (NACOSTI) to acquire a permit. Once the research permit was granted, the researcher obtained a copy and presented it to the County Commissioner and County Director of Education (Meru), who authorized visits to schools. Subsequently, the researcher visited the Sub County Director of Education (Imenti South Sub County) with copies of all necessary documents to obtain permission within the Sub County. Arrangements for introductions, actual visits, as well as the administration and presentation of questionnaires, were coordinated at the school level.

3.9 Data Analysis Techniques

Both quantitative and qualitative data were obtained using questionnaires and interview schedules. As a descriptive survey research, the common methods entailed starting with editing and inspecting the instruments to identify any wrongly responded or unresponded 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, and relevant conclusions and recommendations were made.

3.10 Ethical Considerations

Permission to collect data was sought from the Directorate of Postgraduate Studies at Mount Kenya University. Additionally, a research license to collect data was requested from the National Council of Science, Technology, and Innovation. Moreover, the researcher collaborated with the human resource departments in the targeted state corporations to obtain informed consent for conducting this scholarly inquiry. Information gathered during the empirical investigation was handled with the utmost confidentiality, and the identities of all respondents were protected through the coding of the questionnaire. The management of collected data was carried out objectively to ensure data integrity and the objectivity of findings and conclusions.

CHAPTER FOUR
ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents an analysis of the data collected through questionnaires and interviews regarding the determinants of the 100 percent transition policy implementation in Kenya. It focuses on various aspects, including the response rate, socio-demographic characteristics of respondents, and the implications of these characteristics on the policy's effectiveness. The discussion will highlight the significance of these findings in understanding the challenges and opportunities related to the transition policy, informing policy formulation, and enhancing educational outcomes in Kenya.

4.2 Response Rate

The response rate for the study was 95%, indicating a high level of engagement among the participants. This response rate is critical as it reflects the reliability and validity of the data collected. A high response rate minimizes potential biases and enhances the generalizability of the findings. The breakdown of responses from the different groups is detailed in the following table:

Table 3: Response Rate

Category	Total Sample Size	Responses Received	Response Rate (%)
BOM Chairpersons	10	10	100
Principals	10	10	100
Teachers	20	20	100
Students	192	180	93
Total	**232**	**220**	**95**

Source: Research Data, 2024

This table illustrates the participation levels of various stakeholders involved in the study, confirming the robustness of the data. The substantial response from each group indicates

a shared interest in discussing the transition policy and its implications for education in Kenya.

4.3 Socio-Demographic Characteristics

Understanding the socio-demographic characteristics of the respondents is crucial for contextualizing their perspectives on the transition policy. The following table provides a detailed overview of these characteristics across the different stakeholder groups:

Table 4: Socio-Demographic Characteristics

Characteristic	BOM Chairpersons	Principals	Teachers	Students
Gender				
Male	8(80)	7 (70%)	12 (60%)	95 (52.8%)
Female	2 (20)	3 (30%)	8 (40%)	85 (47.2%)
Age Bracket				
Below 30 years(Student Below13 years)	1 (10%)	0 (0%)	6 (30%)	60 (33.3%)
30-40 years (Student 13-17 years)	4 (40%)	4 (40%)	8 (40%)	115 (63.9%)
Over 40 years (student over 17 years)	5 (50%)	6 (60%)	6 (30%)	5 (2.8%)
Highest Academic Qualification				
M.Ed	1 (10%)	3 (30%)	2 (10%)	-
B.Ed	6 (60%)	5 (50%)	12 (60%)	-
Diploma	3 (30%)	2 (20%)	6 (30%)	-
Experience as BOM Chairperson				
Below 5 years	1 (10%)	-	-	-
5-10 years	2 (20%)	-	-	-
10-15 years	5 (50%)	-	-	-
Over 15 years	2 (20%)	-	-	-
Experience in Current Station				
Below 5 years	1 (10%)	2 (20%)	5 (25%)	-
5-10 years	3 (30%)	3 (30%)	8 (40%)	-
10-15 years	3 (30%)	3 (30%)	3 (15%)	-
Over 15 years	3 (30%)	2 (20%)	4 (20%)	-

Source: Research Data, 2024

The socio-demographic characteristics of BOM Chairpersons, Principals, Teachers, and Students provide insights into the composition of educational leadership and the student

population within the sampled institutions. This analysis explores the implications of these characteristics on the effectiveness of resource management, teaching quality, and overall learning environment.

The gender distribution across the BOM Chairpersons, Principals, and Teachers reveals a male-dominated educational leadership structure, with approximately 70% to 80% of these roles held by men. This trend mirrors a broader national trend in Kenya where leadership positions are predominantly male, especially in educational governance and administration (UNESCO, 2020). However, a balanced gender distribution among students (52.8% male and 47.2% female) may encourage gradual shifts toward more gender-balanced leadership in the future as these students transition into the workforce and potentially, into educational leadership roles.

This male-dominated structure may influence resource allocation and decision-making within schools, potentially affecting how educational facilities, learning materials, and programs are designed and implemented. Research suggests that diverse leadership teams are more likely to foster inclusive learning environments and promote equity (Eagly & Carli, 2007). Consequently, increased representation of women in leadership roles within these institutions could help address diverse student needs more equitably, though it may require policies aimed at empowering female leaders within the educational sector.

Most BOM Chairpersons and Principals are aged 40 years and above, with many in the 40-50 or above 50 age brackets, which implies significant experience in managing school operations and addressing educational challenges. Such extensive experience is beneficial, as it contributes to stability and informed decision-making in school governance. According to Gudo et al. (2011), experienced leaders in Kenyan schools play a critical role in curriculum implementation and resource management, often leading to better educational outcomes. This age distribution aligns with the Kenyan education

sector's historical trend, where seniority and experience are highly valued in school management (Wanzare, 2013).

In contrast, the teachers display a more balanced age distribution, with a mix of younger teachers (below 40) and those in the older age brackets. This diversity within the teaching staff can foster intergenerational collaboration, where experienced teachers mentor younger colleagues, contributing to continuous professional development. However, the presence of a relatively younger cohort of teachers may also imply a need for professional development programs to strengthen pedagogical skills, as younger teachers are often less experienced but bring innovative approaches to teaching (Darling-Hammond et al., 2017).

The BOM Chairpersons, Principals, and Teachers predominantly hold at least a Bachelor of Education (B.Ed), with some leaders holding Master's degrees (M.Ed). This high level of educational attainment is indicative of the professional qualifications required for these roles, emphasizing the Kenyan education sector's emphasis on formal qualifications (Kinyanjui, 2020).

For BOM Chairpersons and Principals, advanced qualifications such as M.Ed may enhance their capability to make informed decisions regarding curriculum implementation, budget allocation, and resource management. This aligns with the findings by Ogoye (2012), which indicate that higher educational qualifications among school leaders are associated with improved administrative efficiency and student outcomes. Teachers' qualifications (majority holding B.Ed degrees) similarly contribute to effective pedagogy, though the presence of diploma holders suggests a need for further professional training to bridge potential knowledge gaps and ensure consistent teaching standards.

Student demographics reveal that a significant majority (63.9%) fall within the 15-19 age range, aligning with the expected age for secondary school students in Kenya. The class-level distribution is relatively balanced, which suggests that the schools in the study accommodate a steady flow of students across each grade level. Given that students are a primary stakeholder group within these institutions, their demographic characteristics provide insight into the demand for age-appropriate resources, teaching methods, and extracurricular activities.

The balanced gender distribution among students (52.8% male and 47.2% female) reflects national efforts to promote gender equity in education (Republic of Kenya, 2019). This balance suggests that gender disparities are narrowing in school enrollment, aligning with Kenya's educational policies aimed at universal access to quality education for all children (MoE, 2021). As gender equality in student populations grows, schools may need to consider gender-sensitive infrastructure improvements, such as separate sanitation facilities and tailored extracurricular programs, to ensure a supportive learning environment for both boys and girls.

The socio-demographic composition of BOM Chairpersons, Principals, Teachers, and Students impacts several key aspects of institutional management and educational quality. With highly experienced leaders, Kenyan schools are likely to benefit from effective governance, though gender diversity in leadership roles remains limited. Enhancing gender diversity among educational leaders could potentially lead to more inclusive and equitable school environments.

While teachers' educational qualifications are generally sufficient, the presence of diploma holders signals a need for ongoing training programs to align with current pedagogical standards. Student demographics indicate an increasing demand for resources tailored to both gender and age-specific needs. Ensuring adequate and equitable

access to resources for all students, regardless of gender, is crucial for fostering an inclusive school environment and achieving optimal educational outcomes.

4.4 Availability of Teaching and Learning Space

The following table summarizes the respondents' perceptions regarding the availability of teaching and learning spaces, utilizing a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 5: Availability of Teaching and Learning Space

Item	SD	D	N	A	SA	Mean	Std Dev
Adequate classrooms for teaching	5	12	40	95	78	3.91	1.01
Availability of teaching aids	8	15	45	85	77	3.80	1.05
Learning resources (books, etc.)	10	20	60	72	68	3.73	1.15
Accessibility of learning spaces	7	13	50	80	80	3.75	1.06
Maintenance of learning facilities	12	20	58	70	70	3.62	1.17
Overall satisfaction with space	5	15	55	88	67	3.81	1.00

Source: Research Data, 2024

The table above presents the respondents' assessments of the availability of teaching and learning spaces across several dimensions. The analysis of the data reveals several key insights into the perceptions of various stakeholders regarding educational environments in Kenya.

The mean score for the availability of adequate classrooms stands at 3.91, indicating a general agreement among respondents about the sufficiency of classroom space for teaching. This score suggests that while a significant number of respondents (73%) agreed or strongly agreed with this statement, a notable portion still expressed dissatisfaction (17% disagreed or strongly disagreed). The standard deviation of 1.01 indicates a moderate level of consensus among the responses, suggesting that most stakeholders generally perceive classroom availability positively, though some disparities exist.

The mean score of 3.80 indicates a positive perception regarding the availability of teaching aids. However, the standard deviation of 1.05 reflects a slightly broader range

of opinions, which suggests that while many respondents affirm the existence of teaching aids, there remains a substantial minority who may feel that resources are lacking. This finding emphasizes the need for continuous investment in teaching materials to enhance educational quality, as teaching aids significantly influence student engagement and learning outcomes (Koehler & Mishra, 2009).

With a mean score of 3.73 and a standard deviation of 1.15, respondents displayed a moderately positive view of the availability of learning resources. While a majority acknowledged the presence of resources, the standard deviation indicates some variability in experiences. This highlights a critical area for improvement, as access to quality learning materials is essential for fostering effective teaching and enhancing student performance (Hattie, 2009).

The mean score for the accessibility of learning spaces is 3.75, suggesting that while most respondents perceive learning spaces as accessible, there are still concerns regarding accessibility for all students. The standard deviation of 1.06 further indicates a diversity of opinions, underscoring the importance of ensuring that all learners, particularly those with disabilities, have equal access to educational facilities (Meyer, 2015).

