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The School Infrastructural Facilities Affect the Implementation of a Hundred Percent Transition to Secondary School in Nandi North Sub County, Kenya

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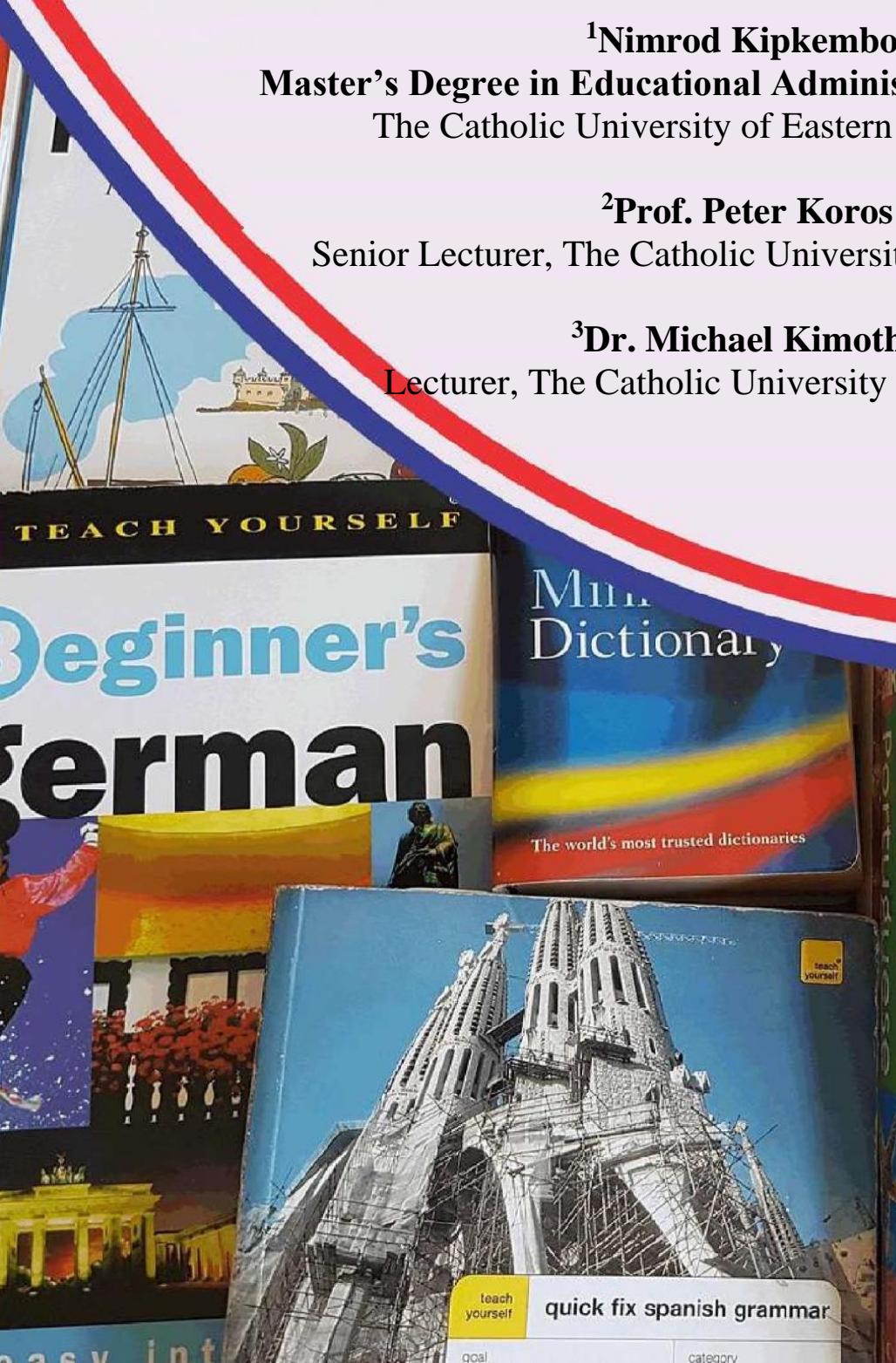
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ABSTRACT

The study investigated the School Infrastructural Facilities Affect the Implementation of a Hundred Percent Transition to Secondary School in Nandi North Sub County, Kenya. The study utilized systems theory to analyse the intricate interactions and interdependencies among various variables influencing the policy's implementation, development task theory and U curve theory of adjustment. The study utilized both phenomenological and descriptive survey design. Its targeted Form one class teachers, Heads of Department, Principals and Board of Management members to take part in the study. Purposive sampling was used to select Sub-County Director of Education while simple random sampling method was used to select form one class teachers. The study utilized a questionnaire and an in-depth interview guide as data collection tools. The study's finding showed that most of the public secondary schools in Nandi North Sub County had students above 60 per class, however, there was inadequate infrastructural. The findings also revealed that in most of the schools (59.3%) parents are not part of student's disciplinary committee. Additionally, ANOVA tests established a significant effect of infrastructural facilities, $p=0.000<0.05$. The study concludes that the public secondary schools in Nandi North Sub County are partially prepared to implement the 100% transition policy. The study recommends that the government should ensure that public secondary schools have an adequate infrastructure in order to be prepared for the effective implementation of the 100% transition policy and public secondary schools should seek for alternative financial resources to hire more teachers.

Key Words: School Infrastructural Facilities & Hundred Percent Transition

1.0 INTRODUCTION

In Nandi North Sub County, the overarching theme of school preparedness, which is epitomized by its steadfast commitment to upholding the transition policy established in 2018, has a significant influence on the successful implementation of the Kenyan government's hundred percent transition policy. This unwavering commitment not only plays a key role in driving a substantial surge in student enrolments in public secondary schools nationwide but also highlights the important role of local school leadership in effecting educational reforms. Building on the findings of a study by Adan (2011), which highlighted the myriad challenges faced by school leaders in executing the Free Day Secondary Education (FDSE) program, especially the prevalent issue of inadequate physical infrastructure in many educational institutions, it becomes increasingly clear that the Ministry of Education in Nandi North Sub County is yet to attain an optimal success rate in transitioning all students seamlessly, a concerning development that has not gone unnoticed (MOE, 2019).

