

# **The Impact of the 100% Transition Policy from Primary School to Secondary School on Instructional Methodologies in Public Secondary Schools in Koibatek Sub-County, Kenya**

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## **Abstract**

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The implementation of the 100% transition policy in Kenya represents a significant effort to achieve universal secondary education. This study investigated the policy's impact on instructional methodologies in public secondary schools in Koibatek Sub-County, Kenya, following complaints made by teachers about congestion and an increase in behavioural problems among learners due to large class sizes and poor infrastructural provision. A descriptive survey design was employed, collecting data from 29 principals and 87 teachers through questionnaires and interviews. Key findings revealed a significant shift in teaching practices due to increased student enrollment. Results from regression analysis indicated a strong positive relationship between the policy and instructional methodologies ( $R = 0.596$ ,  $p < 0.05$ ). This implies that a well-structured policy will lead to effective instructional methods in the classroom, with the policy explaining 35.6% of the variance ( $R^2 = 0.356$ ). Teachers predominantly adopted more interactive, group-based strategies, such as class discussions and demonstration methods, moving away from traditional lectures. School principals reported a push towards technology-driven and inclusive methods, although constrained by resource limitations and training gaps. The study concludes that the 100% transition policy has been a significant driver of pedagogical innovation in secondary schools. Key recommendations include enhancing teacher training programs that focus on managing large classes and integrating technology, alongside increased government investment in teaching resources and school infrastructure to sustain instructional quality amid expanded access.

**Keywords:** 100% Transition Policy, Instructional Methodologies, Public Secondary Schools, Koibatek Sub-County, Kenya, Teacher Training, Teacher to student ratio.

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## Introduction

In Kenya, following the implementation of the 100% transition policy, a notable increase in transition rates from primary to secondary schools has been observed, with rates rising from 81.9% in 2015 to 97% in 2019 (Ochieng & Murungi, 2019). The government had set a target to achieve 100% transition rates by 2021 (Njenga, 2019). However, despite the positive trend, there have been policy implementation issues, including inadequate learning infrastructure, increased teacher workload, and low staffing levels. However, the consequences of these aspects on classroom management have not been fully investigated in research.

The implementation of the 100% transition policy in Kenya represents a significant effort to achieve universal secondary education, in line with the fourth Sustainable Development Goal (SDG 4) “*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*” (United Nations, 2015, p. 17). And the Kenyan Constitution (2010) which guarantees the right to basic education (Basic Education Act, 2013). This policy requires that all primary school graduates transition to secondary education, regardless of their Kenya Certificate of Primary Education (KCPE) results (Otieno & Ochieng, 2020). This has led to a notable increase in enrollment rates, rising from 81.9% in 2015 to 97% in 2019 (Ochieng & Murungi, 2019). It has also introduced considerable challenges, including overcrowded classrooms, inadequate teaching and learning resources, and increased teacher workload (Njenga, 2019; Otieno & Ochieng, 2020). According to the research, the operationalization of the policy had a significant bearing on government-sponsored secondary schools. This resulted in limited facilities, higher teacher-student ratios, and overburdened learner support programs. The study, however, failed to demonstrate how these coping techniques were reflected in the classroom. Similarly, Njenga (2019) found out that in Nyandarua County, Kenya, adequate classroom space, sufficient instructional materials, sports facilities and equipment, and improved sanitary facilities all contributed to the success; however, they did not link these findings to the achievement of the 100% transition policy to the classroom behaviour control, teaching methodology and assessment strategies with the implementation of the policy. As a result, this study was necessary.

In Koibatek Sub-County, Baringo County, the policy has resulted in a 98% enrollment rate in secondary schools since its introduction in 2017 (Koibatek Educational Office, 2020). However, this surge has put a strain on the existing educational infrastructure and resources.



Teachers are facing larger and more diverse classes, with varying academic abilities, which complicates the delivery of effective instruction. Instructional methodologies, defined as the approaches and techniques teachers use to facilitate learning, are particularly affected. Research indicates that large class sizes often force teachers to shift from learner-centered approaches (e.g., group work, discussions) to more teacher-centered methods (e.g., lecturing) to manage the increased numbers, potentially compromising the quality of education (Cheruiyot, 2019).

Despite the critical role of instructional strategies in student engagement and academic achievement (Lilian et al., 2019), there is a scarcity of research focusing on how the 100% transition policy specifically influences instructional methodologies in public secondary schools, particularly in resource-constrained settings such as Koibatek Sub-County (Kiprop-Marakis et al., 2019). This study aims to fill this gap by examining the impact of the policy on instructional practices, thereby contributing to strategies for improving educational quality amid expanding access. The objective of the study is to investigate the impact of the 100% transition policy on instructional methodologies in public secondary schools in Koibatek Sub-County, Kenya.