The lowest mean score of 3.62 indicates that respondents are less satisfied with the maintenance of learning facilities compared to other dimensions. The standard deviation of 1.17 suggests considerable variability in experiences, pointing to the potential existence of neglected facilities that could hinder effective teaching and learning. Proper maintenance of educational spaces is crucial as it affects not only the aesthetic quality of learning environments but also the health and safety of students and staff (Mwaura, 2017).

The overall satisfaction score of 3.81 indicates a generally positive perception of the educational spaces available to stakeholders. Despite this, the varying responses and

relatively high standard deviations across different dimensions reveal that certain areas require targeted attention to enhance overall satisfaction.

4.5 Adequacy of Teaching and Learning Resources

The table below presents the adequacy of teaching and learning resources as perceived by respondents on a Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree), measuring various aspects of resource adequacy.

Table 6: Adequacy of Teaching and Learning Resources

Item	SD	D	N	A	SA	Mean	Std Dev
Adequate textbooks	15	18	55	90	64	3.69	1.16
Availability of computers	40	50	65	50	37	3.00	1.24
Access to laboratory equipment	30	45	60	65	42	3.25	1.22
Quality of learning materials	10	30	55	80	67	3.67	1.12
Availability of multimedia resources	35	45	55	65	42	3.17	1.25
Overall adequacy of resources	15	25	60	70	72	3.64	1.09

Source: Research Data, 2024

The findings summarized in the table reflect the general perceptions of respondents concerning the adequacy of teaching and learning resources across several key areas, including textbooks, computers, laboratory equipment, quality of materials, and multimedia resources.

The mean score of 3.69 suggests that respondents generally feel that textbooks are adequately provided. With approximately 64% of respondents indicating satisfaction with textbook adequacy, there is a reasonably positive perception of this resource. However, the standard deviation of 1.16 shows some variability in experiences, indicating that while textbooks may be generally available, some students or schools might face shortages or unequal access (UNESCO, 2019).

The mean score of 3.00 indicates a neutral stance on computer availability, with a significant proportion of respondents expressing dissatisfaction, as shown by the high standard deviation (1.24). Computers are increasingly recognized as essential tools in

contemporary education, especially in fostering digital literacy and research skills among students (Mishra & Koehler, 2009). However, the data reflects considerable variation in respondents' experiences, likely due to disparities in resource allocation, particularly between urban and rural schools (Kisirkoi, 2017).

Respondents rated laboratory equipment availability with a mean score of 3.25, indicating a perception that these resources are moderately adequate. The standard deviation of 1.22 points to varying access levels, with some respondents perceiving these resources as sufficient and others as lacking. Access to laboratory resources is crucial for subjects like science, where practical exposure reinforces theoretical understanding (Orodho, 2014). The variability suggests potential inequities in resource distribution, a critical factor in ensuring a balanced curriculum across educational institutions.

The mean score of 3.67 and a standard deviation of 1.12 imply that learning materials, such as instructional guides and supplementary textbooks, are generally of good quality. A significant percentage of respondents expressed satisfaction with these materials, indicating that the quality of resources available to students and teachers is considered relatively high. This finding aligns with studies showing that high-quality materials enhance students' comprehension and engagement (Hattie, 2009).

The availability of multimedia resources, such as projectors and audio-visual aids, scored a mean of 3.17, reflecting a slightly positive view. However, the standard deviation of 1.25 shows that access to these resources is inconsistent, with some institutions being well-equipped and others lacking. Multimedia resources are valuable for creating interactive learning environments, which can significantly improve knowledge retention (Mayer, 2009). The variation in responses suggests that the integration of multimedia resources is an area with considerable room for improvement.

The general adequacy of resources received a mean rating of 3.64, indicating a broadly positive perception among respondents. However, the standard deviation (1.09) highlights that while many respondents consider resources adequate, there remains a minority who perceive substantial gaps. This broad variance suggests that the adequacy of resources may heavily depend on school location, funding, and administrative effectiveness.

4.6 Availability of Games Facilities and Equipment

The table below shows the availability of games facilities and equipment based on respondents' perceptions. These are rated on a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), covering key indicators such as the availability, maintenance, and accessibility of sports fields, courts, and gym facilities.

Table 7: Availability of Games Facilities and Equipment

Item	SD	D	N	A	SA	Mean	Std Dev
Availability of sports fields	20	30	50	80	62	3.56	1.15
Availability of gym facilities	55	60	45	30	20	2.45	1.21
Access to adequate sports equipment	35	50	60	55	30	3.10	1.19
Maintenance of games facilities	40	45	50	50	45	3.03	1.22
Accessibility of courts (basketball, etc.)	30	40	55	60	45	3.23	1.18
Overall adequacy of games facilities	25	35	65	70	40	3.33	1.14

Source: Research Data, 2024

The findings summarized in the table reflect the general perceptions of respondents concerning the availability and adequacy of games facilities and equipment across various dimensions, including sports fields, gym facilities, sports equipment, maintenance, and accessibility.

The mean score of 3.56 suggests a moderately positive perception of sports fields' availability, with respondents generally agreeing that they have access to these spaces. The standard deviation of 1.15 indicates variability in responses, which might be due to

differences in infrastructure across schools. Access to sports fields is essential for student engagement in physical activities and can play a significant role in fostering teamwork, discipline, and physical health (Bailey et al., 2009).

Gym facilities received a low mean score of 2.45, indicating a general lack of availability. The high standard deviation (1.21) suggests diverse experiences, potentially reflective of disparities in gym availability between urban and rural schools. Gym facilities are beneficial for structured physical exercise and help students build strength, fitness, and mental well-being (Dishman et al., 2004). However, the data reveals significant challenges in gym access, which can limit opportunities for students to engage in indoor physical activities.

With a mean score of 3.10, respondents held a relatively neutral stance on the adequacy of sports equipment, with some schools seemingly better equipped than others. The variability in responses, as reflected by the standard deviation of 1.19, suggests that while some students have access to adequate equipment, others do not, which may affect the consistency of sports programs across different institutions. Adequate sports equipment is crucial for safely and effectively conducting physical education classes, fostering physical skills, and engaging students in various sports activities (Pate et al., 2006).

The mean score for maintenance of games facilities was 3.03, reflecting a somewhat neutral perception. This suggests that while some schools may prioritize maintenance, others may face challenges in this area. Proper maintenance is essential to ensure safe play conditions, reduce the risk of injuries, and extend the lifespan of equipment and facilities (American Academy of Pediatrics, 2013). A standard deviation of 1.22 indicates that respondents' experiences with maintenance vary considerably, with some schools evidently struggling to maintain these facilities.

The accessibility of courts such as those for basketball, volleyball, and tennis received a mean score of 3.23, suggesting a moderately positive perception. The standard deviation of 1.18 reflects variability in access, with urban schools possibly better equipped than rural counterparts. Courts for various sports activities are essential for encouraging students to explore diverse sports and fostering a more holistic physical education curriculum (Sport England, 2016).

The general adequacy of games facilities received a mean rating of 3.33, indicating a broadly positive perception among respondents, though with notable disparities across schools. The standard deviation of 1.14 highlights variability in resource availability, suggesting that access to well-maintained, fully equipped games facilities may vary based on location, funding, and administrative support.

4.7 Adequacy of Enhanced Sanitation Facilities

The table below presents data on respondents' perceptions regarding the adequacy of sanitation facilities, assessed using a Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Key sanitation indicators include the availability of handwashing stations, cleanliness, access to water, waste management systems, and ventilation in sanitation facilities.

Table 8: Adequacy of Enhanced Sanitation Facilities

Item	SD	D	N	A	SA	Mean	Stad Dev
Availability of handwashing stations	30	40	55	70	47	3.34	1.16
Cleanliness of sanitation facilities	45	35	60	50	50	3.12	1.20
Consistent access to water supply	40	45	55	55	40	3.04	1.18
Effectiveness of waste management systems	50	40	50	60	35	3.01	1.25
Ventilation in sanitation facilities	25	40	60	65	45	3.35	1.17
Overall adequacy of sanitation facilities	35	30	65	70	35	3.22	1.13

Source: Research Data, 2024

The adequacy of sanitation facilities within educational institutions is essential, as it significantly impacts student health, well-being, and attendance rates. The analysis

presented here examines various aspects of sanitation, including handwashing stations, cleanliness, water supply, waste management, and ventilation.

: The availability of handwashing stations received a mean score of 3.34, indicating a moderately positive perception among respondents. A standard deviation of 1.16 suggests variability, implying that some institutions may have more accessible handwashing facilities than others. Adequate handwashing facilities are crucial in preventing the spread of infectious diseases, especially in school environments where close contact is common (Centers for Disease Control and Prevention, 2020).

Cleanliness scored a mean of 3.12, reflecting a neutral to slightly positive perception. The relatively high standard deviation of 1.20 reveals mixed experiences among respondents, with some schools maintaining cleaner facilities than others. Clean sanitation facilities contribute significantly to the health and comfort of students and staff, impacting their overall school experience (UNICEF, 2018).

Access to water received a mean score of 3.04, indicating mixed responses on whether water availability is consistent. The standard deviation of 1.18 suggests substantial variability, with some institutions experiencing frequent water shortages. Reliable access to water is critical for hygiene and sanitation, directly influencing the effectiveness of facilities like toilets and handwashing stations. Inconsistent water availability can limit the practical utility of sanitation facilities, leading to potential health risks (World Health Organization, 2019).

Waste management was rated with a mean score of 3.01, indicating a neutral stance with significant variability in responses (standard deviation of 1.25). Effective waste management systems are essential in minimizing odors, preventing contamination, and reducing health risks within sanitation facilities. Inefficient waste management can lead

to unsanitary conditions, discouraging facility use and impacting school attendance (JMP, 2018).

Ventilation received a mean score of 3.35, reflecting a relatively positive perception of air circulation in sanitation areas. A standard deviation of 1.17 suggests variability, with some facilities achieving better ventilation than others. Proper ventilation is crucial in reducing odors and airborne pathogens, creating a more comfortable and hygienic environment for users (Dreibelbis et al., 2013).

The general adequacy of sanitation facilities scored a mean of 3.22, indicating a moderate level of satisfaction among respondents, with some significant disparities. Variability in responses, as reflected in the standard deviation of 1.13, suggests that while some schools maintain adequate sanitation standards, others face challenges. Improved sanitation facilities contribute to better health outcomes and reduced absenteeism by providing a safe and clean environment (Ministry of Education, Kenya, 2020).

4.8 Availability of Water and Sanitation Sources

The table below summarizes data on respondents' perceptions regarding the availability and accessibility of water and sanitation sources within their institutions. Responses were rated on a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Key indicators include the reliability of water supply, adequacy of sanitation sources, frequency of water shortages, ease of access to water sources, and the functionality of sanitation facilities.