The introduction of the Hundred Percent Transition (HPT) Policy is not expected to bring about any immediate improvement in this situation. It places a notable responsibility on schools to play a pivotal role in not only increasing access but also fostering better educational quality simultaneously. According to the Government of Kenya (2019), the policy mandates that all primary school graduates should opt for secondary education, regardless of their academic or financial circumstances. Consequently, it becomes imperative to invest in additional infrastructure facilities, recruit more qualified teachers, and provide necessary teaching resources to maintain and elevate the current education standards (Kirimi and Waiyego, 2018).

Transition, which refers to the process or period of change that students experience when moving from one educational level or environment to another as highlighted by Edwards *et al.*, (2015), is a significant aspect of a student's academic journey. These transitions represent crucial milestones in their educational development, often occurring at pivotal stages. A successful transition, while challenging, has the potential to greatly impact a student's growth and overall learning experience (World Bank, 2015). It is essential for teachers and support systems to recognize the complexities involved in assisting students during these transition phases and provide them with the necessary resources and guidance to navigate these changes effectively (Mwikya, 2019).

Preparing students for an optimal transition, according to UNESCO (2016), involves a variety of aspects that aim to enhance their readiness and support their successful adaptation to new environments. These diverse aspects encompass the provision of abundant learning materials to foster academic growth, ensuring the availability of necessary physical resources to facilitate a seamless shift, and promoting employee preparedness to offer guidance and assistance throughout the transition period. By encompassing these essential elements, educational institutions strive to create a

supportive and empowering environment that equips students with the tools and support they need to navigate and thrive in their new surroundings (MOE, 2019).

The availability of instructional materials such as textbooks, workbooks, and digital resources, plays a vital role in ensuring readiness when it comes to learning resources. These resources assist students in grasping various concepts and ideas presented to them within an educational environment. Referred to as instructional resources, they are important for students' comprehension and engagement (Kapinga, 2017). Additionally, the presence of teacher offices, well-equipped classrooms, necessary support facilities, top-notch research labs, as well as ensuring overall school safety, and adequate playing fields are all key components that contribute to readiness in government-sponsored schools (Hughes & Cao, 2018). It is essential that physical facilities within these institutions are not only well-organized but also evenly distributed, easily accessible, safe, interactive, and designed appropriately. Furthermore, the upkeep and effective management of all school facilities, as emphasized by Ibrahim *et al.* (2016), are imperative in creating conducive learning environments that benefit both students and teachers alike.

In the context of the dynamic educational landscape in Kenya, driven by a notable increase in student enrolment at the secondary school level, the importance of creating more high school opportunities cannot be overstated. The provision of additional high school slots not only addresses the pressing issue of accessibility but also signifies an important step towards ensuring equitable access to education nationwide. In Kenya's educational system, the allocation of places in secondary schools serves as a linchpin for facilitating a seamless transition for students moving from primary to secondary education levels. Oyier *et al.* (2017) emphasize the pivotal role played by this allocation process in shaping the educational journey of learners. Central to this journey is the concept of the educational transition rate, a key metric that reflects the system's efficacy and inclusivity by measuring the proportion of students progressing from one educational tier to the next. According to Kiongo & Thinguri (2015), the calculation of this rate involves comparing the number of incoming students with the cohort of seniors from the previous year, providing valuable insights into the system's overall performance. As highlighted by Mwikya *et al.* (2019), the diligent monitoring of secondary school enrolments stands as a critical yardstick for evaluating the seamless transition of students from primary to secondary education levels in Kenya, shedding light on the system's effectiveness in facilitating this key stage of educational progression.

According to a study conducted by the World Bank (2015), it is evident that a notable correlation exists between the socio-economic status of a family and the enrolment rates of children in schools. This association not only highlights the disparities in our education system but also shows the persistent issue of social inequality that affects students' educational opportunities. The research emphasizes that the financial capacity of parents plays a key role in determining whether a child can smoothly transition from primary to secondary education. Scholars Ayeni and Ainfolarin (2014) further emphasize that students from less privileged backgrounds often encounter significant hurdles in accessing higher education without financial aid or scholarships. This brings to light the structural barriers that impede equitable learning opportunities and perpetuate educational inequity within our society, reinforcing the need for policy measures to bridge this gap by Mwikya *et al.* (2019).

According to UNESCO (2016), a detailed analysis of global education transition rates indicates that a significant proportion of students who successfully complete primary school go on to pursue secondary education. The statistics reveal that approximately 85% of learners make this important transition, showcasing the increasing importance placed on education continuity worldwide. It is notable that within specific regions, such as West and Central Africa, there is a concerning trend with only 52% of students progressing to secondary education, highlighting the challenges these areas face in ensuring widespread access to higher levels of schooling. In contrast, industrialized nations and Eastern Europe demonstrate significantly higher transition rates at 98% and 96% respectively, reflecting their robust educational systems and support structures for students. One remarkable success story is the Republic of Korea, which managed to achieve close to 100% transition to secondary education in a relatively short period, transforming from one of the poorest countries globally in the 1950s to a model of educational advancement. This remarkable progress was primarily driven by a well-thought-out policy framework that consistently prioritized education at all levels, showcasing the transformative power of strategic planning and implementation in shaping a nation's educational landscape.

The disparities in secondary education enrolments rates across various regions such as Latin America and sub-Saharan Africa highlight the contrasting commitment levels to education among different countries. For instance, while Brazil demonstrates a strong dedication to education with a secondary gross enrolments rate exceeding 90%, Guatemala faces challenges as only 51% of children progress from primary to secondary school. Moving to sub-Saharan Africa, countries like Botswana, Cape Verde, Mauritius, and South Africa have made significant investments in education, evident from their upper secondary enrolments rates approaching 80%. In contrast, nations like Burundi, Burkina Faso, and Rwanda lag behind with enrolments rates below 20%. This disparity highlights the critical role of secondary education in equipping learners with essential technical, academic, and life skills necessary for contributing to economic growth. Despite its importance, many developing countries, especially in Africa, struggle with low transition rates to secondary education (Kirimi and Waiyego 2018). This signals the need for further investigation into the effects of preparedness on the implementation of the hundred percent transition policy in public secondary schools.