## **Literature Review**

### **The concept of a 100% Transition Policy**

The government of Kenya's dedication to the constitutional requirement regarding the right to education is demonstrated by its 100 percent transition policy, which is a component of a global initiative to ensure that all children have access to 12 years of schooling (Otieno, 2020). This was part of the government's attempt to fulfill the requirements of Goal 4 of the Sustainable Development Goals (SDGs), which advocate for universal access to high-quality education. The Kenyan Constitution of 2010 also guarantees the right to a basic education for every Kenyan child, hence the government's adoption of the 100% transition policy. In the policy, regardless of ability or grade attainment at Class Eight, all learners had the right to be admitted to secondary school, as per the Kenya Certificate of Primary Education. Previously, Class Eight learners who failed to score the required grades to join Form One could join vocational training institutions as an avenue to self-employment.

The operationalization of the policy came with a myriad of challenges. Since the operationalization of the policy, several studies have examined its implementation, with some concluding that the policy was hastily implemented without the government ensuring that teaching and learning facilities were sufficient to accommodate the influx of students. A national



survey on how schools coped with the influx of learners with the government's implementation of the 100% policy found that many were grappling with congestion in classes, dormitories, dining halls, and laboratories (Njenga, 2019; Otieno & Ochieng et al., 2020).

### **Effects of a Policy of 100% Transition on Instructional Methodologies in Schools**

Instructional methodologies refer to the teaching methods that teachers use to transmit knowledge to learners. The two types of teaching strategies are learner-centered approaches and teacher-centered approaches. Atandi (2019) asserts that drilling, questioning, and lecture styles exemplify teacher-centered strategies. Effective learning occurs when teachers present concepts to students and then have them complete tasks related to what was presented during or after the lesson. In learner-centered teaching strategies, learners generate their own knowledge of the subject matter and form their own feelings about the topics they have learned. Additionally, include role-playing, drama, guided learning, group work, question-and-answer sessions, and project-based learning. The significance of a student-led learning method is that the students determine the depth of the content.

According to Fernandez-Perez & Martin-Rojas (2022), the ultimate objective of successful teaching and mentoring is to enable students to explore their environment with a sense of trust and autonomy, thereby promoting increased academic performance and intrinsic self-regulation. Teachers should, therefore, be familiar with the approaches that could enable and support students' learning. Lilian, Paul, Ciumuari, & Juliet et al. (2019) opine that effective teaching techniques promote student accomplishment in decision-making and conflict resolution, which fosters collaboration and helps create a sense of community. Several aspects influence the teacher's choice of instructional methodology. Cheruiyot (2018) argues that the accessibility of educational resources, teacher motivation, the age of the learner, the number of learners, and the school locality influence the instructional methodology, adding that even the most loving caregiver can be overwhelmed with too many students. The issue of what influences teaching methodology for teachers in secondary schools while implementing the 100% transition policy had not however been adequately investigated.

Studies on implementing the 100% transition policy have overlooked the teaching methodologies employed by teachers in secondary schools during this period. Gacheri (2017) conducted a study on the effects of classroom management techniques on students' academic performance in public secondary schools in Meru South Sub-County and found that teaching



methods were ineffective and had little impact on students' academic achievement. However, it had not been thoroughly examined in the implementation of the 100% transition policy.

Moreover, Otieno and Ochieng (2020) investigated the effects of the "100% Transition Policy" on public secondary schools in Kenya's Machakos Sub-County. According to the findings, most respondents (93%) agreed that the government-appointed instructors do not adequately serve the student population. This demonstrates unequivocally that the teacher-to-student ratio has risen quickly. This implies that instructors are managing larger classes, which might cause a delay or incomplete coverage of the material. The teaching methodologies might also be affected if the teacher is overworked.

Moreover, Otieno (2020) also reported that a large percentage, 21.4% of the respondents, were unsure whether there were enough pupils in the classrooms and whether the teachers could inspect and grade every student's work. This is an indicator that the policy impacted classroom teaching methodologies. However, since the study did not investigate teaching methodologies during the execution of the 100% transition policy, it does so on account of its importance in providing a high standard of education in Kenya's secondary schools.