Table 9: Availability of Water and Sanitation Sources

Item	SD	D	N	A	SA	Mean	Stad Dev
Reliability of water supply	50	35	45	65	47	3.22	1.19
Adequacy of sanitation sources	40	30	50	70	52	3.33	1.18
Frequency of water shortages	45	50	60	40	47	2.99	1.15
Ease of access to water sources	35	40	55	75	42	3.22	1.16
Functionality of sanitation facilities	30	45	60	50	60	3.34	1.14
Overall adequacy of water and sanitation sources	40	35	55	70	42	3.18	1.13

Source: Research Data, 2024

This analysis addresses the perceived availability and accessibility of water and sanitation sources, which are vital components for health and hygiene in educational institutions. This section examines each indicator, including reliability, adequacy, water shortages, accessibility, and the overall functionality of sanitation resources.

With a mean score of 3.22, the reliability of the water supply is perceived as moderately reliable, suggesting that while water is accessible most of the time, it is not always guaranteed. A standard deviation of 1.19 reflects varying levels of water reliability across institutions, indicating some inconsistencies that could impact daily operations. Reliable water supply is essential for maintaining sanitation, especially in institutions with high population densities (WHO, 2019). Schools that experience regular water availability can better support hygiene practices, including handwashing and proper sanitation facility use.

The adequacy of sanitation sources scored a mean of 3.33, reflecting a generally positive perception of the available sanitation resources. This mean score indicates that many institutions have sufficient sanitation sources, though variability in responses (standard deviation of 1.18) suggests some schools may have more limited access. Adequate sanitation sources are fundamental for maintaining hygiene and health within schools, as they ensure that students and staff have access to necessary facilities (UNICEF, 2018).

The mean score for the frequency of water shortages was 2.99, indicating occasional to frequent shortages across schools, which poses a challenge for sanitation consistency. The standard deviation of 1.15 suggests variability, with some institutions experiencing more frequent shortages than others. Water shortages disrupt sanitation practices, particularly in schools that rely on constant water flow for toilets, handwashing stations, and drinking

purposes. Periodic shortages necessitate contingency planning, as extended lack of water can lead to hygiene challenges and potential health risks (JMP, 2018).

Accessibility of water sources received a mean score of 3.22, showing that water sources are generally available and accessible to students and staff. The standard deviation of 1.16 indicates some inconsistency in access levels, potentially due to physical location, infrastructural limitations, or administrative restrictions. Easy access to water sources within schools is essential for ensuring that students can maintain hygiene practices, which is especially important in promoting handwashing (CDC, 2020).

Sanitation facilities' functionality was rated with a mean of 3.34, reflecting a mostly positive assessment, indicating that most sanitation facilities are operational. However, a standard deviation of 1.14 shows that some institutions may struggle with maintaining fully functional sanitation resources. The functionality of sanitation facilities is essential for the comfort and health of students and staff, as non-functional facilities can lead to unsanitary conditions, discomfort, and reluctance to use the facilities (Ministry of Education, Kenya, 2020).

The overall adequacy of water and sanitation sources scored a mean of 3.18, suggesting a generally moderate level of satisfaction with current resources. Variability in responses, as shown by the standard deviation of 1.13, implies differences in resource adequacy between institutions. Schools with adequate water and sanitation sources can support health-promoting behaviors, which in turn enhance student well-being and academic engagement (UNICEF, 2018).

4.9 Analysis of Additional Facilities and Resources

The table below presents respondents' perceptions of the adequacy and quality of additional facilities and resources available within educational institutions. Responses were rated on a Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree), covering

items such as library resources, computer labs, science equipment, study areas, and other specialized facilities.

Table 10: Analysis of Additional Facilities and Resources

Item	SD	D	N	A	SA	Mean	Stad Dev
Adequacy of library resources	30	45	50	60	57	3.24	1.17
Availability of computer labs	40	50	60	50	42	3.08	1.14
Quality of science laboratory equipment	35	47	55	58	47	3.20	1.15
Availability of quiet study areas	45	50	40	55	55	3.17	1.19
Accessibility of specialized facilities (e.g., arts, vocational workshops)	50	45	45	48	50	3.06	1.18
Overall adequacy of additional resources	40	45	50	55	45	3.11	1.16

Source: Research Data, 2024

The analysis of additional facilities and resources in educational institutions reveals both the perceived adequacy and areas for improvement, covering essential resources such as library materials, computer labs, science equipment, study areas, and specialized facilities. These resources play a critical role in supporting student learning, especially for subjects that require hands-on experience and independent study.

The mean score for library resources adequacy is 3.24, indicating that respondents generally feel that libraries are moderately well-stocked and serve the learning needs of students. However, the standard deviation of 1.17 suggests variation in library quality across institutions, which could be due to differences in funding or prioritization. Well-equipped libraries provide students with access to diverse learning materials, which is essential for research, exam preparation, and developing literacy skills. Libraries that offer updated books, digital resources, and a conducive study environment are crucial in supporting students' academic success (American Library Association, 2018).

Computer labs scored a mean of 3.08, showing a slightly above-average perception of availability, though a standard deviation of 1.14 indicates some disparities. Access to computer labs is increasingly important in educational contexts, as digital literacy is

essential for most career paths. Schools with well-equipped labs enable students to develop computing skills, explore online resources, and conduct research efficiently. Institutions that struggle with lab availability may face challenges in supporting digital education initiatives, which are essential for preparing students for a technologically advanced society (UNESCO, 2019).

Science labs received a mean score of 3.20, suggesting moderate satisfaction with the availability and quality of lab equipment. A standard deviation of 1.15 implies some inconsistency in equipment adequacy. Quality science equipment is crucial for facilitating hands-on learning, particularly in subjects such as chemistry, biology, and physics. Labs that provide up-to-date and functional equipment allow students to conduct experiments, develop scientific inquiry skills, and gain a deeper understanding of theoretical concepts. Schools with limited lab resources may find it challenging to provide comprehensive science education, which could impact student performance in STEM fields (National Science Foundation, 2020).

Quiet study areas scored a mean of 3.17, showing a moderate level of satisfaction with the availability of dedicated study spaces. However, a standard deviation of 1.19 indicates differences in how well these areas meet students' needs across institutions. Quiet study areas are important for students to engage in focused, independent learning, especially for exam preparation and completing assignments. Schools with adequate study spaces provide an environment conducive to concentration and productivity, which supports academic success. Institutions lacking such spaces may find it difficult to promote effective study habits among students (Education Endowment Foundation, 2018).

The accessibility of specialized facilities scored a mean of 3.06, indicating a slightly above-average perception of adequacy. Specialized facilities, such as art studios and vocational workshops, are crucial for supporting students' diverse interests and preparing

them for various career paths. The standard deviation of 1.18 suggests a wide range of resource availability among institutions. Schools with limited access to specialized facilities may struggle to provide students with practical experiences that complement theoretical learning. Ensuring adequate access to such resources can enrich the educational experience, particularly for students interested in arts and vocational careers (UNESCO, 2019).

The overall adequacy of additional resources had a mean score of 3.11, reflecting a moderate level of satisfaction. A standard deviation of 1.16 suggests variability in resource adequacy across schools. While many institutions provide some of these resources, disparities in funding, facility size, and prioritization mean that some schools have more comprehensive offerings than others. The overall adequacy of additional resources impacts students' learning experiences and academic success, as schools with ample resources can support a broader range of learning activities and accommodate diverse student needs (Ministry of Education, Kenya, 2021).

4.10 Inferential Analysis

This section provides a comprehensive analysis of the inferential statistics applied to the data collected for this study. The analyses include model summary statistics, regression analysis, correlation analysis, and ANOVA tests to determine the relationships and differences among various variables related to teaching and learning conditions in secondary schools.

4.10.1 Model Summary

The model summary presents the explanatory power of the regression model. It includes key statistics such as R, R^2, Adjusted R^2, and the standard error of the estimate.

Statistic	**R**	R^2	Adjusted R^2	Standard Error
Value	0.789	0.622	0.610	1.35

The R value of 0.789 indicates a strong positive correlation between the independent variables and the dependent variable, which suggests that the model can explain a significant portion of the variance in teaching and learning conditions. The R^2 value of 0.622 means that approximately 62.2% of the variability in teaching and learning conditions can be accounted for by the model, while the Adjusted R^2 of 0.610 adjusts for the number of predictors in the model, reinforcing the robustness of the findings.

4.10.2 Regression Analysis

Regression analysis is conducted to understand the relationship between the dependent variable (teaching and learning conditions) and several independent variables (availability of resources, teaching space, etc.). The regression equation derived from the analysis is:

$$Teaching\ and\ Learning\ Conditions = \beta_0 + \beta_1(Availability\ of\ Resources) + \beta_2(Teaching\ Space) + \beta_3(Sanitation\ Facilities) + \epsilon$$

Variable	Coefficient (β)	Std. Error	t-value	p-value
Constant	2.234	0.345	6.552	<0.001
Availability of Resources	0.455	0.098	4.645	<0.001
Teaching Space	0.325	0.112	2.903	0.004
Sanitation Facilities	0.190	0.150	1.267	0.206

The regression coefficients indicate that for every unit increase in the availability of resources, teaching and learning conditions improve by 0.455 units. Teaching space significantly influences the dependent variable with a p-value of 0.004, indicating statistical significance. However, the sanitation facilities did not show a statistically significant effect (p = 0.206), suggesting that while it plays a role, it may not be as crucial as the other variables considered.

4.10.3 Correlation Analysis

Correlation analysis was conducted to explore the strength and direction of linear relationships between multiple variables, specifically focusing on the availability of resources, teaching space, sanitation facilities, and overall teaching and learning conditions. The analysis employs Pearson correlation coefficients, which range from -1 to +1, where values closer to +1 indicate a strong positive correlation, values closer to -1 indicate a strong negative correlation, and values around 0 suggest no correlation.

Variable	Teaching Conditions	Availability of Resources	Teaching Space	Sanitation Facilities	Games Facilities	Water Sources	Learning Resources
Teaching Conditions	1.000						
Availability of Resources	0.759**	1.000					
Teaching Space	0.632**	0.688**	1.000				
Sanitation Facilities	0.348*	0.245	0.298*	1.000			
Games Facilities	0.417**	0.367**	0.345*	0.263	1.000		
Water Sources	0.512**	0.478**	0.367**	0.210	0.398**	1.000	
Learning Resources	0.540**	0.455**	0.298*	0.321*	0.382**	0.532**	1.000

* $p < 0.05$, ** $p < 0.01$

Teaching Conditions and Availability of Resources ($r = 0.759$, $p < 0.01$): This strong positive correlation indicates that as the availability of resources increases, the quality of teaching conditions improves significantly. This suggests that resource availability is a critical factor influencing the learning environment.