In examining the situation within Africa, it is evident that a critical issue affecting the region is the insufficient primary to secondary transitions, which has become a point of concern (Nyamongo *et al.*, 2014). This challenge is deeply rooted in multiple factors, including a predominant reliance on external donor programs within the education system. The heavy dependence on such programs has impeded the establishment of sustainable strategies, as African governments have failed to proactively introduce innovative solutions to address the issue effectively. Consequently, many well-intentioned initiatives have faced setbacks and ultimately collapsed due to funding limitations or premature cancellation. This unfortunate outcome has resulted in a significant number of students being unable to advance to higher educational levels, leading to a standstill in the educational journey and impeding overall progress. Stagnation in this transitional phase significantly hampers the development trajectory, emphasizing the critical need for effective solutions to bridge this gap and facilitate a smoother progression for students moving from primary to secondary education in Africa.

Senegal's educational system faces a significant challenge as only 25% of successful primary school learners advance to secondary education due to limited schools. Consequently, approximately half of those who finish primary education face barriers that hinder their transition to secondary school, highlighting the disparities in access and opportunities that exist within the country's educational framework (World Bank, 2015). Secondary schools in Senegal and Namibia are dispersed, making it difficult for learners from marginalized regions to access higher education. Primary schools are primarily rural, while secondary schools are concentrated in urban centers, further complicating the access to these institutions. Notably, research has shown a strong positive correlation between parents' level of education and their children's academic performance, indicating that a higher parental educational background often translates to increased educational achievements among students (Oyier *et al.*, 2017). Educated parents tend to cultivate a conducive learning environment at home, thereby enhancing their children's readiness and transition to secondary school. These challenges and disparities in the educational landscape prompted the current study on the effects of preparedness on the implementation of the hundred percent transition policy in public secondary schools, aiming to address the underlying issues hindering seamless educational progression for students.

The prevailing challenges within Kenya's education system, particularly regarding the smooth transition of students from primary to secondary schools, paint a disheartening picture of the educational landscape. Every year, a discouraging number of students, having obtained the Kenya Certificate of Primary Education, encounter obstacles that prevent them from advancing to the next level in their academic journey (MOE, 2019). This unfortunate predicament is rooted in a complex web of issues, including the inadequate capacity of infrastructure, shortages in staffing levels, and a deficiency in essential educational resources. Compounding these challenges is the stark reality that Kenya boasts significantly fewer secondary schools compared to primary institutions, leading to heightened congestion and overcrowding in these higher-level educational facilities. Consequently, a substantial portion of learners is deprived of the opportunity to progress in their educational pursuits due to the scarcity of secondary school facilities. This scarcity perpetuates the difficulties faced during this critical phase of their academic advancement (Mwikya, 2019). Amidst this backdrop, it becomes clear why a study on the effects of preparedness on the implementation of the Hundred Percent Transition Policy in public secondary schools is imperative, as it seeks to address the fundamental issues that have spurred the need for such research (Oyier *et al.*, 2017).

According to the Government of Kenya GOK (2017) report, the government has articulated that its primary focus lies in facilitating the successful transition of students from primary to secondary schools. In an effort to achieve this, the government had set a lofty target of attaining a hundred percent transition rate from primary to secondary education. However, data from the Ministry of Education (MOE, 2019) revealed that the actual national transition rate for the year 2018 fell below this mark, standing at only 81.3 percent. This push for universal access to a 12-year education aligns with global education objectives and shows the government's commitment to upholding the right to education as enshrined in the constitution. Nevertheless, the sudden introduction of the one hundred percent transition policy in 2018 has presented significant challenges for a multitude of schools, predominantly impacting those at the national, extra-county, and county levels. With the responsibility of accommodating well over a million children now bestowed upon these educational institutions, the unanticipated pressure on educational institutions to accommodate a significantly increased number of students within limited timeframes has necessitated urgent attention and support from relevant authorities to address the preparedness issues hindering the effective implementation of the policy (MOE, 2019).

The transition process from one level of education to another is influenced by various critical elements, such as students' academic performance, the educational background of parents, the financial burden of secondary school tuition fees at the onset of Form One, and the availability of openings in the subsequent educational phase. It is important to emphasize that secondary school enrolments in Sub-Saharan Africa have consistently been among the lowest worldwide (Mwikya *et al.*, 2019). Notably, in the year 2019, close to one million students graduated from standard eight and smoothly progressed to Form One, reflecting the government's ambitious target of achieving a complete transition from primary to secondary education. Surprisingly, despite this noteworthy achievement, a significant number of public school principals have expressed reservations regarding the implications of the policy (Mwikya *et al.*, 2019). Further, a nationwide assessment conducted to gauge schools' readiness to accommodate the influx of students highlighted several challenges faced by institutions, including overcrowded dormitories, classrooms, laboratories, libraries, and dining areas (Katiwa, 2016). These issues form the backdrop to the current study on the impacts of preparedness on the implementation of the hundred percent transition policy in public secondary schools.

The investigation into the effects of preparedness on the implementation of the hundred percent transition policy in public secondary schools in Nandi North sub-county, Kenya was prompted by a series of events that highlighted the importance of ensuring a smooth and successful transition for children. Evangelou *et al.* (2008) emphasize that a successful transition encompasses five key dimensions. One significant aspect is the positive impact on children's social and emotional well-being post-transition, reflected in the formation of new friendships, boosted self-esteem, and increased self-confidence. Furthermore, successful transitions are evident when children seamlessly integrate into their school environment, alleviating parental concerns about their adjustment. Noteworthy is the heightened interest in school activities post-transition, indicating a positive shift compared to their primary school experiences. Moreover, mastering the new routines, school organization, and curriculum is vital for ensuring continuity and stability in their educational journey, highlighting the significance of preparedness in navigating educational transitions effectively. This study thus, investigated the effects of preparedness on implementation of hundred percent transition policy in public secondary schools in Nandi North sub-county, Kenya.

II: LITERATURE REVIEW

Ruhyan and Aeni (2019) conducted research in Sumedang in Indonesia. This research sought to determine the effects of infrastructure and Educational Facilities in Primary Schools on Students' Learning outcomes. The casual comparative relationship between the dependent and independent variables was identified using the quantitative method. Five hundred ninety-nine different primary schools located in Sumedang Dapodik District were used as the research population. The data used was from 2017 Dapodik data. The Education Office of Sumedang Regency collected this data. Logistic regression, a quantitative data analysis technique, was employed. The research found out that one of the infrastructures affecting students' learning is classrooms. The study recommended that school infrastructure, mainly the classrooms and education facilities, needed to be improved to improve the learning outcome of students in secondary schools and increase transition. Whereas the study aimed at identifying how infrastructure and education facilities affect learning outcomes, it is different from the current study, which will analyse school infrastructure and implementation of a one hundred per cent transition policy. The study used quantitative method

whereas our current study will use a mixed method as the research design; the study targeted 599 respondents while the current study targeted 618 respondents.