Increased student enrollment has strained available resources, leaving some schools with inadequate teaching and learning materials (Mauti, Pacho, & Nyatuka et al., 2023), as observed in the study on the role of relationships on the efficacy of a hundred percent transition in public secondary schools in Kisii County, Kenya. This difficulty raises concerns about the effectiveness of instructional methodologies when teachers lack the necessary tools to facilitate learning effectively. This resource deficiency has particularly notable implications for classroom instructional methodologies. However, few studies have been conducted to analyze the impact of low provision of teaching and learning materials on instructional methods. Open University of Kenya (2020) noted that teaching and learning resources can help teachers differentiate instruction and promote learning more generally. The process of adapting lessons and teaching to your classroom's various learning capabilities and styles is known as differentiation of instruction. Worksheets, movies, directions for group activities, or any other type of learning material may all be altered by teachers to better meet each student's requirements or learning preferences, for instance, by incorporating various media. It was, therefore, essential for the current study to examine the impact of teaching and learning resource shortages on instructional methods in secondary schools within the context of the 100% transition policy.



## Theoretical Framework

This research used the Social Cognitive Theory by Bandura (1999) to investigate the influence of personal beliefs, external influences, and actions on teacher classroom management practices in Kenya's 100% transition policy. The social cognitive theory was developed as an alternative theory to explain human behaviour. The theory suggests that human behaviour is learned and developed through interactions with others and the world around an individual. The theory emphasizes the dynamic interaction of personal, environmental, and behavioural elements that shape human learning and behaviour (Bandura, 1999). The weakness of social cognitive theory is that it is loosely organized and based on the dynamic interplay between person, behaviour, and environment. Bandura's theory provides a valuable framework for understanding the complex world of classroom management, particularly in the context of policies such as the 100% transition policy. It considers personal beliefs, the school environment, available resources, and policy changes. By understanding these influences, the study aimed to gain a deeper understanding of how instructors adapt and expand their classroom management strategies in response to the challenges presented by the policy. Social cognitive theory in this study explored how 100% of policy implementation influences teachers' responses, beliefs, and behaviours regarding classroom management practices.

According to social cognition theory, a person's sense of self-efficacy influences whether they repeat a witnessed activity. Therefore, the theory examines how the increased student-to-teacher ratio impacts teachers' self-efficacy in managing classroom behavior effectively. The theory examines the impact of inadequate physical facilities on teachers' self-regulation and the modification of classroom management techniques, as well as how the availability of inadequate teaching materials influences teachers' self-regulation in adapting instructional methods. The Social Cognitive Theory is utilized to examine the role of school leadership in fostering a supportive environment that enhances teachers' self-efficacy and self-regulation in classroom management practices. Consider how different school types (day schools and boarding schools) may provide varying support and resources that impact teachers' self-regulation.

According to social cognitive theory, humans are active agents who both shape and are shaped by their surroundings. Therefore, it examines how the school's geographical



location influences teachers' self-regulation in classroom management, taking into account contextual factors and available community resources. It examines teachers' beliefs about their ability to control and shape student behavior, which in turn influences their actual classroom behavior management strategies.

The theory helps to analyse the association between teachers' self-regulation and the physical organization of the classroom, including seating arrangements and utilization of available resources. Additionally, to investigate how teachers' self-efficacy in adapting assessment techniques correlates with their perceived effectiveness in managing larger class sizes. It explores the connection between teachers' self-regulation in selecting and implementing instructional methods and their perceived impact on student engagement and learning outcomes.