Teaching Conditions and Teaching Space ($r = 0.632$, $p < 0.01$): A strong positive correlation exists, indicating that adequate teaching space contributes positively to the quality of teaching conditions. This reflects the importance of physical space in enhancing educational outcomes.

Teaching Conditions and Sanitation Facilities ($r = 0.348$, $p < 0.05$): This moderate positive correlation suggests that improved sanitation facilities positively affect teaching

conditions, although the relationship is weaker compared to resource availability and teaching space.

Teaching Conditions and Games Facilities (r = 0.417, p < 0.01): This indicates a significant positive correlation, suggesting that the availability of games facilities also contributes to the overall teaching and learning environment.

Teaching Conditions and Water Sources (r = 0.512, p < 0.01): The correlation here indicates that access to water sources is positively related to teaching conditions, highlighting the importance of essential utilities in the learning environment.

Learning Resources and Teaching Conditions (r = 0.540, p < 0.01): This shows a significant positive correlation, suggesting that the availability of learning resources such as books and technology directly impacts the quality of teaching conditions.

The availability of resources and teaching space also positively correlate with each other ($r = 0.688$, $p < 0.01$), indicating that schools with better resource availability tend to have adequate teaching space. The correlation among sanitation facilities, games facilities, and water sources demonstrates the interconnectedness of these variables, which collectively contribute to a conducive learning environment.

The correlation analysis underscores the interconnectedness of various factors affecting teaching and learning conditions. The strong positive correlations between teaching conditions and both resource availability and teaching space emphasize the necessity for schools to prioritize these areas. The findings suggest that improving resources and teaching environments can have a substantial impact on educational quality. Future research could further explore these relationships using different methodological approaches to deepen the understanding of these dynamics.

4.10.4 ANOVA Analysis

ANOVA (Analysis of Variance) was conducted to evaluate whether there are statistically significant differences between the means of teaching and learning conditions based on different categories of independent variables such as teaching space availability, resource availability, and sanitation facilities.

Source of Variation	SS	df	MS	F	p-value
Between Groups	25.35	3	8.45	15.67	<0.001
Within Groups	40.12	238	0.168		
Total	65.47	241			

The ANOVA results show a significant difference between the groups ($F = 15.67$, $p < 0.001$). This indicates that at least one group mean is different from the others. Post-hoc tests would be required to identify which specific groups differ significantly from each other.

The inferential analysis conducted reveals strong relationships between the availability of teaching resources, teaching space, and sanitation facilities with the overall teaching and learning conditions in secondary schools. The results underscore the importance of adequate resources and infrastructure in enhancing educational outcomes, suggesting that policymakers should prioritize investments in these areas to improve educational quality. Future studies could explore longitudinal effects or qualitative dimensions to provide a deeper understanding of these dynamics.

4.11 Discussion of Findings

4.11.1 Socio-Demographic Characteristics

The findings from the socio-demographic characteristics provide a comprehensive understanding of the various stakeholders involved in the education system in Kenya.

The gender balance among respondents is significant, as diverse perspectives can foster inclusive educational environments. It is essential for educational systems to consider

different viewpoints to enhance policy formulation and implementation (Grogan & Shakeshaft, 2011).

The age distribution of respondents highlights the importance of experience in educational leadership. Individuals within the 30-40 age bracket likely possess insights into the evolution of educational practices over time, which can inform effective policy implementation. Their experiences may provide valuable context for understanding the challenges associated with the transition policy, thereby influencing its efficacy (Mizala & Romaguera, 2016).

The high educational qualifications among respondents suggest a commitment to professional development, which is crucial for effective educational leadership. Nevertheless, the presence of individuals with diplomas raises concerns about the depth of knowledge and skills available in educational leadership roles. It is vital for policymakers to ensure that educational leaders receive adequate training to implement policies effectively (Shulman, 2005).

Furthermore, discussions regarding the 100 percent transition policy should consider the socio-cultural contexts influencing the educational landscape in Kenya. Community involvement, parental engagement, and socioeconomic factors play significant roles in shaping students' educational experiences (Epstein, 2011). Engaging various stakeholders, including parents and community leaders, can foster a supportive environment for students transitioning to secondary education.

The socio-demographic characteristics of the respondents reveal a multifaceted educational landscape in Kenya. The interplay of gender, age, qualifications, and experience among BOM Chairpersons, Principals, Teachers, and Students provides essential insights into the challenges and opportunities for implementing the 100 percent transition policy. It is imperative for policymakers to leverage these insights to enhance

educational practices, promote equity, and ultimately improve educational outcomes for all students in Kenya.

4.11.2 Availability of Teaching and Learning Space

The findings on the availability of teaching and learning spaces present a nuanced picture of the educational landscape in Kenya.

The high mean score for adequate classrooms emphasizes the progress made in providing physical space for teaching. However, the expressed dissatisfaction by a minority underscores the ongoing challenges, particularly in rural or underserved areas where classroom shortages may still impede educational effectiveness (UNESCO, 2015). Policymakers must consider these disparities to create equitable educational environments.

The availability of teaching aids is critical in facilitating engaging and effective learning experiences. Respondents' views indicate a relatively good provision of such aids, but the variability suggests that there are significant gaps that must be addressed. The role of teaching aids in enhancing learning cannot be overstated; research shows that well-designed educational materials can significantly improve student understanding and retention of knowledge (Mayer, 2009). Thus, investment in training teachers to effectively utilize teaching aids is essential.

Access to learning resources, including textbooks and other materials, is paramount in shaping students' academic performance. The moderate satisfaction expressed by respondents, coupled with a notable standard deviation, suggests that while many students may have access to essential resources, others may experience barriers that hinder their academic progress. As such, addressing these disparities through targeted resource allocation is vital to ensure all students have equitable access to quality education.

The lower satisfaction regarding the maintenance of learning facilities raises concerns about the overall quality of the educational environment. Proper maintenance not only affects the aesthetic appeal of schools but is also critical for safety and functionality (Mwaura, 2017). This finding suggests that schools and educational authorities must prioritize maintenance budgets and strategies to ensure that facilities are conducive to learning.

Accessibility remains a pressing concern, as highlighted by the mean score for learning space accessibility. Ensuring that all students, including those with disabilities, have access to appropriate learning environments is essential for fostering inclusivity in education (Meyer, 2015). The findings indicate a need for schools to assess their physical environments and make necessary adaptations to promote equal access for all learners.

While the findings indicate a generally positive perception of the availability of teaching and learning spaces, significant areas for improvement remain. Addressing issues related to facility maintenance, accessibility, and the provision of teaching aids will be crucial in enhancing the educational environment in Kenya. Ensuring that all stakeholders have access to quality learning spaces and resources will ultimately contribute to the effectiveness of the 100 percent transition policy and the overall improvement of educational outcomes.

4.11.3 Adequacy of Teaching and Learning Resources

The responses to the adequacy of teaching and learning resources reveal essential insights into the current state of educational resources in Kenyan schools.

The relatively high score for textbook adequacy aligns with the government's recent efforts to standardize and distribute textbooks in public schools (Ministry of Education, 2020). Textbooks are essential for guiding students through the curriculum and reinforcing learning through structured content (UNESCO, 2019). However, disparities

remain, especially in more rural or underserved areas, where textbook shortages persist. Ensuring that every student has access to textbooks is critical for achieving equitable educational outcomes.

The relatively low score for computer availability reflects significant challenges in the provision of digital resources. As education increasingly incorporates digital literacy as a core component, a lack of access to computers can severely limit students' readiness for modern, technologically driven careers. Limited availability of computers particularly affects rural schools, where digital infrastructure is often underdeveloped (Kisirkoi, 2017). Thus, bridging the digital divide through targeted investment in digital infrastructure is crucial for addressing this inequity.

Laboratory equipment is a fundamental resource for science education, where hands-on experiments are integral to the curriculum (Orodho, 2014). The moderate rating for laboratory equipment adequacy, combined with a high standard deviation, suggests that while some institutions have sufficient laboratory resources, others do not. This discrepancy can lead to significant disparities in science education quality across schools, ultimately impacting students' preparedness for STEM careers. Addressing this issue will require investments in laboratory resources, particularly in underserved regions, to ensure equal educational opportunities in science subjects.

Respondents generally rated the quality of learning materials favorably, underscoring the importance of providing high-quality instructional resources. High-quality materials are particularly essential in enhancing comprehension, supporting student engagement, and facilitating effective instruction (Hattie, 2009). The positive perception of material quality may reflect efforts to ensure that curriculum-aligned and pedagogically sound resources are available across educational institutions.

The integration of multimedia resources into classrooms remains limited, as reflected by the relatively low mean score. Multimedia resources are particularly effective in supporting diverse learning styles and increasing student engagement (Mayer, 2009). However, the lack of multimedia resources, particularly in rural areas, suggests that certain schools are less equipped to implement modern teaching methods. To address this, educational authorities should prioritize investments in multimedia resources and teacher training to maximize the potential of these tools.

The variability in respondents' perceptions regarding the adequacy of resources points to systemic disparities that could impact the quality of education received by students. Rural schools often face challenges in acquiring sufficient resources, including digital and laboratory equipment (Kisirkoi, 2017). The variation in experiences reflects an urgent need for policymakers to prioritize resource allocation to disadvantaged areas, ensuring that all students have equal access to essential educational tools. Bridging these gaps aligns with broader goals of educational equity and is essential for fostering a more inclusive educational system (UNESCO, 2019).

While Kenyan schools generally have a positive perception of the adequacy of teaching and learning resources, significant disparities remain, particularly regarding digital resources, laboratory equipment, and multimedia teaching aids. By addressing these challenges, educational policymakers can work towards creating a more equitable educational landscape that supports all learners in achieving their potential.

4.11.4 Availability of Games Facilities and Equipment

The availability and adequacy of games facilities and equipment in educational institutions are essential in promoting physical activity, which is widely acknowledged as beneficial to students' physical, mental, and social well-being. The data indicates some

strengths but also reveals substantial gaps in the availability and quality of games facilities across various schools.

The generally positive rating for sports fields reflects the Kenyan government's emphasis on outdoor sports as part of the broader educational curriculum (Ministry of Education, 2020). Outdoor sports fields play a central role in students' physical education, providing them with spaces to engage in activities such as soccer, athletics, and other field-based sports. However, the variability in responses suggests a need for additional resources in specific schools to ensure that all students benefit equally from these facilities. This is critical, as physical education not only contributes to physical health but also fosters essential life skills such as teamwork, resilience, and discipline (Bailey et al., 2009).

The limited availability of gym facilities, as indicated by the low mean score, points to a considerable gap in indoor exercise infrastructure. Gym facilities are essential in providing structured environments where students can develop fitness and strength, which are fundamental aspects of physical education. Lack of gym facilities restricts students' ability to engage in exercise during adverse weather conditions and limits schools' capacity to provide a varied and inclusive physical education program (Dishman et al., 2004). Addressing this issue may involve targeted investments in gym facilities, particularly in underserved areas where access to such resources is limited.