Zainuddin and Subri (2016) carried out a study to determine the school facilities that may improve student's achievement for secondary school in Malaysia. The study was descriptive in nature and data was collected from 144 students and three teachers using a questionnaire and an interview guide. The study findings reveal that students from schools with adequate physical facilities which are in good condition influence students to perform well in learning process and examination. The study concludes that physical facilities improve students' academic achievement and that educational administrators should put such facilities in place. The study used descriptive research design, while the current study utilized a mixed research design, it was carried out to find out the impact of infrastructural facilities on one hundred percent transition.

Several studies have been done in the continent of Africa, for instance in a study done in Nigeria by Ulpha and Dedy (2016), learning facilities influence the quality of education. Poor learning facilities or lack of teachers' skills in utilizing existing facilities such as the use of technology and information can be a constraint, this causes the quality of education in schools to be optimally achieved. The findings of the study conducted by Fabunmi (2016) revealed that classroom conditions and environment positively influence students' enrolment in the Nigerian Universities. Adeogun (2015) conducted study on the nexus between students' enrolment and goal achievement in tertiary institutions in Nigeria. The study employed qualitative approach and the findings revealed that student's enrolment to a larger extent cannot be ignored as a vital determinant for the attainability of university goal. Also, Taiwo *et al.*, (2016) examined the relationship between school building and students' enrolment in Private universities in southwest, Nigeria. The findings of the study show that the success of an educational rests on the availability of physical facilities especially the school building. Also, Onasanya and Adegbija (2017) in their study revealed that well sited school buildings with aesthetic conditions, playground, lavatory and facilities significantly enhance students' enrolment and graduation in higher educational institutions. Apart from not presenting a conducive environment for enrolment, they are dearth trap for children whose lives are put at risks in fact that have been cases where students lost their lives and some get seriously injured as a result of collapse of school buildings. Whereas the reviewed studies was on tertiary institutions in Nigerian, the current focused on public secondary schools in Nandi North Sub County, Kenya.

The research results of Amir and Mili (2014) showed that the role of facilities and infrastructure in school education has a huge role in the teacher's performance. Furthermore, infrastructure design in poor schools has an impact on the health of students and teachers, thus affecting the teaching and learning process. Based on the results of the research of Shuaibu Musa (2016) the results reveal that the inadequate infrastructure of schools affects quality learning processes. Lack of facilities and infrastructures in the school should be negotiated with the government. Furthermore, all related to schools such as government, madrasah, teachers, and parents can cooperate in helping the development of quality school infrastructure. Whereas the reviewed study focused on the role of facilities and infrastructure in the teacher's performance the current study focused on effects of preparedness on implementation of hundred percent transition policy in public secondary schools in Nandi North sub-county, Kenya

According to the World Health Organization, there should be one door for every 25 girls or 30 boys using the restroom. It has been reported that access to sanitary facilities can improve the learning environment, students' health, school attendance, and promote gender equality (UNESCO, 2016). It was found in Morocco that well-built schools with proper water and sanitary facilities make girls' schools more appealing (UNESCO, 2015). Therefore, secondary schools should have a sufficient amount of high-quality infrastructure to accommodate and keep a large number of pupils who are transferring from primary schools to secondary levels. Whereas the reviewed study was done in Morocco the current study will be done in Nandi North sub county Kenya.

Barasa *et al.*, (2022) did a study on physical facilities and sustainability of hundred percent transition policy in secondary schools in Bungoma County, Kenya. Descriptive survey research design was used in the study. Data was collected using questionnaires, interview schedule for principals and document analysis. The population of the study consisted of Principals and secondary school teachers. The sample size was 176 respondents selected through purposive sampling for the principals while simple random sampling was used to select the teachers. Questionnaires and interview schedules were used as instruments for data collection. The findings of the study showed that the schools lacked adequate material and physical facilities to cater for the ballooning number of students. This negatively affected

the implementation of hundred percent transition. This study was done in Bungoma County and focused on hundred percent transition policy and sustainability. The current study was done in Nandi North and focuses on school preparedness and hundred percent transition policy.

Transition from preschool to primary is challenging for children in many countries across the world and Kenya specifically. Jemutai (2018) did a study to investigate the influence of school facilities on pupils' transition from preschool to primary school. The study used purposive, stratified and simple random samplings to select the respondents. The research tools included questionnaire that were administered to teachers and head teachers, interview schedule was used to solicit information from area education officials and observation schedule was used to verify the availability of learning resources and physical facilities in schools. The research found out that school facilities were inadequate while the available ones were in deplorable state and this affected learning in primary schools. The study focused on school facilities in primary school while our study focuses on infrastructural facilities in secondary school set up. The scholar's research was focused on transition from preschool to primary school; on the other hand this study focused on transition from primary school to public schools.

Mbalaka and Cheloti (2021) undertook a study to assess the role of school infrastructure in implementing the 100 percent transition policy and completion rates in public day secondary schools in Kitui County-Kenya. The study used descriptive survey research design and collected data from a sample of 164 public day secondary school principals, 17 Parents' Association (PA) chairpersons and the Kitui County Director of Education (CDE). Data were collected using questionnaire for principals, interview schedules for CDE and PA chairpersons and document review analysis. Qualitative data were analyzed on basis of emerging themes in line with the objectives of the study. Descriptive statistics were used in analysis of quantitative data by use of frequencies and percentages. The hypothesis test result found out that there was a negative and significant relationship between inadequacy of infrastructure and transition and completion rates ($r = -.795$; $p \leq .01$). The findings from the study revealed that inadequacy of learning rooms such as classrooms, library and laboratories reduce number of learners a school can admit, hence compromising implementation of free and compulsory education policy. Further, it was established that inadequacy of sanitation facilities; latrines/toilets contributed to learners dropping out of school resulting in low level of completion rate. Similarly, the shortage of co-curricula facilities like play fields and games equipment led to some learners dropping out of school, especially when they were interested in games activities. This study was done in Kitui County-Kenya County and focused on school infrastructure in implementing the 100 percent transition policy and completion rates in public day secondary schools. The current study was done in Nandi North Sub County and focused on school preparedness and hundred percent transition policy

III: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

Research design serves as the essential roadmap that guides the researcher in accomplishing their research objectives effectively. It can be best described as a foundational framework that shapes the entire research process and methodology (Donaldson, Qiu, & Luo, 2013). This framework essentially dictates how data will be collected and analyzed, aiming to maintain alignment with the research goals and objectives (Kothari, 2012).