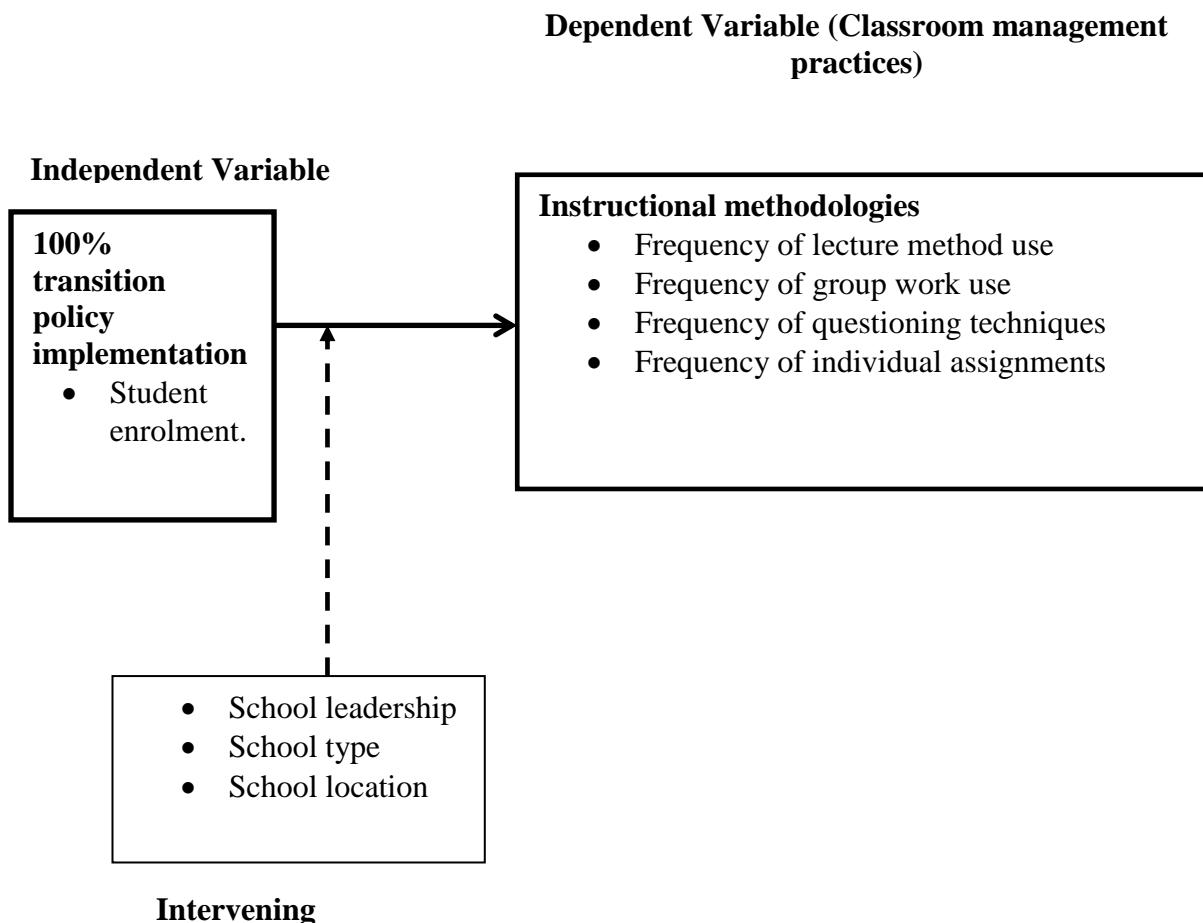
Within the framework of the Social Cognitive Theory, this research aimed to unravel the complex relationships between individuals' beliefs (self-efficacy), environmental factors (school context), and behaviours (classroom management practices). By investigating these factors, the study sheds light on how teachers' self-regulation and adaptation influence their instructional methodologies in the face of the challenges posed by the 100% transition policy.

## **Conceptual Framework**

The conceptual framework in Fig. 1 suggests that implementing a 100% transition policy directly affects classroom instructional methodology. Additionally, intervening variables such as school type, school leadership, rules, and regulations may have a relationship with teacher classroom instructional methodology, as school leadership determines the ease of teachers' classroom management practices based on the support they receive from the administration.