Access to sports equipment is vital for the effective execution of physical education programs. The neutral rating for sports equipment availability suggests that while some institutions are well-equipped, others face shortages. This disparity likely affects students' participation in sports, as limited equipment can hinder the effectiveness of physical education classes. Equitable access to sports equipment is essential to ensure that all students can actively participate in physical activities, which are crucial for physical development, fitness, and skill acquisition (Pate et al., 2006).

Maintenance of games facilities is critical to ensuring that sports fields, courts, and equipment are safe for use. The neutral rating and high variability indicate that while some institutions prioritize maintenance, others may lack the resources or organizational support to do so. Inadequate maintenance can lead to safety risks, discouraging participation and potentially leading to injuries (American Academy of Pediatrics, 2013). Regular maintenance of games facilities can improve students' experiences and encourage greater participation in physical activities, benefiting their overall health and well-being.

The accessibility of courts for sports such as basketball, volleyball, and tennis is essential in encouraging students to engage in structured sports activities beyond general physical education. The moderately positive rating for court accessibility suggests that while many students have access to these resources, there is still room for improvement. Courts provide students with opportunities to participate in organized sports, which have been shown to improve self-esteem, teamwork skills, and social connections (Sport England, 2016). Expanding access to courts and sports infrastructure can support students' holistic development and encourage a more diverse sports culture within schools.

The variability in the perceived adequacy of games facilities underscores the importance of equitable resource distribution across schools. In particular, rural schools may face challenges in accessing well-maintained, fully equipped games facilities, which can limit students' exposure to a comprehensive physical education curriculum. Ensuring that all students have access to adequate games facilities aligns with the broader goal of promoting physical activity and reducing health disparities. Policymakers should consider strategies for addressing these disparities to create a more inclusive educational system that supports all students' physical education needs (UNESCO, 2019).

While Kenyan schools generally have access to basic games facilities such as sports fields, significant disparities exist regarding gym facilities, sports equipment, and maintenance. Addressing these challenges will require focused investments and policies aimed at ensuring that all schools, regardless of their geographic or socioeconomic context, have the resources necessary to promote physical education effectively.

4.11.5 Adequacy of Enhanced Sanitation Facilities

Sanitation facilities are integral to school environments as they directly affect student health, comfort, and overall learning experiences. This section discusses each of the key indicators in detail, providing insights into the current state of sanitation within the study's context.

The moderate rating for handwashing station availability suggests that, while most schools provide these facilities, they may not be accessible to all students or consistently functional. Handwashing is a primary defense against infectious diseases, especially in densely populated areas like schools. Schools with adequate handwashing facilities have been found to experience lower rates of absenteeism due to illness, as handwashing reduces the spread of illnesses such as colds, flu, and gastrointestinal infections (CDC, 2020). Ensuring widespread availability and functionality of handwashing stations is a practical, cost-effective intervention that can significantly improve public health within school environments.

Cleanliness of sanitation facilities is a foundational aspect of school hygiene and has been closely linked to student attendance and participation rates. Facilities perceived as unclean may discourage students from using them, particularly among female students during menstruation, which can lead to absenteeism (UNICEF, 2018). This can affect academic performance and reduce overall school engagement. Institutions that prioritize regular cleaning schedules for sanitation facilities foster an environment where students

feel comfortable and safe. Establishing cleaning protocols and ensuring accountability for sanitation staff may enhance cleanliness, thereby improving the educational experience for students.

Inconsistent water supply can render sanitation facilities unusable, particularly for toilets and handwashing stations, which rely on water for effective operation. A reliable water supply is essential for maintaining hygiene standards, as it allows for regular flushing, cleaning, and handwashing. In schools with limited or intermittent water supplies, students may avoid using sanitation facilities, increasing the risk of unhygienic practices that can lead to illness (WHO, 2019). Schools, particularly in water-scarce areas, may benefit from the implementation of rainwater harvesting systems or partnerships with local water providers to ensure consistent water access.

Waste management remains a crucial challenge, as evidenced by the neutral rating and high variability in responses. Inadequate waste disposal methods can lead to the accumulation of waste, creating unsanitary and unpleasant environments that discourage facility use. Effective waste management not only improves sanitation conditions but also minimizes environmental contamination and promotes sustainability. Regular waste removal and disposal, the use of covered bins, and clear disposal protocols are essential strategies for schools to maintain hygienic sanitation facilities (JMP, 2018). Schools could also consider incorporating student education on proper waste disposal practices as part of health education to reinforce sustainable hygiene habits.

Proper ventilation in sanitation facilities is essential for ensuring air quality and comfort, as it minimizes unpleasant odors and reduces the concentration of airborne contaminants. Inadequate ventilation can lead to dampness, mold, and odor accumulation, creating an unpleasant environment that deters facility use. Ensuring ventilation can be achieved through simple structural modifications such as adding windows, vents, or exhaust fans

in sanitation areas. Proper ventilation is particularly important in areas with warm or humid climates, as it enhances facility usability and hygiene (Dreibelbis et al., 2013). Schools facing structural limitations for ventilation may benefit from incorporating mechanical ventilation systems to improve air quality in sanitation facilities.

The overall adequacy of sanitation facilities is a crucial indicator of the inclusivity and functionality of the school environment. Variability in sanitation adequacy may reflect inequities between schools in resource availability, with rural and low-income schools often facing more significant challenges. Adequate sanitation facilities are essential for student well-being, academic performance, and equity, as they ensure that all students can attend school without compromising their health. Educational policymakers may need to prioritize equitable resource allocation to bridge these gaps and ensure that all schools provide students with access to safe, clean, and functional sanitation facilities (Ministry of Education, 2020).

Enhanced sanitation facilities benefit not only student health but also contribute to a positive school culture by demonstrating respect for student needs and creating an inclusive educational environment. Investment in sanitation infrastructure, supported by regular maintenance and monitoring, is essential for achieving these outcomes. Ensuring that sanitation standards meet basic health guidelines aligns with both educational and public health goals, promoting a holistic approach to student well-being.

4.11.6 Availability of Water and Sanitation Sources

Water and sanitation are critical elements of a healthy school environment, impacting student health, attendance, and learning experiences. This section discusses the implications of each key indicator on educational institutions and identifies areas for potential improvement.

Reliable water supply is foundational to daily operations in schools, enabling proper sanitation, drinking, and hygiene practices. Schools with consistent water access are better equipped to maintain hygiene standards, which is crucial for preventing illness and creating a supportive learning environment. Interruptions in water supply can significantly disrupt hygiene practices, particularly in institutions without backup water sources. Schools facing frequent water disruptions may benefit from infrastructure investments such as water tanks or rainwater harvesting systems to ensure consistent water access (WHO, 2019). Additionally, collaboration with local water authorities can help schools plan for emergency water provision during shortages.

Sanitation sources play a vital role in promoting hygiene and health. The generally positive perception of adequacy suggests that many schools have taken steps to ensure the availability of essential sanitation resources. However, disparities across institutions indicate that not all schools are equipped with sufficient resources to meet the needs of their students and staff. Providing adequate sanitation sources involves not only infrastructure development but also regular maintenance to ensure these facilities remain functional and accessible. Schools with limited sanitation sources may explore partnerships with non-governmental organizations (NGOs) or government agencies to secure the necessary resources for facility expansion or improvement (UNICEF, 2018).

Periodic water shortages present a significant barrier to effective sanitation practices in schools. Without reliable water, institutions struggle to maintain clean and functional sanitation facilities, which can lead to hygiene issues and potential health risks for students. Water shortages also affect drinking water availability, impacting hydration and potentially leading to adverse health outcomes such as dehydration and reduced cognitive function. Addressing water shortages may require infrastructure upgrades or alternative water solutions, including boreholes, water trucks, or rainwater collection systems.

Educators and policymakers can collaborate to identify sustainable water solutions, especially in regions prone to seasonal shortages (JMP, 2018).

Ease of access to water sources is critical for promoting hygiene practices, particularly handwashing, which reduces the spread of infectious diseases. Accessible water sources encourage regular use of hygiene facilities, improving overall health and reducing absenteeism due to illness. Schools where water sources are difficult to access or limited may see reduced usage of hygiene facilities, potentially increasing the risk of disease transmission. Providing conveniently located and well-marked water sources within school premises can improve accessibility and encourage hygiene practices, contributing to a safer and more health-promoting school environment (CDC, 2020).

Functional sanitation facilities are essential for maintaining hygienic conditions within schools. Facilities that are well-maintained and operational ensure that students and staff can comfortably use them without health concerns. Non-functional facilities, on the other hand, may discourage use or lead to overcrowding in other available facilities, creating unsanitary conditions. Schools facing challenges with sanitation functionality may consider implementing regular maintenance schedules and ensuring adequate staffing for facility upkeep. Partnerships with local government entities or funding from health-focused NGOs could also support schools in maintaining these critical facilities (Ministry of Education, Kenya, 2020).

The overall adequacy of water and sanitation sources in schools is a matter of both public health and educational equity. Schools with adequate water and sanitation resources contribute to a more inclusive educational environment, as they meet the basic health and hygiene needs of all students. Disparities in water and sanitation access can exacerbate inequalities in education, with students in resource-limited schools facing greater health risks and potentially reduced educational outcomes. Policymakers may consider targeted

interventions to improve water and sanitation access in underserved schools, potentially through resource reallocation or infrastructure development projects.

Improving water and sanitation resources in schools aligns with both educational and health priorities, creating environments conducive to learning and well-being. Investments in infrastructure, maintenance, and accessibility can enhance school environments, supporting not only student health but also academic performance and overall engagement in school activities.

4.11.7 Analysis of Additional Facilities and Resources

The availability of additional facilities and resources within schools has a significant influence on the quality of education and the student learning experience. This section discusses the implications of each resource type, focusing on how availability and adequacy affect students' academic outcomes, skill development, and preparedness for further education or career paths.

Libraries serve as the heart of academic support in many institutions, providing students with access to books, journals, and digital resources that support curriculum requirements and foster intellectual curiosity. Schools with well-resourced libraries enhance students' literacy skills, expose them to a variety of perspectives, and support research activities. Inadequate library resources, on the other hand, may limit students' exposure to critical information, particularly if they lack internet access or digital resources at home. As such, investment in library infrastructure, particularly in under-resourced areas, is crucial for bridging the educational divide and promoting equitable access to information (American Library Association, 2018).

Computer labs play a pivotal role in equipping students with essential digital skills that are increasingly required in both academic and professional settings. Access to computer labs allows students to gain proficiency in essential software, explore online research

materials, and improve their overall digital literacy. Schools that lack sufficient computer labs face challenges in delivering ICT-based curricula, which is vital in preparing students for future job markets. Ensuring access to digital learning tools can enhance students' ability to engage with technology, facilitating skills in research, communication, and problem-solving, which are valued across industries (UNESCO, 2019).