The study utilized two distinct research designs. Firstly, the Phenomenology design, drawing its roots from philosophy and psychology, was employed to delve into the lived experiences of individuals regarding a particular phenomenon, as articulated by the participants involved (Creswell, 2014). This qualitative approach allowed the researcher to uncover the core essence of human experiences related to the implementation of the one hundred percent transition policy within the educational landscape. Through insightful one-on-one interviews featuring open-ended questions, the perspectives of key stakeholders such as the sub-county director of education and board of management members were brought to light, shedding invaluable insights on school preparedness and policy implementation.

Furthermore, the Descriptive survey design played a crucial role in capturing quantitative data to complement the qualitative findings (Sileyew, 2019). A well-structured set of questionnaires was administered to the sampled population, enabling the collection of valuable quantitative data that was subsequently organized, analyzed,

interpreted, and effectively presented for comprehensive reporting purposes. This methodological approach not only facilitated a deep examination of the subject at hand but also provided a well-rounded analysis combining both qualitative and quantitative elements, ultimately contributing to a robust understanding of the research objectives set forth in the study.

The utilization of these two methodologies—Phenomenology and Descriptive survey design—provided a robust research framework that allowed for a multifaceted exploration of the effects of preparedness on the successful implementation of the one hundred percent transition policy in public secondary schools within the Nandi North Sub-County of Kenya.

3.2 Target Population

Gall *et al.* (2014) provides a comprehensive definition of target population, emphasizing that it encompasses all individuals or elements within a specific group or scenario, whether actual or theoretical, from which researchers aim to draw generalizations regarding their study outcomes. The researcher's endeavour focused on engaging a total of 617 participants in the study, comprising a diverse array of key stakeholders. These included the Sub County Director of Education (SCDE), whose role is pivotal in the educational landscape, along with 56 principals who wield direct influence over school administrations. Additionally, the study involved 56 members of the Board of Management (BOM), who play a crucial role in school governance and decision-making processes. Furthermore, the research extended to involve 224 Heads of Department, who hold significant responsibilities in shaping the academic direction within their respective departments, and 280 form one class teachers, who are actively involved in implementing education programs and fostering student growth within the public secondary schools.

Each group brought unique perspectives and experiences to the table, contributing to the comprehensive understanding of the factors influencing the implementation of the policy. The selection of public secondary schools as the primary target group stemmed from their direct implication in government policies, particularly the Hundred Percent Transition (HPT) initiative. Specifically targeting the SCDE, principals, and BOM members was strategic, as they hold key roles in implementing the HPT policy. Furthermore, it was imperative to involve students in the study as they play a crucial role as the main recipients of educational services within the secondary school system. Engaging students in research is vital as they are essentially at the core of these educational institutions and their experiences greatly impact the effectiveness of these learning environments.

Table 1

Target population

Category	Target Population
Public Secondary schools	56
SCDE	1
Principals	56
Board of Management Members	56
Head of departments	224
Form one class Teachers	280

Source (Researcher's, 2023)

3.3 Sample and Sampling Procedures

In the process of conducting this comprehensive study, the researcher implemented a thorough strategy that incorporated a diverse array of sampling techniques to ensure the collection of robust and representative data. This included the use of both probability methods such as Stratified and Simple random sampling, as well as a non-probability approach through Purposive sampling. The application of probability methods, such as Simple and Stratified random sampling, was grounded in statistical principles to facilitate a systematic and unbiased selection process. By utilizing these methods, the researcher was able to foster an environment of fairness and objectivity in the sampling process, which is essential for the integrity of the study.

Moreover, when focusing on the selection of class teachers, the researcher opted for Simple random sampling to ensure an equitable and statistically sound approach. Additionally, the stratified technique was employed for Head of Departments (HODs) selection, based on the categorization of departments, resulting in a holistic representation from diverse academic areas like Science, Humanities, Games, and Languages. This deliberate selection process aimed to encapsulate a varied perspective reflective of educational institutions' realities.

On the other hand, the utilization of non-probability sampling, particularly Purposive sampling, played a pivotal role in targeting specific units based on informed judgement to align with the research inquiries effectively. With a clear focus on inclusion criteria and the research's needs, 17 public secondary schools, 17 principals, 1 Sub county director of education (SCDE), and 17 Board of Management (BOM) members were thoroughly chosen due to their influential roles within the educational landscape. By thoroughly tailoring the sampling approach to capture critical population characteristics and segments of interest, the researcher was able to derive profound insights that directly addressed the research objectives, ultimately elevating the study's credibility and trustworthiness. This is shown in Table 2.

Table 2

Sample and Sampling Procedures

Category	Target Population	Sampling Technique	Sample size
SCDE	1	Purposive sampling	1
Public Secondary School	56	Purposive sampling	17
Principals	56	Purposive sampling	17
BOM Member	56	Purposive sampling	17
Head of Department	224	Stratified sampling	22
Form one class Teachers	280	Simple random sampling	28
Total			85

Source (Researcher's, 2023)

3.4 Description of 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. The study used a questionnaire and in-depth interview guide.

3.4.1 Questionnaires for Principals, Head of Department and Form One Class Teachers

Questionnaires were thoroughly crafted to specifically target Principals, Head of Department, and Form One Class teachers to gather essential data. Using questionnaires as the primary data collection method is highly advantageous due to its structured format that ensures uniformity in the questions, wording, and sequence presented to all respondents. This uniformity guarantees standardized responses, facilitating seamless data comparison across different sets of responses.

The questionnaires were divided into different sections which included the following: Section A comprised of information about demographic information and the aim of these questions were to seek background information about gender, age and level of education. Section B was made up of questions related to school infrastructural facilities and the implementation of one hundred percent transition policy. Section C contained questions about the effect of staffing on the implementation of one hundred percent transition policy, Section D dealt with questions on teaching and learning resources and its effect on implementation of one hundred percent transition policy. Finally, Section E comprised of questions related to the security measures put in place and implementation of one hundred percent transition policy. The questionnaires were administered through physical delivery. Each respondent was given 15 minutes to fill the questionnaire and the researcher thereafter collected them.