**Figure 1:** Conceptual Framework of influence of 100% transition policy on teacher classroom management practices.

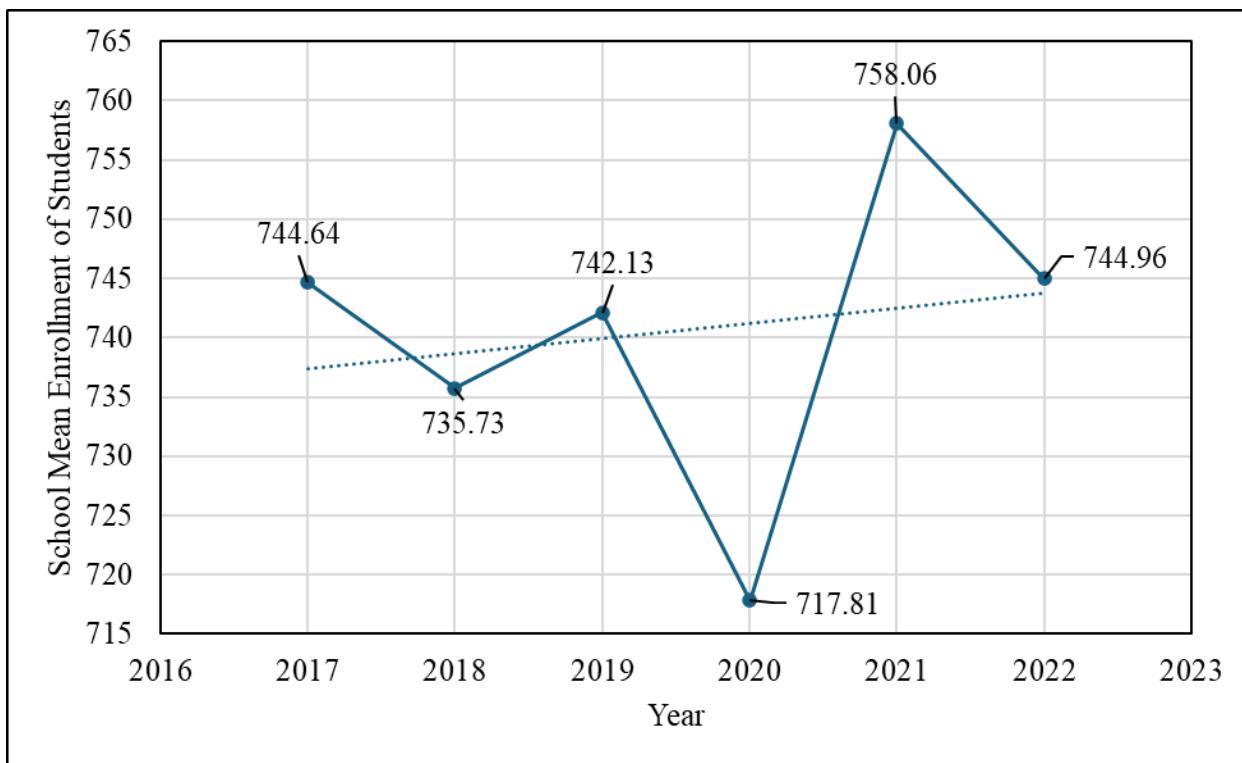


### Study Area and Research Design

The study was conducted in Koibatek Sub-County, Baringo County, Kenya. Koibatek was selected due to its high student enrolment rates, coupled with significant resource constraints.



### Trend in School Mean Enrolment of Students from 2017 to 2023



The trend analysis revealed notable variations in mean student enrollment across the years. The mean enrollment started at 744.64 students in 2017, followed by a slight decline to 735.73 students in 2018, representing a decrease of approximately 1.2%. In 2019, there was a marginal increase to 742.13 students, showing a recovery of about 0.87% from the previous year. 2020 marked the lowest point in the trend, with a mean enrollment of 717.81 students, representing a significant decline of approximately 3.3% from the previous year. However, 2021 witnessed a substantial increase to 758.06 students, the highest mean enrollment over the six years, marking an increase of about 5.6% from 2020. This peak was followed by a decrease to 744.96 students in 2022, representing a decline of approximately 1.7%. These enrollment patterns align with findings by Kiumi and Wambua (2020), who documented similar fluctuations in student populations following the implementation of the 100% transition policy in Kenyan secondary schools.

This combination intensifies the challenges posed by the government's 100% transition policy, making it a critical setting to examine the policy's impact on classroom behavioural management and its correlation with persistently low KCSE performance (Koibatek Educational



Office, 2020). This study employed a descriptive survey design. This approach was selected to accurately document current teacher classroom management practices without influencing the outcomes. Descriptive research is ideal for investigating existing situations, summarizing data, and providing a comprehensive overview of a problem (Kothari, 2004; Mugenda & Mugenda, 1999). The design is therefore well-suited to this study's objective of clearly identifying the teaching and learning factors affecting classroom management in public primary schools.

### **Sample Size and Sampling Procedure**

The target population for this study consisted of all 36 public secondary schools, their 36 principals, and 320 teachers in Koibatek Sub-County. A sample was drawn to ensure statistical reliability at a 95% confidence level using Nassiuma's (2000) formula. This resulted in the selection of 29 schools, 29 principals, and 87 teachers.

Schools were selected by simple random sampling, while all principals from the sampled schools were included (census sampling). From each school, one teacher was purposively selected for each of the subjects of English, Kiswahili, and Mathematics. These compulsory subjects were chosen because they experience significant behavioural challenges in the large classes created by the 100% transition policy, making their teachers' insights critical for understanding classroom management. The sampling distribution is shown in Table 1.

**Table 1: Sample Size Formulation**

	<b>Total Population</b>	<b>Sample Size</b>	<b>Sampling Procedure</b>
Public Secondary Schools	36	29	Simple Random
Principals	36	29	Census
Teachers	320	87	Purposive

A multi-stage sampling approach was employed. From the 36 public secondary schools in Koibatek Sub-County, 29 were selected using stratified random sampling. Schools were first categorized by type (national, extra county, county, sub-county). Due to low numbers, all national, Extra-county, and county schools were included automatically. The remaining 15 schools were randomly selected from the sub-county category via a lottery method. The distribution of the selected schools by category is presented in Table 2.