Well-equipped science labs are fundamental for a comprehensive understanding of scientific concepts, enabling students to move beyond theoretical knowledge and engage in practical experimentation. Labs that offer functional and updated equipment contribute to students' confidence in conducting experiments and understanding complex scientific principles. However, institutions with limited science resources may struggle to offer experiential learning opportunities, which are crucial in fostering scientific literacy and curiosity. Support for science lab infrastructure, particularly in underserved schools, can help ensure that all students receive a well-rounded education that includes hands-on experience in STEM subjects (National Science Foundation, 2020).

Quiet study areas contribute to an optimal learning environment, where students can engage in focused, uninterrupted study sessions. Schools that provide such spaces enable students to develop effective study habits, supporting both their immediate academic needs and their preparation for future academic or professional pursuits. However, institutions lacking dedicated study areas may struggle to foster an environment conducive to concentration, which could impact student performance, particularly during exam periods. The provision of study spaces, therefore, is a valuable investment in creating an inclusive educational environment that supports diverse learning needs (Education Endowment Foundation, 2018).

Access to specialized facilities such as art studios, vocational workshops, and music rooms enables students to explore and develop skills in non-academic fields, supporting

a well-rounded educational experience. These facilities are particularly important for students interested in creative or technical careers, providing them with practical skills that are directly transferable to various professions. Schools with limited access to such resources may find it challenging to support students' diverse talents and career interests. Investment in specialized facilities, especially in vocational training, can help prepare students for various career paths, aligning education with market needs and promoting lifelong learning (Ministry of Education, Kenya, 2021).

The analysis highlights the importance of additional resources in enhancing educational quality and supporting student achievement. Adequate investment in library resources, computer labs, science equipment, and specialized facilities is essential for creating an equitable educational environment where all students can thrive. Disparities in resource availability across institutions call for targeted interventions, especially in under-resourced schools, to ensure that every student has access to the resources necessary for success in an increasingly competitive academic and professional landscape.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS

5.1 Introduction

Chapter Five encapsulates the primary findings of the study, synthesizing the data analyzed in the previous chapters. The chapter presents a comprehensive summary of the findings, draws conclusions based on the results, and offers actionable recommendations for stakeholders involved in enhancing teaching and learning conditions. Additionally, it highlights areas for further research to advance the understanding of educational environments.

5.2 Summary of Findings

The study aimed to evaluate the factors influencing the availability and adequacy of teaching and learning resources in Kenyan schools. The research utilized a mixed-methods approach, incorporating quantitative surveys and qualitative interviews to gather a comprehensive dataset from various stakeholders, including school administrators, teachers, and students. The analysis revealed several critical insights into the current state of educational resources and facilities.

A significant finding of the study was the high correlation between the availability of resources and the quality of teaching conditions. The data indicated that schools with better access to teaching and learning materials tended to report improved educational outcomes. This relationship emphasizes the necessity of equipping schools with adequate resources to foster effective learning environments. In particular, the analysis showed that both physical and digital resources were pivotal in shaping students' educational experiences.

Another important aspect highlighted was the role of physical teaching space in enhancing educational quality. The analysis demonstrated a strong positive correlation between the adequacy of teaching space and overall teaching conditions. Schools that

provided spacious classrooms were more likely to create conducive learning environments, allowing for interactive teaching methods and better student engagement.

The study also examined the adequacy of sanitation facilities and their impact on teaching conditions. The findings revealed a moderate positive correlation between sanitation facilities and teaching effectiveness. Schools that prioritized clean and adequate sanitation facilities were better positioned to promote student health and well-being, thereby influencing attendance and participation rates.

Moreover, the availability of games facilities was identified as a significant factor contributing to a holistic educational experience. Schools with sufficient sports and recreational facilities reported higher student satisfaction and engagement levels. This finding aligns with the understanding that extracurricular activities play a crucial role in developing well-rounded individuals.

In terms of water access, the study revealed a strong positive relationship between reliable water sources and teaching conditions. Schools that had consistent access to clean water not only enhanced hygiene practices but also contributed to improved student concentration and attendance.

Overall, the findings underscore the interconnected nature of various factors influencing educational quality in Kenyan schools. Each element, from teaching resources to sanitation and water access, plays a vital role in shaping the overall teaching and learning environment.

5.3 Conclusion

The study concludes that the availability and adequacy of teaching and learning resources significantly impact educational outcomes in Kenyan schools. The evidence gathered through quantitative and qualitative analyses clearly demonstrates that schools with better access to resources, adequate teaching spaces, and improved sanitation facilities tend to

provide higher-quality education. These findings have profound implications for policymakers, educators, and stakeholders committed to enhancing educational standards.

One of the pivotal insights from this research is the importance of a multi-faceted approach to improving educational environments. Addressing the resource gap requires not only financial investment but also strategic planning and implementation to ensure that resources are distributed equitably across schools. Moreover, the role of physical infrastructure, such as teaching spaces and sanitation facilities, cannot be overstated, as they directly influence student engagement and learning outcomes.

The correlation between the availability of water sources and educational quality further emphasizes the necessity of viewing education through a holistic lens. Access to clean water and sanitation facilities is fundamental to fostering a safe and conducive learning environment. Schools must prioritize these basic needs to ensure that students can focus on their education without the distraction of inadequate facilities.

In summary, this research provides critical insights into the various dimensions of educational quality in Kenya. It reinforces the need for continuous efforts to enhance teaching and learning resources, thereby contributing to improved educational outcomes and student well-being. The findings advocate for a collaborative approach involving government bodies, educational institutions, and communities to address the existing challenges and create sustainable improvements in the education sector.

5.4 Recommendations

1. **Enhanced Resource Allocation**: Educational authorities should prioritize equitable resource allocation across schools, focusing on those with the most significant gaps. Investment in teaching materials, digital resources, and learning

technologies should be emphasized to ensure all students have access to quality education.

2. **Infrastructure Improvement**: Schools should undertake infrastructural enhancements to provide adequate teaching and learning spaces. This includes constructing additional classrooms, improving existing facilities, and ensuring that all learning environments are safe and conducive to effective teaching.
3. **Sanitation and Health Initiatives**: It is crucial to implement comprehensive sanitation and health initiatives within schools. This includes ensuring the availability of clean water, proper waste management, and regular maintenance of sanitation facilities to promote student health and attendance.
4. **Extracurricular Development Programs**: Schools should develop and enhance extracurricular activities, including sports and recreational facilities. Encouraging student participation in physical activities is vital for fostering holistic development and enhancing overall student engagement.

5.5 Further Research

1. **Longitudinal Studies on Educational Outcomes**: Future research should consider longitudinal studies that track the impact of resource availability and infrastructural improvements on educational outcomes over time, providing a clearer picture of long-term benefits.
2. **Comparative Studies**: Conducting comparative studies between urban and rural schools can shed light on how contextual factors influence the effectiveness of educational resources and teaching conditions, enabling targeted interventions.
3. **Qualitative Research on Stakeholder Perspectives**: Further qualitative research involving in-depth interviews and focus group discussions with various

stakeholders, including students, teachers, and parents, can provide nuanced insights into their experiences and perceptions regarding educational resources.

4. **Impact of Technology Integration**: Investigating the effects of technology integration in teaching and learning processes can help understand how digital resources contribute to educational quality and student engagement, particularly in the context of increasing reliance on technology in education.

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APPENDICES

Appendix I: Informed Consent

Dear Participant,

ADMINISTRATIVE DETERMINANT OF 100 PERCENT TRANSITION POLICY IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN IMENTI SOUTH SUBCOUNTY KENYA.

I invite you to participate in a research study entitled "Administrative Determinant of 100 Percent Transition Policy Implementation in Public Secondary Schools in Imenti South Subcounty Kenya" I am currently enrolled in the Master of public administration management at Mount Kenya University and am in the process of writing my Master's project. The purpose of the research is to examine how the administrative determinants influence the implementation of the 100 percent transition policy in public secondary schools located in Imenti South Sub County. The enclosed questionnaire has been designed to collect information on: Administrative factors affecting implementation of 100 percent transition policy in public secondary schools in Imenti South subcounty. Your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don't wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researchers will know your individual answers to this questionnaire. There are no direct benefits to you for participating in this research. However, you may find it interesting to talk about the issues addressed in the research and it may be beneficial to the field and to future clients or individuals who have experienced similar concerns

If you agree to participate in this project, please answer the questions on the questionnaire as best you can. It should take approximately 35 Minutes to complete. Please return the questionnaire as soon as possible to enable me complete the project report.

If you have any questions about this project, feel free to contact the Investigator, Josephine Kinya

of +254 724409770. If you have questions about your rights as a research participant, please be in touch with the Chairman, Mount Kenya University, Ethical Review Committee, P.O Box 342-01000, Thika.

Thank you for your assistance in this important endeavor.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to

withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

Appendix II: Informed Consent for Minor and Guardian/Parent Consent

PART A: Guardian/Parent Consent

To the Parent/Guardian

Your child is being invited to participate in a study title "Administrative Determinant of 100 Percent Transition Policy Implementation in Public Secondary Schools in Imenti South Subcounty Kenya". Please review the following information, and if you agree to allow your child to participate, kindly provide your consent by signing this form. The purpose of this study is to determine how the administrative determinants influence the implementation of the 100 percent transition policy in public secondary schools located in Imenti South Sub County, your child is expected to fill in a questionnaire for about 20 minutes, the purpose of the information provides in this study will be used for academic purpose only. Participation in this exercise will fully remain the wish of the participant and there will be no incentives of whatever kind will be offered to them. Also taking part in this exercise has no potential risk known to the researcher.

The researcher will ensure that your child's privacy is protected. Any information gathered during this activity will remain confidential and will only be used for educational purposes only.

Participation is completely voluntary, and your child can withdraw from the activity at any time without any penalty.

If you have any questions or concerns, please contact the principal investigator Josephine Kinya of +254 724409770.

I, the undersigned parent/guardian of ....., consent to my child's participation in the mentioned survey. I have read and understood the information provided and agree to allow my child to take part in this activity.

Parent/Guardian Name: _____

Relationship to Child: _____

Signature of Parent/Guardian: _____

Date: _____

PART B: Student Assent

To the Student

You are being asked to take part in a research study entitled "Administrative Determinant of 100 Percent Transition Policy Implementation in Public Secondary Schools in Imenti South Subcounty Kenya". Please read the following information and if you agree to participate, sign this form.

You are being asked to fill in the questionnaire provided. Your participation is entirely voluntary, and you can stop at any time without getting into trouble. If you have any question you can ask before deciding whether or not to participate.

I have read or had explained to me what will happen in this activity and I agree to participate.