3.4.2 In-depth Interview Guide Sub County Director of Education and BOM

In the research process, the interview guide, a tool known for its structured interrogation approach, holds vital importance as it plays a pivotal role in orchestrating the interview method effectively. Through a series of well-thought-out questions, this guide aids the interviewer in extracting precise information from the interviewee. In this specific study scenario, the interview technique was strategically applied to elicit data from a Sub County director of education in conjunction with 17 Board of management members. The utilization of the interview guide significantly streamlined the collection of indispensable data crucial for achieving the research objectives (Orodho2012).

The application of interviews in this study presents a myriad of benefits, including the researcher's ability to delve deep into the respondents' insights, enriching the data gathered. Opting for face-to-face, one-on-one interviews, the researcher actively engaged with the study participants. Thorough documentation during these sessions ensured that responses were accurately transcribed into the interview guide and further recorded via a phone for thorough verification purposes.

To enhance the breadth and depth of data collection, the one-on-one interview sessions are planned to take place at various carefully chosen schools. Each interview is allocated approximately 15 minutes per participant to foster in-depth exchanges and efficient data compilation, contributing significantly to the study's robustness and overall effectiveness.

3.5 Validity, Pilot testing and Reliability of the Research Instrument

The section covered the validity, pilot testing and reliability of the instruments.

3.5.1 Validity of the Quantitative Instrument

Validity, as elucidated by Fraenkel *et al.* (2012), denotes the degree to which the evidence correlates with the conclusions drawn by a researcher from the data acquired using a specific tool or instrument. In the context of this study, the examination of validity encompassed two key classifications: face validity and content validity. Face validity revolves around the initial perception of how accurately a measurement or procedure mirrors the intended concept it aims to gauge on a superficial level. To bolster the face validity of the investigation, an initial pilot study was conducted, concentrating on analysing responses to individual items to identify and address any instances of perplexity or uncertainty. Through refining items flagged as unclear or ambiguous, the study's face validity was significantly improved.

Moving beyond face validity, which primarily deals with the superficial appearance of assessment, the contextual validity of a language assessment delves deeper. This type of validity considers not only the language and content prerequisites necessary for task completion but also the contextual factors influencing expected performance standards. An expert consulted on the matter found the instrument to be of high quality due to its comprehensive consideration of these essential elements, noting that the examination effectively captured the complexity and nuances of language proficiency assessment in diverse contexts.

The pilot stage of the research entailed a thorough validation procedure to guarantee that all aspects embedded in the instrument harmonized with the overarching goals of the study. By subjecting the study to such rigorous validity evaluations, the primary aim was to lay a strong groundwork for the data collection process, thereby heightening the credibility and dependability of the research outcomes.

3.5.2 Piloting Testing

Before commencing the main study, the researcher conducted a pilot test on the quantitative instruments to validate their suitability and comprehensiveness. This preliminary phase allowed for a thorough assessment of the instruments to ensure their adequacy. Moreover, it provided valuable insights for refining any questions that exhibited complexity in comprehension, thereby enhancing clarity, resolving ambiguity, and verifying accuracy.

The researcher dispersed physical copies of the questionnaires to specific recipients, including 3 form one class teachers, 3 Heads of Departments, 2 principals, and 2 Board of Management members, representing a randomized sample of 10% from Kabiyet Boys Secondary School and SDA Kurgung Girls Secondary School. By following this systematic approach, gaps in the tools were identified, and diverse viewpoints from different stakeholders were

garnered to enhance the overall quality. This strategic method was instrumental in not only pinpointing areas for enhancement but also gathering varied perspectives to ensure a comprehensive evaluation of the instruments.

Furthermore, to mitigate any potential instrument bias, the researcher rigorously evaluated whether the questions effectively measured the intended constructs. This meticulous process involved scrutinizing the alignment between the questions and their underlying assessment objectives, ensuring the reliability and validity of the instruments in capturing the targeted variables accurately. By adopting this methodical approach, the researcher was able to enhance the robustness of the instruments and fortify the validity of the study's findings.

3.5.3 Reliability of Quantitative Instruments

Reliability, a critical aspect in research, pertains to the consistency with which an instrument produces similar outcomes when multiple trials are conducted (Orodho, 2012). To guarantee the reliability of the questionnaires utilized in the study, a preliminary investigation was carried out at Kabyiyet Boys Secondary School and SDA Kurkung Girls Secondary School. The split-half method was employed to establish a reliability index by calculating Pearson's Product Moment Correlation coefficient. This involved the researcher dividing the questionnaires randomly into two sets, analysing the correlation for each set separately using Statistical Package for Social Science (SPSS), and comparing the results. The rigorous piloting process aimed at pinpointing any weaknesses in the data collection instruments, in turn enhancing their reliability. The assistance of the SPSS software was instrumental in computing the correlation coefficients accurately. Scholars like Oluwatayo (2012) advocate for reliability indices of 0.70 and above to classify data as dependable, providing a spectrum ranging from excellent reliability (0.90 and above) to low reliability (0.50 and below). In the present study, the researcher achieved a reliability index of 0.72, affirming the reliability of the obtained results in the analysis. The thorough procedures followed in the assessment protocol ensured that the data collected could be trusted and utilized with confidence in drawing valid conclusions. The results is shown in table 3.

Table 3

Reliability Statistics

Pearson's Product Moment Correlation coefficient	N of items
0.72	10

Source: Research Data, 2023

3.5.4 Credibility and Dependability of Qualitative Instruments

Credibility is a fundamental aspect in assessing the validity of qualitative research, as it pertains to the accuracy and correctness of the study's findings. Dependability, on the other hand, focuses on showcasing the consistency of results obtained throughout the research process. Anney (2014) highlighted the importance of these concepts in ensuring the robustness of the study. Enhancing credibility within the study was primarily achieved through the meticulous application of two key methods: triangulation and member checking. The use of triangulation allowed for a comprehensive examination by incorporating various methodologies, data sources, observers, or theories to attain a holistic understanding of the research subject. Moreover, member checking emerged as a valuable technique wherein the participants were actively involved in reviewing the data, interpretations, and conclusions, thereby enabling them to clarify intentions, rectify errors, and provide essential additional insights. Demonstrating dependability in qualitative data involved safeguarding the integrity of findings against potential shifts in the research environment or participant dynamics during data collection. The researcher employed stringent data collection techniques and procedures to maintain dependability. To further ensure the reliability of the study, an external researcher conducted a thorough inquiry audit scrutinizing the data collection processes, data analysis techniques, and resultant findings. This meticulous approach cemented the dependability of the qualitative data, reinforcing the trustworthiness and credibility of the research outcomes.