School Category	National		Extra County		County				Sub County
School type	Girls Boarding	Boys boarding	Girls Boarding	Boys boarding	Girls Boarding	Boys boarding	Mixed boarding	Mixed day	Mixed day
Population	0	1	3	3	5	0	1	1	24
Sample size	0	1	3	3	5	0	1	1	17
<b>Total</b>	<b>29</b>								

Table 2: Sample size distribution for schools

The study's inclusion criteria were defined to ensure validity and contextual relevance, limiting participation to the 29 sampled public secondary schools within Koibatek Sub-County, their current principals, and teachers currently employed at those schools to teach the core compulsory subjects of English, Kiswahili, or Mathematics. Conversely, exclusion criteria were applied to private secondary schools, schools located outside the sub-county, and any individuals who were not principals or current teachers of the specified subjects. Furthermore, all participants were required to provide voluntary informed consent prior to their involvement in the study.

### Instrumentation and Data Collection

Data were collected through surveys and semi-structured interviews. The teacher questionnaire captured biographical data and assessed the impact of the 100% transition policy across four key areas using Likert scales and open-ended questions: increased enrollment, classroom behavior management, physical classroom organization, and challenges in student assessment. Interviews with principals explored school-wide behavior management strategies, support systems, and the availability of resources.

### Reliability and Validity

Validity, referring to the accuracy and significance of a study's measurements (Mugenda & Mugenda, 1999), was established through expert judgment by university supervisors and a pilot study in three demographically diverse schools. This process ensured the instruments accurately measured the intended constructs—enrollment impacts, behavior management, and classroom assessment. Reliability, indicating measurement consistency (Hajjar, 2018), was confirmed by a Cronbach's alpha coefficient of 0.85, which exceeds the commonly used threshold of 0.70 in social science research (Yonas et al., 2023), demonstrating high internal consistency.



## Data Analysis

The researcher conducted data cleaning upon completing the data collection procedure from the surveys and interview schedules. This involved identifying any missing or incorrect responses, which were then corrected to enhance the quality of responses (Aneshensel, 2012). Data were programmed and entered into a computer using the Statistical Package for the Social Sciences (SPSS) version 27, a statistical software package for the social sciences (IBM, 2021). Qualitative data were analyzed using thematic analysis, which involved examining the meanings and implications derived from respondents' information and documented data (Aneshensel, 2012). Quantitative data were examined using basic descriptive statistics, including frequency counts, means, and percentages. The data analysis results were presented using frequency tables, pie charts, and percentages.

Multiple linear regression analysis was employed to test the hypotheses and examine the relationships between the 100% transition policy and various aspects of classroom management practices. This statistical method enables the examination of the impact of multiple independent variables on a dependent variable, while controlling for the effects of other variables (Field, 2018). The regression analysis helped determine the extent to which the 100% transition policy influenced classroom organization, behavioral management, instructional methodologies, and classroom assessment methods. The regression model was specified as follows:

$$\text{Dependent Variable} = \beta_0 + \beta_1 \times 100\% \text{ Transition Policy} + \beta_2 \times \text{Control Variables} + \epsilon$$

Where:

$\beta_0$  is the intercept.

$\beta_1$  is the coefficient for the 100% transition policy.

$\beta_2$  represents the coefficients for control variables (e.g., teacher experience, school type).

$\epsilon$  is the error term.

The regression analysis provided estimates of the coefficients ( $\beta$ ) and their statistical significance, allowing for the assessment of the impact of the 100% transition policy on classroom management practices while controlling for other factors. The model's goodness of fit was evaluated using the R-squared ( $R^2$ ) statistic, which indicates the proportion of variance in the dependent variable that is predictable from the independent variables (Field, 2018).



## Results and Discussion

The objective of the study is to investigate the impact of the 100% transition policy on instructional methodologies in public secondary schools in Koibatek Sub-County, Kenya. The research examined teachers' responses regarding the frequency of use of various instructional methodologies after implementing the 100% transition policy. The data presented insights into how teachers adapted their teaching approaches to increased class sizes. Table 32 presents the results of teachers' responses to instructional methodologies following the 100% transition policy.