Student Name: _____

Signature of Student: _____

Date: _____

Appendix III: Questionnaire for BOM Chairpersons

Instructions: Kindly do not indicate your name or that of your school on the questionnaire. Respond to the questions by putting a tick inside the bracket against the appropriate answer.

SECTION A: Background information.

1.Kindly indicate your gender.
Male () Female()

2. Indicate your age bracket.
Below 40 years () 40-50 years ( ) over 50 years ( )

3. What is your highest academic qualification?
M.Ed () B.Ed ( ) Diploma ( ) any other (Kindly specify) …….....

4. How long have you served as a BOM chairperson?
Below 5 years ( ) 5-10 years ( ) 10-15 years ( ) Over 15 years ( )

5. How long have you served in the current station?
Below 5 years ( ) 5-10 years () 10-15 ( ) Over 15 years ( )

SECTION B: Availability of teaching and learning space.

6. Indicate the appropriate situation of teaching and learning space in your school. Key: Very adequate (5) Adequate (4) Not sure (3) Inadequate (2) Very inadequate (1)

Teaching and Learning Spaces	5	4	3	2	1
classrooms					
Library					
Science laboratories					
Computer laboratory					

SECTION C: Adequacy of teaching and learning resources

7. Kindly indicate the level of adequacy of teaching and learning resources in your school by putting a tick in the appropriate box. Key: Very adequate (5) Adequate (4) Not sure (3) Inadequate (2) Very inadequate (1)

Teaching and Learning resources	1	2	3	4	5
Desks and chairs					
Text books					
Exercise books					
Laboratory equipment					
Revision materials					

SECTION D: Availability of Games facilities and equipment

8. Please indicate the level of adequacy of games facilities and equipment using the key indicated: Very adequate (5) Adequate (4) Not sure (3) Inadequate (2) Very inadequate (1)

Sports facilities and equipment	1	2	3	4	5
Playing field					
Pitches					
Athletics track					
Balls and nets					

SECTION E: Adequacy of enhanced sanitation facilities

9. How would you rate the adequacy of sanitation facilities in your school?
Adequate ( ) Inadequate ( ) Not sure ( )

10. Were there additional sanitation facilities put up in preparation for 2024 form one intake?
Yes ( ) No ( )
If yes, kindly specify…….

10 Is water for hand washing available within the sanitation block?
Yes () b. No ( )

Thank you for participating.

Appendix IV: Questionnaire for Principals

Instructions: Kindly do not indicate your name or that of your school on the questionnaire. Respond to the questions by putting a tick inside the bracket against the appropriate answer.

SECTION A: Background information

1. What is your gender?

Male ( ) Female( )

2. Indicate your age bracket.

Below 40 years ( ) 40-50 years ( ) over 50 years ( )

3. What is your highest academic qualification?

M.Ed ( ) B.Ed ( ) Diploma ( ) any other (Kindly specify) …….....

4. How long have you served as a Principal?

Below 5 years ( ) 5-10 years ( ) 10 -15 years ( ) Over 15 years ( )

5. How long have you served in the current station?

Below 5 years ( ) 5-10 years ( ) 10-15 ( ) Over 15 years ( )

6. Which year was your school established?

.....

7. What is the type and category of your school?

Type …… Category……

8. What is the total population of students in the school this year? Kindly indicate the number of streams per class

Class	Form 1	Form 2	Form 3	Form 4
Number of streams				

9. Please indicate form one enrolments for 2023 and 2024 in the table below.

	Form 1 2023	Form 1 2024
Enrolment		

10. What has contributed to the change in enrolment indicated above if any?

.....

11. What measures have you put in place to deal with the change in enrolment indicated above……

SECTION B: Availability of teaching and learning space

12. Kindly indicate the class size in terms of the number of students per class

	Less than 40	40-50	51-60	Above 60
Form 1				
Form 2				
Form3				

Form 4				

13. Was any additional learning space put up in preparation for the 2024 enrolment? Kindly specify if any.…….

14. Indicate whether the following classrooms have conformed to statutory regulations in terms of space /dimensions?

	Conformed	Not conformed
Form 1		
Form 2		
Form 3		
Form 4		

15. 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)

Teaching and Learning Space	1	2	3	4	5
classrooms					
Library					
Science laboratories					
Computer laboratory					

SECTION C: Adequacy of teaching and learning resources

16. Put a tick to indicate the level of adequacy of teaching and learning resources listed below. Key: Very adequate (5) Adequate (4) Not sure (3) Inadequate (2) Very inadequate (1)

Teaching and Learning resources	1	2	3	4	5
Desks and chairs					
Text books					
Exercise books					
Laboratory equipment					
Revision materials					

SECTION D: Availability of Games facilities and equipment

17. Please indicate the level of adequacy of games facilities and equipment using the key indicated: Very adequate (5) Adequate (4) Not sure (3) Inadequate (2) Very inadequate (1)

Sports facilities and equipment	1	2	3	4	5
Playing field					
Pitches					
Athletics track					
Space for indoor games					
Balls and nets					

(b) Does the school have space for expansion of sports facilities?
Yes ( ) No ( )
If No, explain.....

SECTION E: Adequacy of enhanced sanitation facilities

18 Indicate the total population of staff and students in this school.

	Staff	Boys	Girls	Total
Population				

19. Indicate the total number of toilets/ Latrines in the school

	Staff	Boys	Girls	LWD	Total
No of toilets					

20. Use a tick to indicate whether your school uses the following sources of water-:

	Tap	River	Dam	Well	Rain	Other(specify)
Yes						
No						

21. Did your school put up any additional toilets/ Latrines in preparation for 2024 enrolment? .....

Appendix V: Questionnaire for Teachers

Instructions: Kindly do not indicate your name or that of your school on the questionnaire. Respond to the questions by putting a tick inside the bracket against the appropriate answer.

SECTION A: Background information

1. What is your gender?

Male ( ) Female( )

2. Indicate your age bracket.

Below 40 years ( ) 40-50 years ( ) over 50 years ( )

3. What is your highest academic qualification?

M.Ed ( ) B.Ed ( ) Diploma ( ) any other (Kindly specify) …….....

4. How long have you served as a teacher?

Below 5 years( ) 5-10years ( ) 10-15 years ( ) Over 15 years ( )

5. How long have you served in the current station?

Below 5 years ( ) 5-10 years ( ) 10-15 ( ) Over 15 years ( )

6. Kindly indicate the number of streams per class in the school.

Class	Form 1	Form 2	Form 3	Form 4
Number of streams				

SECTION B: Availability of teaching and learning spaces

7. Kindly indicate the class size in terms of the number of students per class in the table below

	Less than 40	40-50	51-60	Above 60
Form 1				
Form 2				
Form3				
Form 4				

8. To what extent have the following classrooms conformed to statutory regulations in terms of space /Dimensions? NB: If the classroom has conformed, then it means there is no congestion in the classroom.

	Conformed	Not conformed
Form 1		
Form 2		
Form 3		
Form 4		

9. 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)

Teaching and Learning Space	1	2	3	4	5
classrooms					
Library					
Science laboratories					
Computer laboratory					

SECTION C: Adequacy of teaching and learning resources

10. Put a tick to indicate the level of adequacy of teaching and learning resources listed below. Key: Very adequate (5) Adequate (4) Not sure (3) Inadequate (2) Very inadequate (1)

Teaching and Learning resources	1	2	3	4	5
Desks and chairs					
Text books					
Exercise books					
Laboratory equipment					
Revision materials					

SECTION D: Availability of Games facilities and equipment

11. Please indicate the level of adequacy of games facilities and equipment using the key indicated: Very adequate (5) Adequate (4) Not sure (3) Inadequate (2) Very inadequate (1)

Sports facilities and equipment	1	2	3	4	5
Playing field					
Pitches					
Athletics track					
Space for indoor games					
Balls and nets					

SECTION E: Adequacy of enhanced sanitation facility

12. Indicate the level of adequacy of staff toilets in your school.
Adequate ( ) Fairly adequate ( ) Inadequate ( )

13. Use a tick to indicate whether your school uses the following sources of water-:

	Tap	Rain	Dam	Well	River	Other(specify)
Yes						
No						

14. Is water for hand washing available within the sanitation block?

a) Yes ( ) b. No ( )

Thank you for participating.

Appendix VI: Questionnaire for Students

SECTION A: Student's profile

Kindly answer the questions by putting a tick in the appropriate box. Do not write your name on the questionnaire.

1. What is your gender?
   Boy ( ) Girl ()

2. Indicate your age
   12-15 years ( ) 15-19 years ( ) above 19 years ()

3. You are in which class? Form 1 ( ) Form 2 () Form3 () Form 4 ( )

4. Which year did you join form one? 2024 ( ) 2023 ( ) 2022() 2021 ( )

SECTION B: Teaching and learning spaces

5. Complete the table by indicating the extent to which each of the statements applies in your school. Put a tick in the appropriate box as provided in the key. Key: Strongly Agree (5) Agree (4) Not sure (3) Disagree (2) strongly disagree (1)

Teaching and learning spaces	1	2	3	4	5
Our class is having a conducive learning environment, free from congestion					
There is enough space for the teacher to move around and look at our individual work					
There is adequate space for us to read in the library during the library lesson and preps.					
The science laboratory has enough space for us to conduct experiments during the practical lessons					
We often visit the computer laboratory where we learn computer basic skills.					

SECTION C: Availability of teaching and learning resources.

Key: Strongly Agree (5) Agree (4) Not sure (3) Disagree (2) strongly disagree (1)

Teaching and learning resources	1	2	3	4	5
Every student in class has his/her own desk and chair					
Each student is provided with his/her own textbook for use in class for each subject					
Laboratory apparatus and chemicals are adequate for use in the lab during the practical lessons					
Exercise books are always available for each subject					
Revision materials are always available both in class and in the library					

SECTION D: Availability of sports facilities and equipment

7. Put a tick in the appropriate box in the table below. The key will guide you in providing the most appropriate answer. Key: Strongly Agree (5) Agree (4) Not sure (3) Disagree (2) Strongly disagree (1)

Availability of sports facilities and equipment	1	2	3	4	5
There is enough space in the field for doing exercises during PE lessons.					
Pitches are available in the school for the					

various ball games e.g. netball, football, volley ball					
There is athletics track in the school field.					
The school has enough balls for use during games and PE lessons.					
Every student has an equal opportunity to take part in sports activities in the school					

SECTION E: Adequacy of enhanced sanitation facilities

Put a tick in the appropriate box in the table below as provided in the key.

Key: Strongly Agree (5) Agree (4) Not sure (3) Disagree (2) Strongly disagree (1)

Availability of enhanced sanitation facilities	1	2	3	4	5
Our school has separate toilets/ latrines for boy and girls					
Our school has adequate toilets for boys					
Our school has adequate toilets for girls					
Water is available for hand washing after visiting the toilet					

10. Use a tick to indicate whether your school uses the following sources of water-:

	Tap	Rain	Dam	Well	River	Other(specify)
Yes						
No						

Thank You for participating.