3.6 Description of Data Collection Procedures

The researcher followed a comprehensive procedure to obtain the necessary authorizations and permits required for conducting the research successfully. Initially, the researcher reached out to the Post Graduate School of Education to secure an authorization letter which is essential for obtaining approval to conduct the research project. This authorization letter plays a crucial role in ensuring compliance with academic guidelines and ethical standards. Following this, the researcher diligently applied to the National Commission for Science, Technology and Innovation (NACOSTI) for the essential research permit, highlighting the meticulous attention to detail in adhering to regulations and protocols.

Once the permit was officially issued, it was promptly presented to the Office of the County Commissioner, County Director of Education in Nandi County and Sub County Director of Education in Nandi North who then approved it by issuing the necessary authorization, thus ensuring that all relevant authorities were duly informed and actively engaged in the research initiative. With the essential permits and authorizations securely obtained, the researcher proceeded to interact with the principals of the various schools located within the study area. This interaction involved presenting the research permit, along with a well-drafted introduction letter that succinctly outlined the purpose and scope of the study, ensuring a comprehensive understanding and cooperation from the school principals, the researcher successfully obtained the permission required to collect data, perfectly showcasing the tactful approach employed in establishing fruitful collaborations with key stakeholders. Subsequently, the principals facilitated introductions to the respective class teachers and Heads of Departments (HODs), a crucial step that streamlined the process of data collection and ensured effective communication channels were established.

Upon securing the participants' consent through detailed briefings on the research's objectives, the researcher methodically distributed questionnaires to those willing to partake in the study, enabling a structured approach to data collection. In instances where interviews were conducted, the researcher skilfully followed the interview schedule, posing targeted questions and accurate recording the participants' responses in a dedicated notebook. This thorough approach not only ensured the smooth execution of the research but also highlighted the researcher's dedication to maintaining the integrity and accuracy of the collected data.

3.7 Data Analysis Procedures

Data analysis is the logical process of ordering data as well as other materials from the field with the purpose of understanding along with presenting them to others as noted by Orodho (2008). The quantitative data from the questionnaires were analysed by use of descriptive statistics that involved tabulation and description of percentages and frequencies. Descriptive statistics included frequencies which showed the respondents that responded to different items and their percentage showing the maximum possible score in form of mean and standard deviation. Statistical Package for Social Sciences (SPSS) computer program was used to calculate the mean, and standard deviation which are relevant so as to get verifiable findings. Inferential statistics included Analysis of Variance (ANOVA).

The qualitative data from the interviews were analysed by use of descriptions and thematic text (Creswell & Plano, 2011). Data was assigned codes that were used to develop themes in the context of the research objectives. The process of coding reduces text database to descriptions and themes by transforming it into a simplified form that could be understood in relation to research questions (Taylor- Powell Runner, 2003). After identifying themes the data was organized in tables and then enumerated to assist clarify words as 'many', 'some' or 'few' that was used in the report. The number helped to clarify meaning of frequency and to identify patterns and interrelationships across themes. The findings from the interviews were reported in narrative discussions and descriptive illustrations. Through comparison between the findings and the literature, interpretation was done (Creswell, 2011). The information collected from the interviews were used to clarify and complement the quantitative data from the responses of questionnaires. The results of data analysis were presented in form of frequency tables and figures.

3.8 Ethical Considerations

A letter was obtained from PGSE for introduction as a post graduate student to relevant authorities. A research permit was obtained from National Commission for Science, Technology and Innovations (NACOSTI) which was presented to Nandi County Commissioner and consequently County Director of Education for their consent and written authorization. The introduction letter was produced in every school in the study area for permission to conduct research among the participants. Other considerations were getting the informed consent from the teachers, Heads of

Department, Board of Management and Sub County Director of Education before engaging them. The respondents were informed about the purpose of the study, assured of the confidentiality of information to be collected, respecting their rights to withdraw at any time and treating them with dignity.

Due to the respect for autonomy, no study participant was coerced into the research. Furthermore, the questionnaire has an introduction of the researcher and what they intend to do with the participants. As such it was clear from the beginning that the exercise was free to participate. The researcher clarified to the participants that any information they gave was kept private and confidential. The participants were not required to write their name on the questionnaire so that their identity could be protected.

The researcher acknowledged every work of other authors used in any part of the research; this helped in eliminating any form of plagiarism. The researcher ensured that no duplication of another research work was used. In addition to this, the researcher maintained the highest level of objectivity in discussions and analyses throughout the research.

IV: RESULTS

4.1 Infrastructural Facilities and Implementation of One Hundred Percent Transition Policy

This section presents the findings concerning the first research question which sought to establish the school infrastructural facilities affecting the implementation of hundred percent transition to secondary school in Nandi North Sub-County, Kenya.

4.1.1 Class Size in Terms of the Number of Students per Class

The respondents were asked to state the class size in terms of students per class they teach. The study results are as shown in table 4.

Table 4

Responses on Class Size in Terms of the Number of Students per Class

		LESS THAN 40		41-50		51- 60		ABOVE 60		TOTAL	
		RESPONDE NTS	Form	f	(%)	f	(%)	f	(%)	f	(%)
FORM ONE CLASS TEACHERS	One	4	14.3	5	17.9	8	28.6	11	39.3	28	100
	Two	1	3.6	7	25.0	9	32.1	11	39.3	28	100
	Three	4	14.3	5	17.9	6	21.4	13	46.4	28	100
	Four	1	3.6	5	17.9	10	35.7	12	42.9	28	100
HODS	One	2	9.5	5	23.8	6	28.6	8	38.1	21	100
	Two	1	4.8	5	23.8	6	28.6	9	42.9	21	100
	Three	1	4.8	2	9.5	8	38.1	10	47.6	21	100
	Four	1	4.8	3	14.3	8	38.1	9	42.9	21	100
PRINCIPAL S	One	2	13.3	3	20.0	4	26.7	6	40.0	15	100
	Two	1	6.7	2	13.3	3	20.0	9	60.0	15	100
	Three	1	6.7	2	13.3	5	33.3	7	46.7	15	100
	Four	1	6.7	2	13.3	5	33.3	7	46.7	15	100

Source: Research Data, 2023

The data presented in table 4 illustrates that the form one classes in a majority of schools, according to 39.3%, 38.1%, and 40.0% of form one class teachers, Heads of Departments (HODs), and principals respectively, had over 60 students. Similarly, it was noted that most form two class sizes, as reported by the majority of form one class teachers, HODs, and principals at 39.3%, 42.9%, and 40.0% respectively, also exceeded 60 students. Furthermore, data revealed that the numbers were consistent for form three and form four classes, with 46.4%, 47.6%, and 46.7% for form three, and 42.9%, 42.9%, and 46.7% for form four classes having more than 60 students, as reported by the teachers, HODs, and principals, respectively.