**Table 1: Teachers' Responses on Instructional Methodologies Following the 100% Transition Policy**

Statement	Rarely (%)	Not at all (%)	Often (%)	Very Often (%)	Mean	Std.D
Lecture method	27.7%	27.7%	18.1%	26.5%	2	1
Group work	24.1%	25.3%	30.1%	20.5%	2	1
Daily quiz	26.5%	22.9%	26.5%	24.1%	2	1
Questioning	26.5%	21.7%	27.7%	24.1%	2	1
Role play	20.5%	26.5%	20.5%	32.5%	3	1
Drama	26.5%	22.9%	31.3%	19.3%	2	1
Demonstration	22.9%	18.1%	28.9%	30.1%	3	1
Class discussions	19.3%	18.1%	30.1%	32.5%	3	1
Individual Assignments	8.4%	34.9%	26.5%	30.1%	3	1
Take-home group assignments	14.5%	31.3%	30.1%	24.1%	3	1
Project-based learning	25.3%	24.1%	32.5%	18.1%	2	1
Use of technology, e.g., videos/photos	19.3%	21.7%	38.6%	20.5%	3	1
The implementation of a 100% transition policy has impacted the instructional techniques I use in my classes	22.9% (SD)	31.3% (D)	24.1% (A)	21.7% (SA)	2	1

*Total Count = 83*

The analysis revealed varied usage patterns across different instructional methods. Class discussions emerged as one of the most frequently used methods, with 62.6% of teachers



employing this approach 'often' or 'very often'. The demonstration also showed high utilization, with 59% of teachers frequently implementing this method. Technology integration, as demonstrated through videos and photos, was notably embraced by 59.1% of teachers. However, traditional lecture methods showed a lower frequency of use, with 55.4% of teachers using it 'rarely' or 'not at all'. Individual assignments maintained moderate usage, with 56.6% of teachers implementing them frequently. Regarding the overall impact of the 100% transition policy on instructional techniques, 54.2% of teachers disagreed that it had significantly affected their teaching methods.

Table 3 presents a hierarchical ranking of instructional methodologies based on teachers' preferences and frequency of use after implementing the 100% transition policy. This ranking provided insights into the most viable teaching approaches under the new policy conditions.

**Table 2: Ranked Teachers' Responses on Instructional Methodologies Post-100% Transition Policy**

	Mean Rank
Class discussions	7.75
Individual Assignments	7.73
Demonstration	7.33
Role play	7.21
Use of technology, e.g., videos/photos	7.17
Take-home group assignments	7.1
Daily quiz	6.78
Questioning	6.75
Drama	6.69
Group work	6.66
The implementation of a 100% transition policy has impacted the instructional techniques I use in my classes	6.66
Lecture method	6.64
Project-based learning	6.54

The results in Table 4 revealed that class discussions ranked highest (mean rank = 7.75), closely followed by individual assignments (mean rank = 7.73). Demonstration methods ranked third (mean rank = 7.33), while role-play secured the fourth position (mean rank = 7.21). These rankings aligned with research by Ndung'u et al. (2021), who found that participatory teaching methods remained effective despite increased class sizes in Kenyan secondary schools. Project-based learning received the lowest ranking (mean rank = 6.54), possibly due to the challenges of implementing complex learning activities in large classes. Table 34 presents statistical test



results examining the level of agreement among teachers regarding their choice of instructional methodologies under the 100% transition policy.

**Table 3: Statistical Test Results for Agreement on Instructional Methodologies Impact of the 100% Transition Policy - Kendall's Coefficient of Concordance**

<b>Test Statistics</b>	
N	83
Kendall's W <sup>a</sup>	.013
Chi-Square	12.566
Df	12
Asymp. Sig.	.401

*a. Kendall's Coefficient of Concordance*

Kendall's Coefficient of Concordance test yielded a low concordance value ( $W = 0.013$ ), with a chi-square value of 12.566 ( $df = 12$ ) and p-value of 0.401 ( $p > 0.05$ ). These results indicated no statistically significant agreement among teachers regarding their preferred instructional methods. This suggested that teachers' teaching methodologies varied considerably, possibly influenced by factors such as subject area, available resources, and individual teaching preferences rather than solely by the transition policy.

### **Linear Regression**

Linear regression analysis was employed to determine the strength and significance of this relationship, providing insights into how the policy influenced teachers' instructional approaches. The analysis yielded several noteworthy findings regarding this educational dynamic. The results of the simple linear regression analysis are presented in Table 42.