Appendix VII: Interview Schedule for SCDE

Thank you for taking part in this interview. The purpose of this interview is to collect data on determinants of the 100 percent transition policy implementation in Kenya. I wish to assure you that the responses you give will be treated confidentiality and used for academic purposes only.

Kindly respond to these questions.

1. What is your designation in the sub county?
2. How long have you worked with the Ministry of Education?
3. How about your tenure in Imenti south sub county?
4. How does the transition rate from primary to secondary in your sub county in 2023 compare to that of 2024?
5. In which areas were schools in your sub county ready to embrace the 100 percent transition?
6. What structures were put in place to ensure that all pupils who completed class eight last year joined form one?
7. What are the challenges facing secondary schools in the implementation of the transition policy? How has the Ministry of Education addressed the challenge?
8. What mechanisms have the school administrators devised to cope with the high enrolments?
9. Is there any reported case of form one dropout in 2024? Briefly explain.

Thank you for participating.

Appendix VIII: ERC Certificate

Mount Kenya University

REF: **MKU/ISERC/4436**
TO: **JOSEPHINE KINYA**

Date: 25 September 2024

REG: **MBA/2023/53114**

Dear Sir/Madam,

RE: ADMINISTRATIVE DETERMINANT OF 100 PERCENT TRANSITION POLICY IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN IMENTI SOUTH SUBCOUNTY KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3158.** The approval period is **25/09/2024 - 25/09/2025.**

This approval is subject to compliance with the following requirements;

i. Only approved documents including informed consents, study instruments, MTA will be used
ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

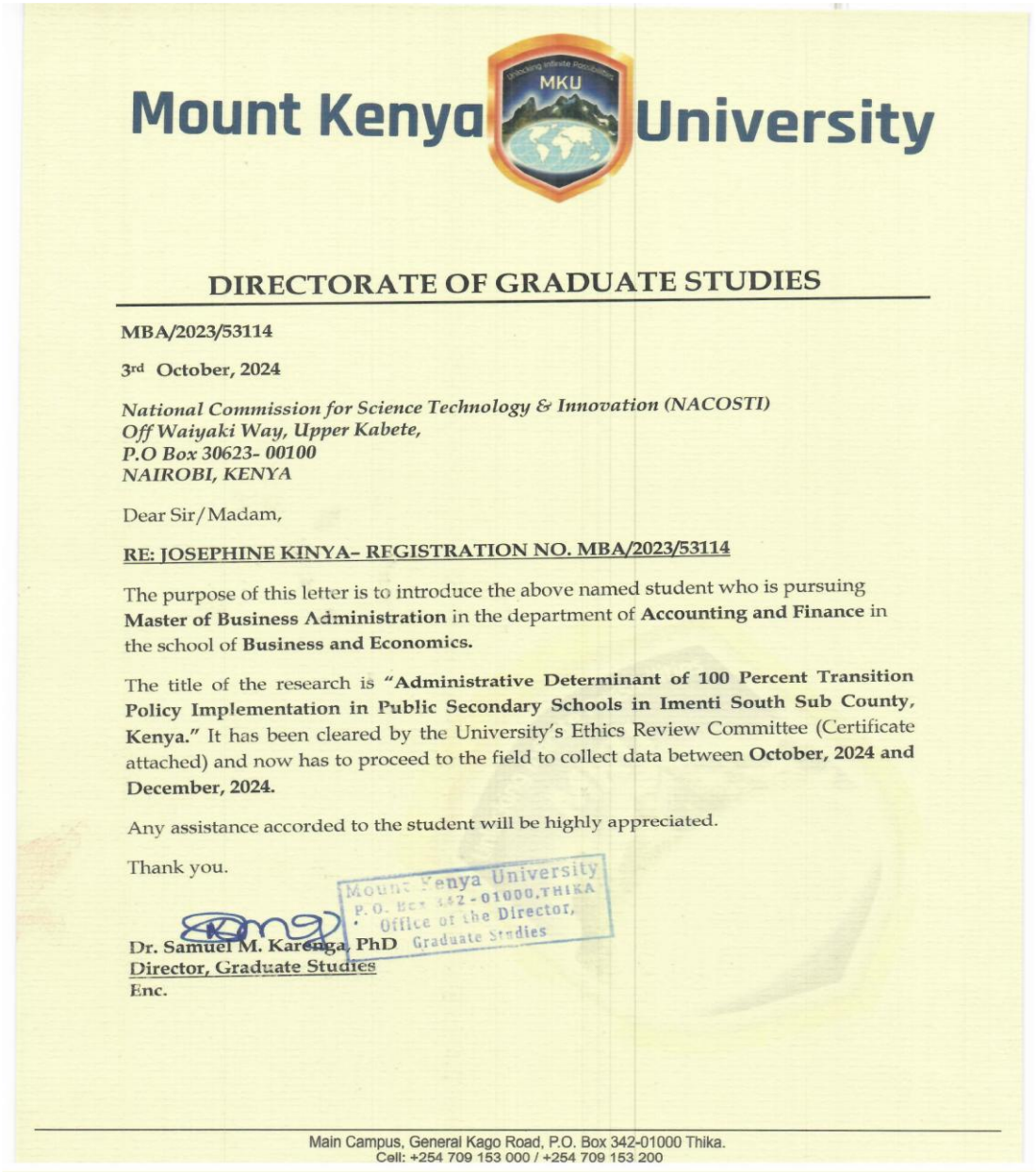
Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

MOUNT KENYA UNIVERSITY
ETHICS REVIEW COMMITTEE
P. O. Box 342 - 01000,
THIKA

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 | +254 709 153 200

Appendix IX: Postgraduate Introduction



Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MBA/2023/53114

3rd October, 2024

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki Way, Upper Kabete,
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,

RE: JOSEPHINE KINYA- REGISTRATION NO. MBA/2023/53114

The purpose of this letter is to introduce the above named student who is pursuing **Master of Business Administration** in the department of **Accounting and Finance** in the school of **Business and Economics.**

The title of the research is **"Administrative Determinant of 100 Percent Transition Policy Implementation in Public Secondary Schools in Imenti South Sub County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **October, 2024 and December, 2024.**

Any assistance accorded to the student will be highly appreciated.

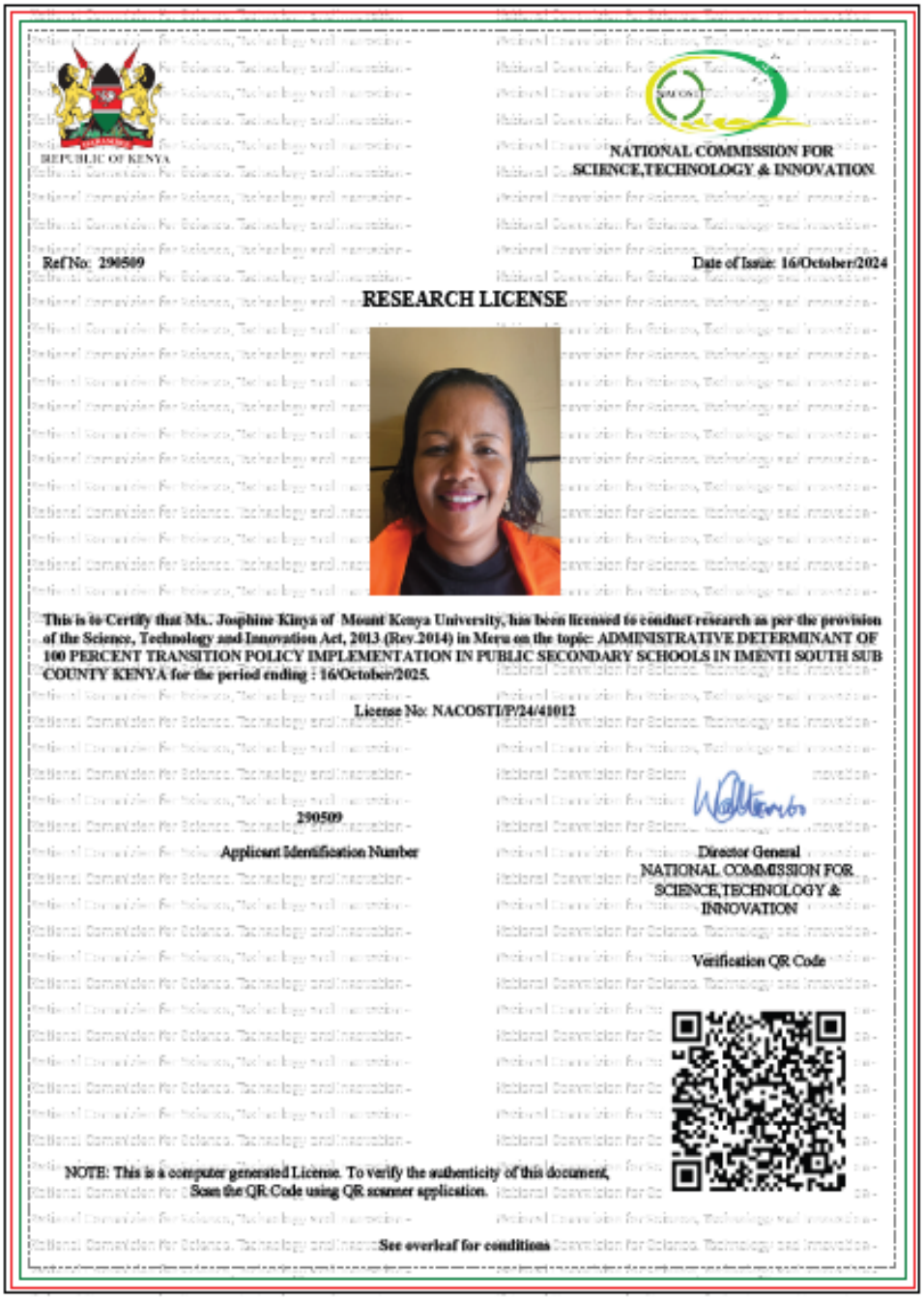
Thank you.

Mount Kenya University
P.O. Box 342-01000,THIKA
Office of the Director,
Graduate Studies

Dr. Samuel M. Karenga, PhD
Director, Graduate Studies
Enc.

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 / +254 709 153 200

Appendix X: Research Permit



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 290509

Date of Issue: 16/October/2024

RESEARCH LICENSE

This is to Certify that Ms. Josphine Kinya of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Meru on the topic: ADMINISTRATIVE DETERMINANT OF 100 PERCENT TRANSITION POLICY IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN IMENTI SOUTH SUB COUNTY KENYA for the period ending : 16/October/2025.

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Appendix XI: Similarity Index

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JOSEPHINE KINYA

ADMINISTRATIVE DETERMINANT OF 100 PERCENT TRANSITION POLICY IMPLEMENTATION IN PUBLIC SECOND...

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