An interesting trend was observed in public schools within the Nandi North Sub-County, where there was a prevalent average of over 60 students per classroom, reflecting the successful execution of the 100 percent transition policy. This surge in student population plays a crucial role in facilitating the smooth transition from primary to secondary education levels. These findings are in line with a comprehensive study conducted by Mukite et al. (2023), which

highlighted a significant increase in student enrolments in secondary schools across Bungoma County, indicative of a positive outcome resulting from the full implementation of the 100% transition policy. Overall, the statistics and academic studies underscore the positive impact of the policy changes on student access to education in the region, signalling a promising trajectory for the education sector's development.

Table 5

BOM Responses on Students the School Admission

Number of Students	Frequency	Percentage (%)
Less than 40	1	6.25
40-50	2	12.5
51-60	3	18.75
Above 60	10	62.5

Source: Research Data, 2023

Table 5 shows that majority of the BOM members 62.5% reported that their schools can admit more than 60 students per classroom while 6.25% reported that their schools can admit less than 40 students. By admitting more than 60 students per class most of the schools in Nandi North Sub-County can effectively handle the raising population of students transitioning from primary to secondary schools. This ensures that there is adequate spaces for all students, thus facilitating the government's policy of attaining a 100% transition rate. This findings is in line with Makori *et al.*, (2019) report that on average classroom in most of public secondary schools in Machakos had over 60 students attributed to the government push for 100% transition from primary to secondary schools

4.1.2 Adequacy of Infrastructural Facilities in School

The research sought responses from the respondents on the adequacy of school infrastructural facilities. The study results are shown in table 6.

Table 6

Responses on the Adequacy of Infrastructural Facilities in School

RESPONDE NTS	FACILITY	VERY INADEQUA TE	INADEQUA TE	NOT SURE	ADEQUATE	VERY ADEQUATE
FORM ONE CLASS TEACHERS	Classrooms	f 4	(%) 14.3	f 3	(%) 10.7	f 0
	Library	8	28.6	9	32.1	1
	Science	6	21.4	15	53.6	3
	Laboratories					
	Computer	5	17.9	20	71.4	1
	Laboratory					
HODS	Classrooms	0	0.0	6	28.6	0
	Library	4	19.0	7	33.3	2
	Science	3	14.3	12	57.1	1
	Laboratories					
	Computer	4	19.0	11	52.4	1
	Laboratory					
PRINCIPAL S	Classrooms	0	0.0	4	26.7	0
	Library	4	26.7	5	33.3	0
	Science	2	13.3	9	60.0	0
	Laboratories					
	Computer	3	20.0	9	60.0	0
	Laboratory					
	Playing fields	1	6.7	5	33.3	0

Source: Research Data, 2023

The study findings presented in table 6 shed light on the prevailing conditions of various school facilities in Nandi North Sub-County. It was revealed that a significant percentage of form one class teachers, HODs, and principals expressed their views on the adequacy of classrooms, library, science laboratories, and computer laboratories in the schools. Specifically, a substantial majority of respondents, comprising 42.9% of form one class teachers, 38.1% of HODs, and 40.0% of principals, indicated that the classrooms were considered very adequate. However, when it came to the library, a different picture emerged, with 32.1% of form one class teachers, 33.3% of HODs, and 33.3% of principals expressing dissatisfaction with the library facilities, deeming them inadequate.

Furthermore, the assessment of science laboratories highlighted a corresponding deficiency, with 53.6% of form one class teachers, 57.1% of HODs, and 60% of principals agreeing on the inadequacy of these facilities. Similarly, the study pointed out an alarming trend in the state of computer laboratories, where 71.4% of form one class teachers, 52.4% of HODs, and 60.0% of principals agreeing on the inadequacy of these facilities.

While the classrooms were found to be sufficient, a pronounced shortage of facilities such as libraries, science laboratories, and computer laboratories was noted, hindering the educational quality and impeding the successful implementation of the 100% transition policy. Moreover, a separate study conducted by Barasa et al., (2023) uncovered comparable challenges in schools in Busia County, where deficient resources, especially in science laboratories, classrooms, libraries, and ICT facilities, negatively impacted students' academic performance. This scarcity not only affects students' ability to excel in national examinations like the KCSE but also hampers the effective realization of the 100% transition policy, underscoring the urgent need for intervention and resource allocation to address these critical gaps.

V: SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study had the primary objective of evaluating the state of readiness of public secondary schools located in Nandi North Sub County, Kenya, to effectively implement the recently introduced 100% transition policy. In order to explore this objective comprehensively, the study was guided by a set of essential research questions. These questions were formulated to investigate the impact of school infrastructural facilities on the successful implementation of the 100% transition policy to secondary school, the role of staffing in facilitating the smooth transition process, the adequacy of teaching and learning resources in relation to the policy's implementation, and the safety measures put in place by schools to support the transition. To provide a robust theoretical framework for the study, the researchers incorporated developmental task theory and the U-curve theory of adjustment to analyze the transition experiences of form one students moving from primary to secondary school.

5.2 Conclusions

Based on the study findings, the study concludes that;

Although the majority of public secondary schools in Nandi North Sub-County boast sufficient classroom facilities, they notably lack adequate library resources, science laboratories, and computer labs. This deficiency hinders the full preparation of these schools for accommodating a 100% transition of pupils from the primary level.

5.3 Recommendations

As a result of the study, stakeholders in education are strongly advised to prioritize the following:

The government should take proactive measures to guarantee that schools possess adequate infrastructure to effectively execute the 100% transition policy. Moreover, collaborative efforts with Non-Governmental Organizations and CDF should be prioritized to enhance the availability of classrooms, libraries, science and computer laboratories, and other essential physical facilities within the school premises. By boosting these aspects of the educational environment, the government can significantly support the successful implementation of this policy, paving the way for a more conducive and progressive learning environment for students across the board.

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