**Table 6: Linear Regression Model Results for Impact of 100% Transition Policy on Instructional Methodologies in Public Secondary Schools in Koibatek Sub-County, Kenya.**

<b>Model Summary</b>						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.596 <sup>a</sup>	.356	.348	.43288		
a. Predictors: (Constant), hundred percent transition policy						
<b>ANOVA</b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.380	1	8.380	44.722	.000 <sup>b</sup>
	Residual	15.178	81	.187		
	Total	23.558	82			



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- a. Dependent Variable: instructional methodologies
- b. Predictors: (Constant), hundred percent transition policy

### Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant) 1.063	.472		2.252	.027
	hundred percent transition policy .750	.112	.596	6.687	.000

- a. Dependent Variable: a hundred percent transition policy

The linear regression analysis conducted to assess the impact of the 100% transition policy on instructional methodologies in public secondary schools in Koibatek Sub-County, Kenya, revealed significant findings. The model summary indicated a correlation coefficient (R) of 0.596, suggesting a strong positive relationship between the 100% transition policy and instructional methodologies. The R-square value of 0.356 indicated that approximately 35.6% of the variance in instructional methodologies could be explained by the 100% transition policy. In contrast, the adjusted R-square value of 0.348 provided a slightly more conservative estimate of this relationship.

The ANOVA results demonstrated that the regression model was statistically significant ( $F(1, 81) = 44.722, p < 0.05$ ), confirming that the 100% transition policy was a robust predictor of instructional methodologies. The coefficients table revealed that the 100% transition policy had a significant impact on instructional methodologies ( $\beta = 0.596, t = 6.687, p < 0.001$ ). The unstandardized coefficient ( $B = 0.750$ ) indicated that for each unit increase in the 100% transition policy, there was a corresponding 0.750 unit increase in instructional methodologies.

These findings suggest that implementing the 100% transition policy has had a substantial impact on instructional methodologies in public secondary schools. The increase in student numbers resulting from the policy has likely led to significant changes in how teachers approach instruction, with a shift toward more interactive and group-based teaching strategies. This aligns with research by Odhiambo and Mwangi (2022), who found that teaching methodologies have a significant influence on the success of educational policies in Kenyan secondary schools, particularly in contexts with increased student populations.



## Qualitative Insights from Principals on Instructional Methodologies

The principals' observations add depth to the quantitative results of instructional methodologies:

Principal 1 stated that:

*“Teachers have adapted by using more interactive methods like discussions and problem-solving in groups because traditional lectures are less effective with such large numbers. But creativity in teaching methods is now somewhat limited by space and time.”* (Interview with School Principal, Koibatek Sub-County, 2024).

Principal 2 stated that:

*“We've seen a move towards technology use for teaching, trying to engage students through digital means since physical interaction is limited. However, not all teachers are equally equipped or trained for this shift.”* (Interview with School Principal, Koibatek Sub-County, 2024).

Principal 3 stated that:

*“The methodology has had to become more inclusive and less one-size-fits-all. Teachers use more visual aids and demonstrations because it's harder to keep the whole class engaged with conventional teaching methods. We're in a constant state of adaptation.”* (Interview with School Principal, Koibatek Sub-County, 2024).

These findings aligned with research by Odhiambo and Mwangi (2022), who found that teaching methodologies significantly influenced the success of educational policies in Kenyan secondary schools.

The strong correlation found between the 100% transition policy and changes in instructional methodologies is vividly illustrated by the principals' experiences. The move towards more interactive and technology-driven teaching strategies, as described, aligns with our statistical data, underscoring the need for adaptive teaching methods in response to larger class sizes. This synthesis suggests that while the policy has promoted pedagogical innovation, it also underscores the need for comprehensive teacher training and resource support to ensure the effectiveness of these new methodologies across the diverse educational spectrum.

## Conclusion and Policy Recommendations

Instructional methodologies have seen a noticeable transformation due to the 100% transition policy. This 100% transition policy has led to a clear shift towards more interactive and group-based teaching strategies. The policy had a strong influence on instructional methodologies ( $r =$



0.596,  $p < 0.05$ ), accounting for 35.6% of the variance ( $R^2 = 0.356$ ,  $F(1,81) = 44.722$ ,  $p < 0.05$ ). Teachers adopted more interactive and group-based teaching strategies, such as discussions and demonstrations, to manage larger classes. Principals observed a shift toward technology-driven and inclusive methods (e.g., Principal 2: “*We've seen a move towards technology use for teaching*”). This indicates that the policy has driven pedagogical innovation, though resource constraints pose challenges.

The study concludes that the policy has driven teachers to adopt more interactive and group-based teaching strategies. The significant association and principals' reports of pedagogical innovation indicate resilience among educators. However, the effectiveness of these adaptations is limited by resource constraints, emphasizing the need for teacher training and resource support to sustain instructional quality.

Teacher Training programs need enhancement, focusing on equipping teachers with skills for managing large groups, implementing effective behavioral strategies, and adopting innovative teaching methods. This would prepare educators for the complexities of their current classroom challenges.

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